



Bramley C of E Infant and Nursery School

History

Rationale for History/ Understanding the world (people and communities)

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early years foundations stage (EYFS) statutory framework. To support the Early years development, we use the Birth to 5 matters (non-statutory guidance.)

Intent

At Bramley Infant School & Nursery, we recognise that children are naturally curious about their own lives and the lives of others around them. Through our school vision, with a particular emphasis on 'wonder why', our history curriculum channels this curiosity and develops children's understanding of the process of change and development over time. Our youngest children begin by focusing on their own life experiences, developing their memory and recall of previous events in their own past. As children journey through school, they explore diversity within societies and relationships between different groups, study key events and significant figures, including local figures. Children have opportunities to develop their sense of curiosity about the past, reflecting on how and why people interpret the past along with sources that support this. Children develop their critical thinking skills and are able to communicate their thoughts and opinions, supporting their viewpoints 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 beginning to explore some causation e.g. due to development in production of materials, toys are now made of different materials.

Implementation

Teachers plan using the overview of core knowledge and skills to create medium term plans. In EYFS, history is taught through inputs linked to particular topics and in continuous provision including daily routines such as visual calendars and carpet discussions sharing events in the children's lives. In KS1 history is taught in three sequences of learning in each year

group. When creating weekly planning, teachers ensure that medium term planning informs small steps of learning which are followed sequentially. Golden threads flow through the curriculum to help children to make links and deepen their learning. Throughout the wider curriculum children's understanding of chronology is developed through knowledge of timelines, days, months, years and seasons.

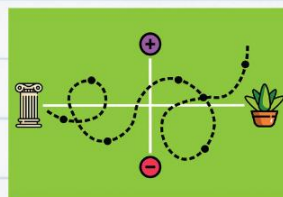
History may be taught through a whole class session or through specific activities. In EYFS teachers will look at 'understanding the world and people and communities' when planning. Learning will be delivered through some whole class teaching, complementing continuous provision activities which children can independently access and explore.

In order to ensure children can demonstrate their ability to 'know more, remember more, and understand more' pupils will explore and record their knowledge and understanding in a range of ways. These include, but are not limited to, writing, artistic representations, drama and debate. Staff will assess children's development and progress using observation and moderation of children's work. Pupil voice also supports teachers' assessment.

Impact

By the end of Key stage 1 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. Children will be able to confidently use sources and artefacts in order to help them develop their historical skills. 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. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

CHANGE
AND
CONTINUITY



HISTORY
GOLDEN
THREADS

SIMILARITY
AND
DIFFERENCE

SIGNIFICANCE
AND POWER



Topics at Bramley C of E Infant and Nursery School and History Golden Threads

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn Change & Continuity	Light and Dark Christmas Significance and Power	Nursery rhymes Significance and Power	New life & Easter Change & Continuity	Friends & family Significance and Power Similarity and difference	Courage Similarity and difference
Pre-school	All about me Significance	Autumn & celebrations Change & Continuity Similarity and difference	Cycle 1 Winter & superheroes Cycle 2 Winter and Traditional Tales Change & Continuity	Cycle 1 Real Life Superheroes & Spring Cycle 2 Under the Sea and Spring Change & Continuity Significance and Power	Cycle 1 The Great Outdoors Cycle 2 On the Farm Change & Continuity	Cycle 1 Amazing Animals Cycle 2 Minibeasts Similarity and difference
Reception	All About Me/ Autumn Change & Continuity	Light & dark Christmas Significance and Power Similarity and difference	Storytelling Significance and Power	A Bucketful of Imagination Change & Continuity	Come Outside Similarity and difference	Pirates and the Undersea World Similarity and difference
Year 1	Here we are Significance and Power		Terrific toys Change & Continuity Similarity and difference		Out & about Change & Continuity Significance and Power	
Year 2	Great Fire of London Significance and Power Similarity and difference		World Wonderers Geography topic		Change Champions Change & Continuity Significance and Power	

