

Wallace Fields Infant School & Nursery

Subject Story for History



Intent:

At Wallace Fields Infant School & Nursery, our high quality history education helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. 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 their developing sense of period, as well as key concepts such as causation.

The National Curriculum for History aims to ensure that all pupils:

- Know about Changes within living memory - where appropriate these should be used to reveal aspects of change in national life.
- Discuss events beyond living memory that are significant nationally or globally (e.g. Great Fire of London)
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Learn about significant historical events, people and places in their own locality.

Implementation:

- Teachers plan collaboratively using our history progression grid when creating their medium term plan. History is taught half termly, however some topics may lend themselves more to History meaning it may be taught more frequently in some topic than in others. When creating weekly planning, teachers will ensure that they use the History progression grid in order to check for coverage. The progression grids for History are highlighted throughout the year to ensure that full coverage takes place each year.
- During weekly planning in **Key Stage 1**, 'Task Time' is used to teach History. History may be taught through a whole class 'teach' session or through a task time 'recall' activity. The knowledge or skill is clearly highlighted on the Task Time board, along with 'teach' or 'recall'. In **Reception and Nursery**, teachers will look at 'Understanding the World' when planning and delivering the History curriculum. This will be delivered through whole class teaching or through a 'Discovery Time' activity where children can independently access and explore the activity.
- Learning Journals are used in both Key Stage 1 and Reception 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 also used to evidence this.

Progression across year groups:

- In **EYFS**, History is explored through looking at 'Understanding the World'. Children are encouraged to talk about their own home and community life and find out about other children's experiences around them. In addition to this, children are able to talk about key events in their own lives and the lives of their family members.
- In **Year 1**, children look at changes beyond living memory and begin to discuss these events. Children look at events in chronological order using specific vocabulary to describe each key event. Children are able to recall some facts about the past, saying why people acted the way they did. Children use books, videos, photographs, pictures and artefacts to help them to find out about the past.
- In **Year 2**, children deepen their understanding of changes beyond living memory. Children understand and use the words 'past' and 'present' when discussing key events. Children use their knowledge of the past to describe the differences between then and now. Children also widen their knowledge in relation to using sources and artefacts to help them interpret and find out about the past.

Impact:

- ✓ 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.
- ✓ The children will be able to confidently use sources and artefacts in order to help them develop their historical enquiry skills.
- ✓ The children will be able to use key vocabulary when talking about significant events from the past and the impact that they had on today's society.
- ✓ Children will develop key skills in order to help them to reflect and evaluate key events from the past and their significance.
- ✓ We will be able to see that the children know more and remember more in History, through evidence in their learning journals 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.

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

- ✓ Children reflecting and thinking critically about the past, asking questions to support and develop their historical understanding further.
- ✓ Opportunities for children to discuss their opinions alongside peers, using evidence to support them.
- ✓ 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:

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.

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.

Pupil Voice:

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

Reception: "When I grow up I would like to help people, like a teacher."

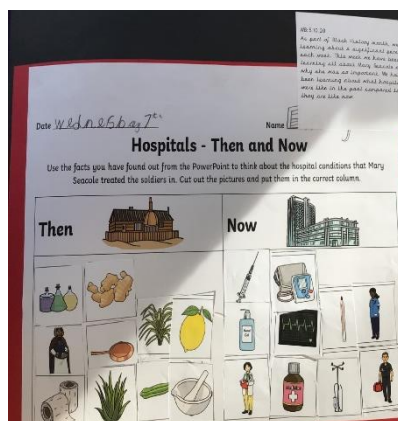
Year 1: "Mae Jemison was an astronaut who had a dream about going into Space."

Year 2: "Martin Luther King did a famous 'I have a Dream' speech about changes that he wanted. We created our own speeches about what we wanted in the future."

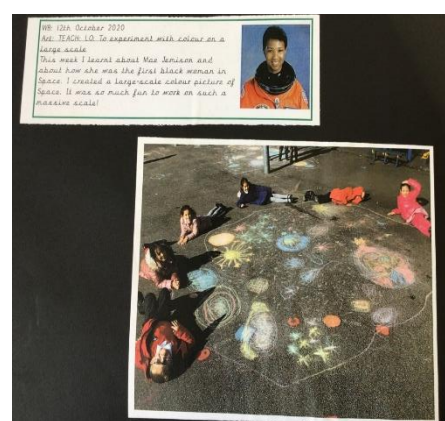
Outstanding Learning Outcomes:



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



Year 1 – Looking at Mary Seacole and the changes to hospitals.



Year 2 – Cross-curricular learning: creating a space picture inspired by Mae Jemison.

Successes in 2021-22:

- ☺ **High quality lessons:** Black History Month activities support children to develop their understanding of key individuals from the past and the impact that they had on today's society.
- ☺ **Workshops:** The children had access to a History workshop, where they were able to develop their subject knowledge further.
- ☺ **Progression Grids:** Teachers are consistently using the progression grids to support them in planning. This way, it is clear what has already been covered in History and what is yet to be covered.

Priorities for 2022-23:

- ⇒ **Local History Links:** To increase the amount of local History links that we have for teachers to use throughout each topic.
- ⇒ **Using sources and artefacts:** To increase the use of sources and artefacts to develop children's historical enquiry skills further.
- ⇒ **Use of Technology:** To ensure that all children have access to technology to enhance their Historical knowledge further.