

## Wallace Fields Infant School & Nursery

### *Subject Story for History*



### **Intent:**

At Wallace Fields Infant School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, we develop children with essential skills in order to help them to become historians. Children have opportunities to develop a sense of curiosity about the past, reflecting on how and why people interpret the past in different ways. Children develop their critical thinking skills and are able to communicate their thoughts and opinions to different audiences, supporting their opinions using a range of historical sources. In addition to this, children learn about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as causation. Through our History curriculum, children develop their knowledge and understanding of significant events in Britain's past and the wider world around them. Children gain key skills that enable them to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.

Teachers at Wallace Fields Infant School are responsible for the implementation of history effectively and to assist children to:

- Develop chronological understanding of periods of time
- Increase knowledge and understanding of key events
- Know about famous people who have influenced the course of history
- Recognise that the past is represented and interpreted in different ways
- Be able to use a range of sources to select and record relevant information
- Develop a range of skills necessary to communicate their knowledge and understanding

### **Implementation:**

Through an inclusive and challenging curriculum, we support children to acquire the knowledge and cultural capital they need for future success. Each term a new unit is taught and signposted through enquiry questions. Teachers plan collaboratively using the history progression grid and lessons are designed to be progressive and sequential so knowledge is built upon each week. This enables children to be able to call upon the vocabulary, skills and subject knowledge taught in the unit of work, in order to answer the enquiry question through writing, design or presentation.

A knowledge organiser accompanies each unit and makes the expectation of what must be known by every child clear. These help teachers to guide their planning and ensure lessons are progressive, sequential and vocabulary rich.

Our History curriculum follows a clear and consistent sequence from EYFS to the end of Key Stage 1 ensuring that children gain a rich and wide range of skills and knowledge that they have effectively built upon each year. Topics have been carefully designed so learning is revisited and deepened. For example, our Reception topic of "How has our school changed" provides children with a firm foundation upon which to acquire new learning in Year One when they learn about the "Local Area and Epsom College".

In KS1 History is taught during 'Task Time' sessions which means it may be taught through a whole class 'teach' session or through a task time 'recall' activity. In Reception and Nursery, teachers will look at 'Understanding the World' when planning and delivering the History curriculum. This will be delivered through a whole class input or through a 'discovery time' activity. During 'discovery time' children will be able to independently access and explore the activity.

At Wallace Fields we ensure lessons are varied both in presentation and outcome to allow students to fully engage with the subject. Lessons often include: paired work, role play, written outcomes, creative outcomes (picture based), practical tasks (playing with toys from the past).

Learning journals are used in KS1 in order to evidence 'progress' as the children demonstrate their ability to 'know more, remember more, and understand more' Pupil voice is excellent evidence to support this. In Reception and Nursery, weekly observations of the children are used to evidence this and uploaded to an online portal called Tapestry.

Through our curriculum, children will compare the lives of famous historical figures and understand the significance of shaping our world today. We have chosen to study people who reflect our diverse community, for example, Mae Jemison, Yuri Gagarin and Mary Seacole, as well as focusing on our local history studying the suffragette martyr Emily Davison.

At Wallace Fields Infants we enable our children to learn from an array of historical sources to find out about different periods of time, for example, artifacts, historical sites, photographs, videos, and some written sources to find out about people and events in history. From this children begin to understand historical terminology and learn a rich vocabulary which helps them in developing their history skills.

Subject specific literature both specific fiction and non-fiction books are shared with the children in history. Some topics may lend themselves more to different subject areas and so History may be taught more frequently in some topic areas, for example, Year 2 wrote information fact files in their English lessons after learning about Katherine Johnson, a famous NASA mathematician.

Where a topic is appropriate, Wallace Fields Infants will encourage the interest and participation of parents/carers and other members of the community of the school, to visit and share their own experiences and recollections of events within living memory.

### Progression across year groups:

	Reception	Year One	Year Two
Autumn One	How have I changed? <b>Own living memory</b>	How were the coronations of Queen Elizabeth II and King Charles II similar or different?	How were the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II the same or different? <b>Power</b> <b>Monarchy</b> Links to YR, Y1, Y5 & Y6
November 11 <sup>th</sup>	Whole School: Remembrance Day <b>British Values</b>		
Autumn Two	How have toys changed over time? <b>Society and Community</b> Links to Y4	How were the coronations of Queen Elizabeth II and King Charles II similar or different? <b>Power</b> <b>Monarchy</b> Links to YR & Y2	What impact have the Windrush generation had on British society? <b>Migration</b> Links to YR, Y1, Y3, Y4, Y6
Spring One	Who is King Charles III? <b>Power</b> <b>Monarchy</b> Links to Y1, Y2, Y5 & Y6	How have the ways in which we communicate changed over time? <b>Science and Technology</b> Links to Y2, KS3 & KS4	Why was the Space Race so important for future space exploration? <b>Science and Technology</b> Links to Y1, KS3 & KS4
Spring Two			
Summer One	How has my school building changed? <b>Society and Community</b> <b>Local History</b> Links to Y1 & Y2	What was life like at Epsom College in the past? <b>Society and Community</b> <b>Local History</b> Links to YR & Y2	Why was the suffragette movement an important milestone for women? <b>Society and Community</b> <b>Conflict</b> <b>Local History</b> Links to YR & Y4
Summer Two	Why did people move to Britain? <b>Migration</b> Link to Y1, Y2, Y3, Y4 & Y6	Why should we remember Mary Seacole? <b>Conflict and Disaster</b> Links to YR, Y2 & Y6	

