

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 the school, they explore diversity within societies and relationships between different groups, study key events and significant 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 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 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 our overview of curriculum planning and our skills progression to create their medium term learning journeys. In KS1 history is taught termly, however some topics may lend themselves more to history meaning it may be taught more frequently in some topics than in others.

When creating weekly planning, teachers will ensure that they use their learning journey to ensure small steps of learning are followed sequentially.

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. This will be delivered through some short whole class teaching or continuous provision activities which children can independently access and explore.

In order to ensure children, 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.