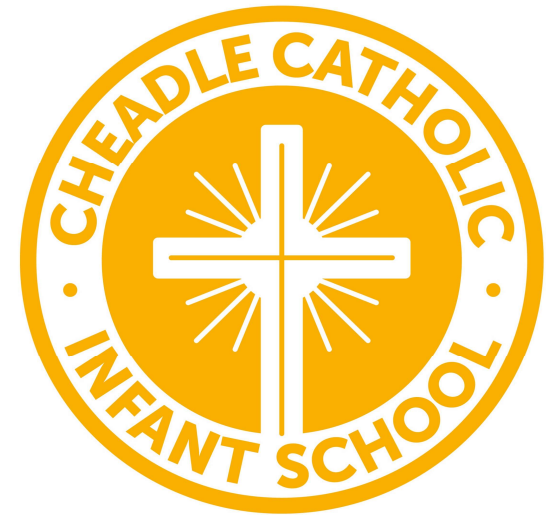


History at
Cheadle Catholic Infant School
by Claire Nelson

Love - Respect - Shine

At Cheadle Catholic Infant school we encourage our children to show love and respect for themselves and others and to shine brightly in all that they do. History plays an important part in this because:

- Local history teaches us more about ourselves and how the area around school came to be. It makes us proud to be from Cheadle Hulme and the surrounding areas and encourages a sense of belonging.
- The children learn that not everyone's life experiences are the same as theirs and they develop empathy and understanding for others.
- Our children work collaboratively, sharing ideas and listening to each others' points of view.
- Children learn about a diverse array of role models and how they were able to 'shine', inspiring them to use their talents and abilities to do the same.
- Their work is completed to a high standard and presented in a variety of different ways, giving every child to achieve their full potential and 'shine'.



Curriculum

Our comprehensive and bespoke curriculum has been designed with the needs and experiences of our children in mind. It has been developed in line with the EYFS framework and National Curriculum. The Scheme of Work is enquiry based and rigorously delivered to ensure that all children are given the best possible chance to succeed and develop the skills and knowledge they will need to enjoy and achieve at the end of Key Stage 1 and beyond. It draws on local inspiration and the children's own experiences and is unique to our school and its location.



Cheadle Catholic Infant School

History Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	The Colour Monster	The Gruffalo	Nursery Rhymes	Traditional Tales	Jasper's Beanstalk	What the ladybird heard
<p>Knowledge and Understanding of the World.</p> <p>HOOK</p>	<p>Start the memory box with something that reminds them of their first day in nursery</p> <p>Share things that they have seen/done in the recent past using past tense verbs.</p> <p>Black history month</p>	<p>Look at pictures of themselves as babies and talk about how their needs have changed. If possible, ask someone with a baby to come and visit the class so they can ask them simple questions.</p>	<p>Look at pictures of children in Nursery Rhyme illustrations. Make comparisons between their clothes, toys, homes etc and their own.</p>	<p>Look at pictures of characters in Traditional Story books. Make comparisons between their clothes, toys, homes, kitchen equipment etc and their own.</p>	<p>Take photos of seeds that they grow and leave them available for the children to order and revisit independently</p> <p>Ask children to talk about their experiences of growing things previously.</p>	<p>Look for bugs over the course of a week. Use language such as 'yesterday I saw...' 'today I saw...' 'tomorrow I might see...'</p>
RECEPTION	All about Me	Seasons/Celebrations	Superheroes	Space	Minibeasts/Growing	India
<p>Knowledge and Understanding of the World.</p> <p>HOOK</p>	<p>Start the memory box by adding something which will remind them of their first day of nursery</p> <p>Curiosity cube containing baby photos of staff working in FS</p> <p>Put two or three photos of themselves in order and talk about their needs and preferences at different stages of their lives eg toys they liked, clothes they wore, skills they now have</p> <p>Mystery box of baby items. What are they? Who might they be for? Do they have any at their house?</p>	<p>Curiosity cube: vintage/old fashioned Christmas items</p> <p>recap previous significant celebrations of their own eg birthdays, Christmas</p> <p>ask a parent/ grandparent/ member of staff to come in and talk to the class about what Christmas was like when they were little (with photos, toys, props etc if possible)</p>	<p>Curiosity cube: put items into the cube which link to a certain job eg police officer, dentist, teacher and the children are detectives to try and guess the occupation.</p> <p>Winter walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p>	<p>Curiosity cube: look at and compare photographs of spacesuits/ rockets now and in the past</p> <p>Learn about the first moon landing and significant individuals such as Mae Jemison, Tim Peake, Neil Armstrong.</p> <p>Reap and Loan box from PBM</p> <p>Spring walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p>	<p>add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order independently and talk about how they know it's the right order. Look back at their year in Reception.</p> <p>curiosity cube: items from a life cycle</p>	<p>add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order independently and talk about how they know it's the right order. Look back at their year in Reception.</p> <p>Summer walk: include Bruntwood Hall on the summer walk and recap how it is used now compared to in the past.</p>

YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		What was life like when my grandparents were young?		Who used to live in Bramall Hall and what was their life like?		
HOOK	Black history month	<p>Children reflect on key aspects of their own life-toys, clothes, school, hobbies, food- and then compare it to life of their grandparents, questioning members of staff and using artefacts from the museum.</p> <p>Children then go on to find out about 'The Windrush' using key text 'Coming to England' and learn about Grace's experiences when she came to England.</p>		<p>Children discuss what they know about Bramall Hall and then make observations and generate questions to outline what they want to find out.</p> <p>Children find out a little about what 'Tudor' means and then go on to discover what it was like to be rich and poor at this time.</p> <p>Children visit Bramall Hall and find out specifics about the Davenport family who lived there and their lifestyles.</p> <p>Children then go on to make comparisons between their lives and what life was like for children in the Davenport family.</p>		<p>Children recap previous knowledge from Reception when they learnt about what seaside holidays were like in the past. They use the loan box from PBM to investigate artefacts and ask and answer questions.</p> <p>The children then go on to learn about two significant women- Grace Darling and Mary Annin. They learn about their lives and find out why we still remember them today. They make comparisons between the two people and decide which one is most worthy of a statue in their hometown, giving reasons and weighing up the evidence.</p>
Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		What is a hero?		Why has the Great Fire of London been remembered for hundreds of years?	How did transport change the world?	
HOOK	Black History Month	<p>Children spend some time thinking about what a hero is and the many different ways people can be considered as heroes. They learn about the local hero James Kirk.</p> <p>This leads on to learning about whether heroes are always famous, focussing particularly at the roles of 'bombers' heroes' during WW2 and evacuation as Cheadle Hulme received evacuees from Manchester during WW2.</p>		<p>Children discuss what they already know and then generate own questions which they go on to find the answers to themselves.</p> <p>Moving on from that, they then go on to learn about the Great fire of Nantwich, again answering their own questions and using a variety of sources.</p> <p>Once they know about both they make a comparison between the two.</p>	<p>Children look at two significant events in the history of transport. Firstly, the Rainhill Trials which has links to Manchester and then look at the impact of locomotives within the UK and then around the world.</p> <p>Next the children learn about the first moon landing, looking at the Hidden Figures that worked together to make it all possible</p>	

Key
concepts:
what are the
big ideas?

In EYFS and Key stage 1 it is important that children encounter important concepts and ideas in an age-appropriate way. The history curriculum at our school is carefully designed to make sure that the concepts the children are introduced to set them up for success throughout our school and into Key Stage 2, creating a firm foundation for historical understanding.



Substantive (first order) concepts

The substantive concepts which run through our history curriculum and help children to understand recurring abstract themes within a historical context are:

Travel

The concept of travel is focused upon heavily in the Year 2 topic 'How did transport change the world?' However, the children come to this topic with prior knowledge because they have previously learnt about the first moon landing and astronauts in Reception and Seaside holidays in the past in Year 1. This concept also has plenty of cross over links with Geography topics such as where makes a good holiday in the UK (Y2, Spr1) and the comparison study with Japan (Y2, Sum 1).