## Impact:

We will be able to see that the children know more and remember more in history, through evidence in their learning journals/tapestry and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

ü The children will be able to talk confidently about not only events in their own lives, but also about the lives of significant others in the past.

ü The children will be able to confidently use sources and artefacts in order to help them develop their historical enquiry skills.

ü The children will be able to use key vocabulary when talking about significant events and individuals from the past and the impact that they had on today's society.

ü Children will develop key skills in order to help them to reflect and evaluate key events from the past and their significance.

## If you were to walk into a History lesson at WFIS & Nursery you would see:

ü Children reflecting and thinking critically about the past, asking questions to support and develop their historical understanding further.

ü Opportunities for children to discuss their opinions alongside peers, using evidence to support them.

ü Cross-curricular learning taking place. Children may be taking part in different activities linked to other areas of the curriculum, for example music activities.

## British Values and Spiritual, Moral, Social and Cultural Learning in History:

**Social:** Children think about what past key events and people have contributed to today's society. Children are encouraged to develop their historical enquiry skills by working as a team and problem solving.

**Moral:** Children are encouraged to discuss and create their own opinions around key events, using historical evidence to support this. Children are encouraged to be considerate of others' opinions when looking at the actions and decisions of past events.

**Spiritual:** Looking at significant impact that key individuals and events have had and how these can be interpreted. By looking at the similarities and differences between the past and present, through the use of sources and artefacts.

**Cultural:** Children develop their own understanding of our multicultural society by looking at local, British, European and world History.

**British Values:** By looking at significant events and people in British History, children develop an understanding of how they influenced and shaped the country that we live in today. Children are taught to respect and value diversity in our society, showing respect for other's viewpoints and opinions.

## Pupil Voice:

**Nursery:** *"My family are special to me because they look after me."*

**Reception:** *"King Charles is the King in England and he wears a crown"*

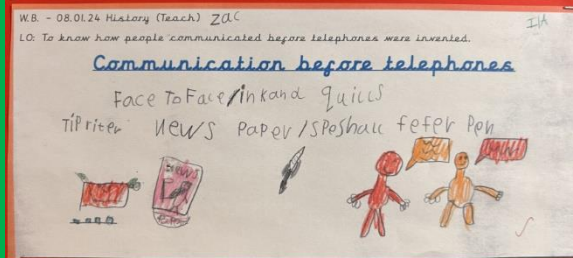
**Year 1:** *"I know that Alexander Bell made the phone and then before the phone people wrote letters and read newspapers to get information."*

**Year 2:** *"I think Valentina Tereshkova was the most important astronaut, because she was the first female in space so it shows the world that girls are just as brave as boys."*

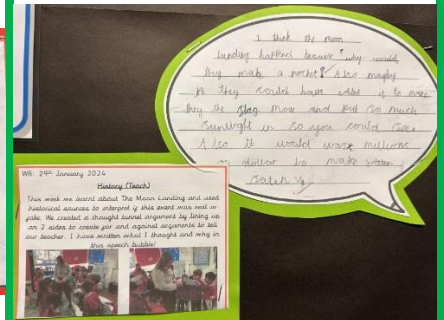
## Outstanding Learning Outcomes:



Reception – Taking part in a workshop looking at diversity through the use of stories.



Year 1 – studying communication before the telephone.



Year 2 – debating whether the moon landing happened after exploring evidence that supported both arguments

## Successes in 2023/24:

- ☺ **High quality lessons:** The History curriculum is progressive and sequential. Each lesson has been carefully mapped by the History Lead and show a clear progression of knowledge and skill. This progression map is used by teachers to plan and resource their lessons.
- ☺ **Development of substantive and disciplinary concepts mapped from Nursery to Year 2.**
- ☺ **Diversity within the curriculum-** A range of cultures, black history and diversity has been implemented throughout the curriculum.

## Priorities for 2024/25:

- ⇒ **Using sources and artefacts:** To increase the use of sources and artefacts to develop childrens' historical enquiry skills further.
- ⇒ **Teacher confidence:** Provide training opportunities for teachers' around using sources and artefacts to help support and develop children's historical enquiry skills.