Core Knowledge and Skills

	Pre-School	Reception	Year one	Year two
Chronological understanding	Using language to record past experience and talk about things that are important to the, e.g. last birthday.	Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night as ways to describe the passing of time.	Place three known events and three objects in chronological order. Sequence events and recount changes within living memory. Confidently uses vocabulary associated with the past. Recognise the difference between past and present, old and new.	Sequence events, significant people and artefacts related to key events i.e. The Great Fire of London Sequence events using key vocabulary associated with the past.
Interpreting historical sources	Look at photos and pictures and talk about what they can see.	Understand the past through settings, characters and events encountered in books shared in class. Draw on their own experiences and what they know about the lives of family members to think about the past. Use primary resources (for example fossils) and secondary resources such as websites e.g. Natural History Museum to deepen their understanding of the past Understand and use vocabulary such as: I wonder how, why, when	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer relevant basic questions. Sort and compare artefacts and pictures from 'then' and 'now' Use stories to encourage children to distinguish between fact and fiction.	Observe and handle different sources to answer questions about the past on the basis of simple observations. Use why, what, who, how, where to ask questions and find answers. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand.

			Find out about the past by talking to someone from a different generation.	Describe events within and beyond living memory. Describe significant historical events, people and places in their own locality. To question what they have seen and heard.
Similarities and differences (between ways of life in different periods)	Talk about different occupations and ways of life (superheroes and people who help us.)	Recognise some similarities and some differences between things in the past and now when thinking about their own families, members of the wider community, and other cultures and faiths. Feel confident to talk about the lives of the people around them and their roles in society.	Recognise the similarities and differences between past and present in their own and others' lives. Comparing changes in the village and the different ways of life e.g. transport, toys, children's lives to today.	Identify differences between ways of life at different times e.g. Tudor/Stuart era Begin to question the changes.
Continuity and change	Sequence of everyday life e.g. breakfast, times of day. To recognise Birthdays and special times Know some Seasonal change (UW) Notice changes e.g. colour of leaves	Recognise that there are traditions which are repeated at celebrations, i.e. birthdays Recognise the pattern of a week through the class calendar and visual diary, noticing when this changes Explore how seasons and life cycles repeat Observe differences in the environment around them throughout the year and record some of the changes they notice.	Can match old and new objects or pictures from the past. Can describe how some aspects of life today is different from the past using simple historical vocabulary e.g. toys are made of plastic now compared to the past. Seasonal changes linked to weather. Talking about patterns of weather. Life cycles (link to science)	Recognise why people did things, why events happened and what happened as a result. Recognise and describe, some characteristic features of a person or period. Starting to use period specific language for explanations e.g. mottle and daub Seasons – noticing patterns in weather in different parts of the world.

		Through our learning about dinosaurs understand that there has been change in the way our world looks.		
Significance	Recognising special times, events and their family.	Develop an understanding of celebrations and events that are commemorated annually e.g. Remembrance Day, Bonfire Night, Lunar New Year and religious festivals such as Easter and Christmas	Can describe an important person/event from the past. Know and recount episodes from true accounts about the past. To know why a person is significant e.g. Guy Fawkes and Gertrude Jekyll Understand key events e.g. Remembrance Day	Can recognise and talk about who was important and begin to think why they were important. Begin to think of their impact to society/world. Can describe a significant historical event in their own locality e.g. Downs Link Understand key events e.g. Remembrance day, Guy Fawkes and Black History week.
Thinking critically	Questioning Why?	Understand and use vocabulary such as: I can tell you, I notice, that is the same, that is different, that has changed, because, e.g. when talking during Show and Tell sessions	Begin to question and give simple explanations.	Can gather information from simple sources and ask and answer questions about the past. Begin to question what they have seen and heard. Questioning why things have changed.
Historical Vocabulary	Similar, different family friends Change Grow Morning afternoon night	Seasons, Autumn, Winter, Spring, Summer, days of the week, months of the year. Grow, change. Past, today. Using the past tense to describe what has already happened	old, new year, modern, date, different, similar memory, past, present, future, before, after, then, next, year, modern, real, not real, younger, older,	Great fire of London, timeline, Samuel Pepys diary, eye-witness, tudor, buildings, jetty, wattle, daub, diary, extract, resource, quill

	Breakfast dinner			Evaluate, invention, inventor, steam railway, locomotive, engineer, transport, timeline, Railway, station, Lord Beeching, landscaped, resurfaced
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End points within each Golden Thread