Society

This is a more complex concept than travel but it is introduced gently for example by looking at the impact the arrival of the Windrush generation had on society (Y1, A2) looking at the differences between the experiences of rich and poor people during events such as the Great Fire of London (Y2, Spr2) and comparing the lives of landowners and servants living in Bramall Hall (Y1, Spr2). These topics begin to build up an idea of what was like in the past and also begin to question how much has changed.

Substantive (first order) concepts

The substantive concepts which run through our history curriculum and help children to understand recurring abstract themes within a historical context are:

Monarchy

This concept links to the children's understanding that the U.K. is ruled by a monarch. Within our curriculum, the idea of monarchy is primarily based around the British Monarchy and their role in historical events such as 'The Windrush' (Y1, A2), Homefront Heroes (Y2, A2) and The Great Fire of Nantwich and London (Y2, Spr2). The monarchy also recurs in many of our key anniversaries such as Remembrance day and special events like the Queen's platinum jubilee and the upcoming coronation of King Charles III, which are celebrated throughout EYFS and KS1.

Achievements

Our final substantive concept is that of achievements. Many of the topics we study cover an element of one significant person or group of people achieving something for example the first moon landing (Rec Spr2), comparing the achievements of Grace Darling and Mary Anning (Y1, S2) or the rebuilding of London after the Great Fire of London (Y2, Sp2). Through the use of the History Mystery box the children make connections between people who have made significant achievements and are encouraged to compare the achievements and think about how they have contributed to our lives today.

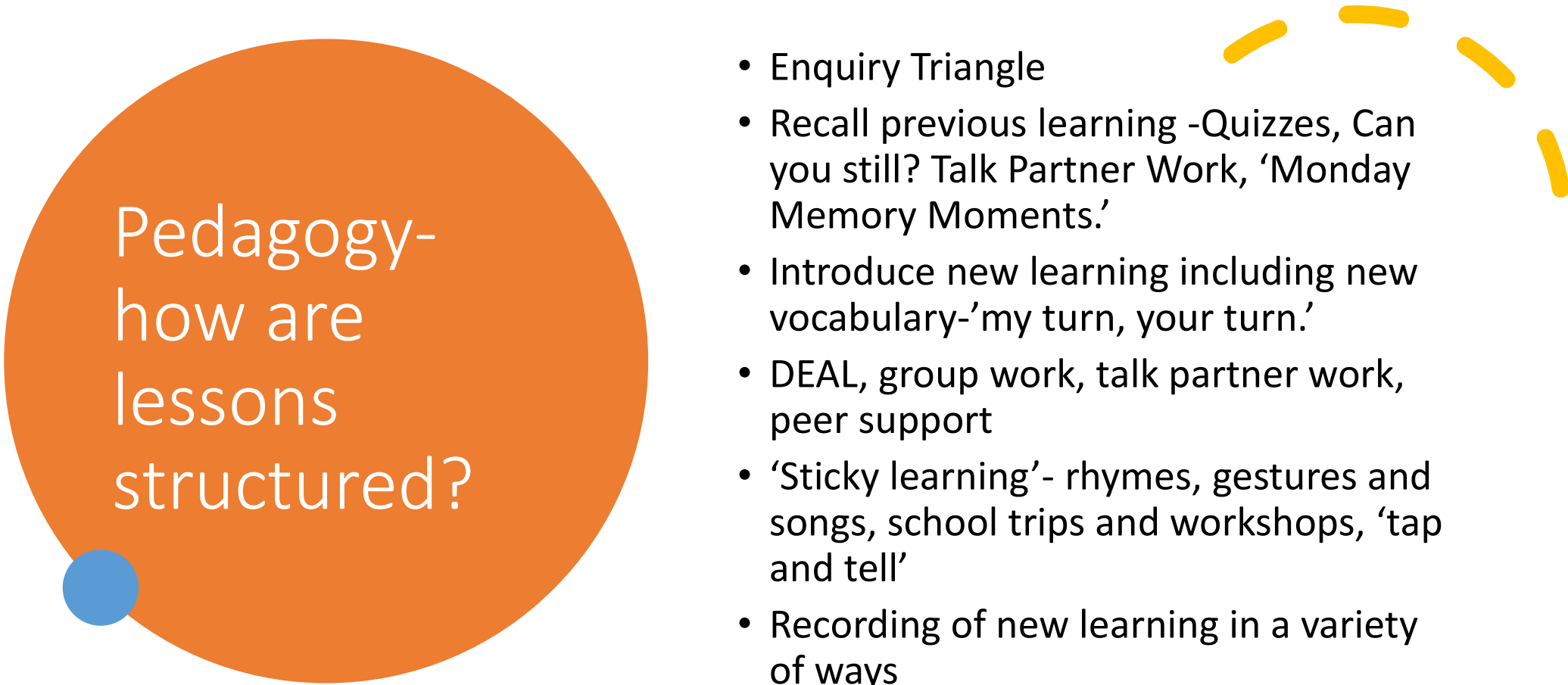
Disciplinary (second order) concepts

These are the common threads across historical teaching which are central to everything we teach ('they can be said to cover what history is about, without the content' - Tim Jenner, HA Primary Journal 82). The children repeatedly meet these concepts in their learning and they help the children to make links between different aspects of historical learning so that their historical knowledge and thinking connects rather than being a series of stand alone topics.

The second order concepts are:

similarities and differences, significance, chronology, continuity and change, cause and consequence.





Pedagogy- how are lessons structured?

- Enquiry Triangle
- Recall previous learning -Quizzes, Can you still? Talk Partner Work, 'Monday Memory Moments.'
- Introduce new learning including new vocabulary-'my turn, your turn.'
- DEAL, group work, talk partner work, peer support
- 'Sticky learning'- rhymes, gestures and songs, school trips and workshops, 'tap and tell'
- Recording of new learning in a variety of ways
- Mini plenaries

How is learning sequenced across the school?

EYFS

- In Nursery and Reception (EYFS) the Early Learning Goals (ELGs) for history are part of the Nursery and Reception curriculum.
- In EYFS this can be either through incidental teaching that occurs naturally during interactions between children or children and staff, or could be intentionally planned for as part of wider learning such as borrowing the Domestic Life box from Portland Basin museum.

18 months- 3 years	3 & 4 year olds	Reception	ELG
Make connections between the features of their family and other families.	Begin to make sense of their own life story and family history.	Comment on images of familiar situations from the past.	Talk about the lives of people around them and their roles in society.
		Compare and contrast characters from stories including figures from the past.	Know some similarities and differences between things now and in the past, drawing on their experiences and has been read in class.
			Understand the past through settings, characters and events encountered in books read in class and story telling.

Year 1

Autumn-

“What was life like when my Grandparents were young?”

Builds on prior knowledge of families and family history from EYFS.

Spring-

“Who used to live in Bramall Hall and what was their life like?”

Local history- significant place. Children compare life when the hall was built and life now. This is designed around a place which is familiar to many children.

Summer-

“Who and what might you find at the seaside in the past?”

Children look at seaside holidays in the past and compare the achievements of two significant people, Grace Darling and Mary Anning.

YEAR 1

AUTUMN		
<p>TOPIC: What was life like when my Grandparents were young?</p> <p>CCIS ESSENTIALS: Use of the loan box from Portland Basin museum and first hand experiences from Mrs Noar and Mrs Boardman make this topic real and accessible for the children.</p> <p>KEY HISTORICAL VOCABULARY: past, now, present, same, different, change, lifetimes, lives, order, changes, question, resources, artefacts, old, information, SOCIETY, MONARCHY</p> <p>KEY FACTS: things like toys my have been made from different materials eg less plastic, everyday objects may have looked very different eg telephones.</p> <p>Windrush- that the 'SS Empire Windrush' was a boat. That the people on the boat were coming from the Caribbean to help the UK rebuild itself after WW2. That the people leaving had a tough boat journey and left their homes and families because they believed they would have a better life. Many of the women were nurses and got jobs in the new NHS (founded 1948). Some people were able to find work and settle while others suffered from racism and were made to feel unwelcome.</p>		
STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
<p>- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>(In our case this is the change that happened when families came from the Caribbean to the UK creating a more diverse society).</u></p>	<p>What are the best things about being a child in 2022?</p>	<p>Week 1- In this first week, the children are outlining their own lives to create a point of reference for work in future weeks.</p> <p>Children get a message from Zootle the alien. She wants to know what it is like to be a child on planet Earth. Zootle asks the children to tell her all about the toys they play with, their hobbies, clothes they like to wear, what school is like and their favourite foods.</p> <p>Evidence for enquiry books: Children draw/ write to show Zootle what their lives are like. They share with her their favourite things.</p> <p>At the end of the session the children are asked if it has always been like this. Would their parents and grandparents have given Zootle the same answers? Children begin to make predictions about what life might have been like for the grandparents when they were children.</p>

Year 2

Autumn-

“What is a hero?”