Change and continuity

Year	Term and Unit	Knowledge outcomes
Nursery	Autumn 1 – Autumn	I can talk about some things that I have observed in the world around me
	Spring 2 – New life and Easter	I notice features of objects in their environment
Preschool	Autumn 2 - Autumn & celebrations	- I can comment and ask questions about aspects of my familiar world and begin to notice when things change - I can talk about special times in my family life e.g. Christmas or Easter
	Spring 1 - Winter & superheroes	- I can comment and ask questions about aspects of my familiar world and begin to notice when things change - I can sequence important parts of my everyday life e.g. morning, afternoon, night, breakfast, dinner.
	Spring 2 - Superhero's and Spring	I can comment and ask questions about aspects of my familiar world and begin to notice when things change

		• I can sequence important parts of my everyday life e.g. morning, afternoon, night, breakfast dinner.
	Summer 1 - The Great Outdoors	• I can comment and ask questions about aspects of my familiar world and begin to notice when things change • I can talk about special times in my family life e.g. Christmas or Easter
Reception	Autumn 1 – All about me and Autumn Spring 2 – Bucketful of Imagination	• I can tell you about some of the changes I notice as Summer changes into Autumn. • I know that there were once dinosaurs on the Earth. • I know that some creatures change as they grow; tadpoles into frogs and caterpillars into butterflies.
Year 1	Spring 1 and 2 – Terrific toys	• I can describe how toys have changed over time. • I can look at toys and use my knowledge to understand when a toy was made. • I can place three known events and three objects in chronological order. For example, toys from long ago, ones my parents might play with and the present day. • I can recognise the difference between past and present, old and new.
Year 2	Autumn 1 and 2 – The Great Fire of London	• I can sequence the key events in the Great Fire of London • I can identify key features of Tudor houses • I can explain why Samuel Pepys was so important in history
	Summer 1 and 2 – Change Champions	• I can name 2 key inventions that have changed our society and evaluate their effectiveness. • I can tell you who George Stephenson was and how he changed British Railways.

Significance and power

Year	Term and Unit	Knowledge outcomes
Nursery	Autumn 2 - Light and Dark, Christmas	• In pretend play I can imitate everyday events from my own family and cultural background.
	Summer 1 – Friends and family	• I have a sense of my own immediate family and relations.
Preschool	Autumn 1 – All about me	• I can recognise and talk about special times, events and my family life
Reception	Autumn 2 – Christmas	• I know that there are special celebrations like Christmas that we remember every year at the same time. • I know some stories have characters who are able to make lots of choices; characters like kings, queens, princes and princesses and some characters who can't make so many choices (<i>power</i>).
Year 1	Autumn 1 + 2 – Here we are	
Year 2	Autumn 1 + 2 – Castle Keepers	• I can share key facts about King Charles III and his coronation (<i>within children's living memory</i>) • I know the Battle of Hastings was in 1066. • I can sequence 3 key events leading up to the Battle of Hastings in 1066.

	Summer 1 + 2 – Change Champions	• I can name 2 key inventions that have changed our society and evaluate their effectiveness. • I can tell you who George Stephenson was and how he changed British Railways. • I can tell you three ways I have changed since I joined the school (<i>within children's living memory</i>)
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Similarity and difference

Year	Term and Unit	Knowledge outcomes
Nursery	Summer 1 – Friends and family	• I am learning that I have similarities and differences to others. • I am beginning to recognize that I have my own friends.
	Summer 2 – Courage	• I am developing an understanding of and interest in differences with others.
Preschool	Summer 1 – Amazing Animals	• I am becoming more aware of the similarities and differences of others. • I can comment and ask questions about aspects of my familiar world and begin to notice any similarities and differences.
Reception	Autumn 2 – Light and Dark	• I know that some things in nature stay the same and that some things change. • I can describe one of these changes. • I can see that these changes happen in a pattern.
	Summer 1 – Come Outside	• I know that mini-beasts don't all like to live in the same kind of place. • I can explain where different mini beasts like to live.
	Summer 2 – Pirates and the Undersea world	• I can tell you why ships on the sea today look different to pirate ships.

		• I can tell you why living on board a ship today is different too.
Year 1	Spring 1 and 2 – Terrific toys	• I can share three key differences about toys from Victorian times and modern toys. • I can share three key differences and toys from toys and toys my parents played with.
Year 2	Autumn 1 and 2 – The Great Fire of London	• I can sequence the key events in the Great Fire of London • I can identify key features of Tudor houses • I can explain why Samuel Pepys was so important in history
	Summer 1 and 2 – Change Champions	• I can share what the downs link looked like in the past • I can identify why the downs link is different to the past and why this might be?