Builds on prior knowledge of significant people and their achievements in EYFS and Y1, as well as Black History month.

Spring-

“Why has the Great Fire of London been remembered for hundreds of years?”

Focus on a significant historical event, building on from Geography topic about the UK and learning about capital cities. Comparison with Nantwich fire for a North West history link.

Summer-

“How did transport change the world?”

This builds on prior learning about transport in both EYFS (space) and Y1 (seaside holidays).

YEAR 2

AUTUMN		
<p>TOPIC: What is a hero?</p> <p>CCIS ESSENTIALS: By the end of the unit of work the children should be able to name local heroes James Kirk and know what makes him a significant local person. They should be able to name some of the jobs of the home front heroes (Air raid warden, Women's Land Army, ambulance driver, factory worker) and understand why what they did was heroic. They should be able to talk about the role of Cheadle Hulme in providing a safe place for children to come (evacuation) and be able to empathise with the children who were evacuated.</p> <p>KEY HISTORICAL VOCABULARY: hero, local, significant, similar, different, compare, explain, evidence, artefact, expert, object, document, source, timeline, fact, opinion</p> <p>Key Concept: MONARCHY</p> <p><u>KEY FACTS:</u> There are many different ways that someone can be a hero— saving lives, risking their own life to help others, academic achievement, overcoming a barrier, dedication to a skill etc Local hero- James Kirk (WW1 recipient of Victoria Cross) Home front— Cheadle Hulme was a home for many evacuated children during WW2. Most came from Manchester (targeted because of large factories, famous buildings etc whereas Cheadle Hulme was a very quiet village then) but some from further away. Children had varied experiences. There were many home front heroes including people taking in evacuated children, women's land army, ambulance drivers, factory workers and air raid wardens.</p>		
STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
<p>Pupils should know:</p> <p>- where people they study fit within a chronological framework</p> <p>Pupils should be taught about:</p>	<p>What is a hero?</p> <p>Who are our local heroes?</p>	<p>Week 1- Discuss the question of the half term with the class. Make links with prior learning (FS superheroes topic). Look in the history mystery box at some heroes studied in Year 1 and other famous people and talk about why people admire them and how they are/will be remembered. What makes them heroes? Is it always the same thing?</p> <p>Week 2- Local heroes. Recap again what a hero is and some of the qualities they might have (not necessarily saving lives could be talent, academics etc). Split class up into MA groups and generate questions about a new person after looking at a picture source. Go on a fact hunt</p>

How does this prepare our children for their move to Key Stage 2?

We know that the knowledge children gain in EYFS and KS1 are the foundations of successful historical learning in Key Stage 2 and beyond. Through meetings with the History Subject Leader in the Junior School, I have a thorough understanding of what the children will be moving on to so that the children have the best possible chance to achieve their full potential on the next part of their learning journey.

Critical information such as the topics they work through and the key concepts that they focus on are shared so that any links can be capitalised on, further improving the chance for children to 'join up' their learning and make sure that they are making connections across the Key Stages.

History and Geography Curriculum Map						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3	Stone/ Bronze/ Iron Age	Stone/ Bronze/ Iron Age	The UK	The UK	Ancient Civilisations and Egypt	Ancient Civilisations and Egypt
	Fieldwork					
4	Roman Britain	Roman Britain	Europe	Europe	Ancient Greece	Ancient Greece
						Fieldwork
5	Countries of the World	Extreme Earth	The Mayans	The Mayans	Anglo-Saxons and Vikings	Anglo-Saxons and Vikings
						Fieldwork
6	The Americas	The Americas	World War II	World War II	Crime and Punishment	Crime and punishment
						Fieldwork

Vocabulary

In collaboration with other History Subject Leaders in Stockport, I compiled a vocabulary list for EYFS and another for KS1 to help class teachers signpost key vocabulary to the children and ensure progression and repetition across school.

	Key History Vocabulary Most important words which each age group should know selected by Stockport Teachers of this age group	Other words for this age group - recap previous words or introduce new vocabulary	Challenge for this age group
EYFS	A long time ago Past/ now Same/ different Change People Lifetimes Lives Past tense words used correctly eg was/ were/ went etc Sequencing words eg first, then, next, after that, Daily words: yesterday, today, tomorrow, this morning, at lunchtime		Sequence

KS1	History significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Research Question Consequences Reason/ reasoning Connections	Old Ancient Modern Past/ present/ future Memory Information	Contrast Archaeologist Legacy Monarch Parliament settlements
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Pupil Voice 2022

What do they
know? How well
do they
remember it?

Pupil voice activities with Year 1 and 2 children showed that the children were understanding and retaining the information they were being taught.

Year 2 children could talk confidently about what they had been taught in Y2 and Y1 which is good evidence of sticky learning.

Year 1 children showed a much more thorough understanding of the life of Floella Benjamin and the Windrush generation as a whole. I think this is because of the use of the text 'Coming to England' in English which gives the children many more opportunities to revisit the story than history lessons alone.

Children's attitudes were positive. They were enjoying what they were learning about and enjoying the way that it was being taught.

Inclusion

We know that children with SEND can find the abstract nature of history and retention of facts difficult. We have written a document reflecting on this and how we have adapted our practise to give everyone the best chance to succeed. Our four key strategies for teaching are:

- **Strategy 1:** Repeated Learning- the 'history mystery box,' songs and rhymes, weekly quizzes
- **Strategy 2:** Collaborative learning- groupwork (eg flat chat), paired work, whole class collaboration (DEAL)
- **Strategy 3:** Duration of activity and avoidance of too much teacher talk.
- **Strategy 4:** Recording in different ways- photographs, pictures, pot it notes, scribed writing, recording





SEND pupil voice 2023

Is our SEND
document having
an impact?
Is it working?

Positives

- They remember names of people and recall facts
- Both Y1 and Y2 groups made explicit reference to books
- Varied teaching strategies such as m/a paired work, history workshop, drama, Mrs Boardman visiting y1 seem to be linked to the knowledge that stuck.
- Y2 could recall Y1 work as well as what they had worked on recently.

Things to think about

- They seem to remember people better than events
- Both groups struggled to remember/explain some of the more complicated vocabulary eg significant, jubilee, Wangari Mathaai (is she in their HM box?)
- Found it hard to define what history is
- Listening and staying 'on task' was a challenge for most in this short, small group situation: reminded me it must be so much harder for them in an actual history lesson and to keep the w/c delivery to a minimum.

Assessment- Measuring progress, knowledge, skills and challenge

In KS1 assessment sheets are completed by the class teacher at the end of each unit. This highlights children that are working towards the expected standard and working at the expected standard in History.

Tools used weekly as formative assessment include:

- Monday Memory Game
- Can you still?
- Sticky Learning- end of lesson activity
- History Mystery box



Strengths and next steps



Strengths

- Children get lots of enrichment activities to bring the curriculum to life. Loan boxes, artefact handling, external workshops and super learning days all help to make the sometimes abstract ideas more relatable.
- The scheme of work is followed carefully.
- Children are given the opportunity to revisit key knowledge repeatedly to ensure long term retention of facts.
- Children build on previous learning through the careful planning so that they are not learning about people or events in isolation.
- Children's attitudes to history are very positive.
- Our curriculum reflects the world we live in and includes a diverse range of events and people.
- The children are well prepared for history in KS2.

Next Steps

- To add even more opportunities for local history, particularly historical events within close proximity to school.
- To refine assessment techniques to make data more accurate and more useful to improve outcomes across school.
- To prioritise the learning of vocabulary, utilising whole school methods such as 'my turn, your turn', entrance/exit tickets, word of the week.