

History

Intent

At Butler's Hill Infant School, History has a clear learning journey across the whole school. Our pupils learn about the history of their local environment, community and the wider world.

History is taught through a Topic based approach to encourage development of both enquiry skills and historical knowledge. To quote George Santayana, 'Those who cannot remember the past are condemned to repeat it.' With this in mind, our intent is to create independent historians who are curious about Britain's past, the world and about their own past. This will develop an awareness, respect and curiosity for different cultures and societies and the past. Children will have the opportunity to ask questions, conduct their own research and work collaboratively and through the use of trips, workshops from outside providers, handling artefacts and other 'hands on' experiences. History is accessible to all learners, through practical, differentiated activities. All teachers and support staff delivering the History curriculum strive to support children with SEND who have one of the four main areas of need by employing strategies from the 'Inclusive Quality First Teaching' Document. Supporting these aims are our school aims: 'The Three Cs – Caring, Creative and Confident,' which underpin everything we do at Butler's Hill, enabling our children to become successful learners and caring, thoughtful individuals.

Implementation

Through high standards of teaching at Butler's Hill Infants, we will implement a curriculum that is progressive throughout the whole school. In Key Stage One, a unit of History or Geography will be taught alternately each half term, focusing on the knowledge and skills set out in the National Curriculum. History will have the same importance as all other subjects. We will sequence learning, layering and building upon previous skills, so that it is embedded in the long term memory of the children. Each



new unit of work begins with a question, e.g. 'Why was the fire so great?', and will have an opportunity for children to draw on and make links to previous learning. Butler's Hill Infants has a clear focus on the development of speech and language. We have implemented tiered vocabulary development throughout the curriculum and use working walls, visual prompts and pre-teach vocabulary. All classes have a role play area in their classes which links to their topic. This all helps children to make links and develop their speaking and listening, as well as their writing across the curriculum. The revision and introduction of key vocabulary is built into each unit of work. Continual assessment will allow opportunities to re-teach and move on. Children will be given hands-on experiences to develop their history enquiry skills, but will also be able to use visits to gain other historical understanding. Our three key concepts of 'Change and Continuity, Chronological Understanding and Historical Enquiry' are clear to see in each unit of work planned. The subject leader will support other teaching staff by implementing staff training. These will focus on areas identified as needed based on the results of a staff confidence survey, book monitoring and learning walks.

<p><u>Aims and Values</u> <u>Caring, Creative & Confident Values</u></p> <ul style="list-style-type: none"> • Respect • Responsibility • Resilience 	<p><u>Enrichment opportunities</u> <u>EYFS</u> <u>Y1</u></p> <ul style="list-style-type: none"> • Perlethorpe/Workshop experience – Evacuee Day <p><u>Y2</u></p> <ul style="list-style-type: none"> • Great Fire of London workshop – outside provider. • Visit to Nottingham Castle. • Dinosaur workshop – outside provider 	<p><u>Assessment/sticky knowledge</u></p> <ul style="list-style-type: none"> • Year 1 and Year 2 – Big 5 questions at the end of each History unit. • Planning scrutinies to ensure a wide range of vocabulary is being taught. • Assessment grid to know % of children that are meeting ARE – subject leader to identify
<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Knowledge and understanding • Chronological understanding • Historical enquiry 	<p><u>Local community links</u></p> <ul style="list-style-type: none"> • Visiting Zachariah Green's memorial in Hucknall, learning about the park's history. 	<p><u>Cross Curricular Links</u> <u>Y1</u> Scott of the Antarctic – links to Geography – who are the Inuit people? Global Warming – Science/PSHE. Linked to report writing – English. Children of World War 2 – Recount through literacy.</p> <p><u>Y2</u> Great Fire – fire safety. English – diary writing – unit of work linked to Samuel Pepys.</p>

		Hucknall in the Past – History/Geography focus – links to map work, features of the local area now and in the past.
Key Knowledge		
<p>Key Content and Sequencing</p> <p>Chronology N/R – Know how to describe experiences from the past and now. YR1 – Know how to talk about historical events and times confidently. Know how to sequence 3 events on a timeline. YR2 – Know how to compare ideas and explain changes. Know how to sequence 6 events on a timeline.</p> <p>Range and Depth of Historical Knowledge N/R – Know how to describe past experiences using prompts. YR1 – Know how to describe past and present knowledge using key vocabulary, being able to compare past and present. YR2 – Know some key events in history and explain why people did what they did.</p> <p>Interpretation of History N/R – Know why we keep things to help us remember such as photos, birthday cards, objects etc. YR1 – Know about details from the past. Know about the feelings of people who lived in the past. YR2 – Know how to find out information from different sources. Know why people did things and reasons for their decisions.</p> <p>Historical Enquiry – Sources N/ R – Stories, photos and people. YR1 – Photos, drawings, video clips, visit War Memorial in Titchfield Park, diary entry (Scott of Antarctic), artefacts, information books, internet YR 2 – Photos, diaries, paintings, video clips, information books, internet, visit to memorial of Zachariah Green, visit to Hucknall town to observe buildings, observing fossils, historian expert,</p> <p>Organisation and Communication N/R – Role play, drawing, talking about experiences in the past. YR1 – Know how to write (diary entry / recount), draw, label and present ideas about the past. YR2 – Know how to recount stories, write diaries, label diagrams, draw pictures, create art work and create animation.</p>		

Impact

At Butler's Hill Infant School we can judge the success of our History curriculum in the following ways:

- Lesson observations will show that all children are motivated and engaged and can access the tasks. Children will take ownership of their learning by raising questions and conducting their own research.
- Book scrutiny will show pupils' learning to be of a high standard and will evidence that all children have made progress from their individual starting points, in line with the History skills progression used throughout the school.
- Children in Key Stage One will be able to answer 'The Big 5' questions at the end of each History topic, showing that they have retained 'sticky knowledge' and an understanding of the material taught.
- Through pupil conferencing, pupils will be able to articulate what they have learnt, which skills they have used and which aspects of the project they have enjoyed.

The impact and measure will be that our children leave Butler's Hill at the end of Year 2, with the historical skills and knowledge needed to be ready for the KS2 curriculum. We want them to enjoy being 'historians', independently learning about the past. The language and skills needed to be a historian will be fully embedded.

EYFS Curriculum	Key Stage One National Curriculum
<p data-bbox="204 499 549 535">ELG: Past and Present</p> <p data-bbox="204 595 571 685">Children at the expected level of development will:</p> <ul data-bbox="256 752 624 1641" style="list-style-type: none"> <li data-bbox="256 752 624 936">● Talk about the lives of the people around them and their roles in society; <li data-bbox="256 954 624 1335">● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <li data-bbox="256 1352 624 1641">● Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p data-bbox="675 506 1118 542">Pupils should be taught about:</p> <ul data-bbox="663 589 1374 1760" style="list-style-type: none"> <li data-bbox="663 589 1374 741">● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; <li data-bbox="663 763 1374 1025">● events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; <li data-bbox="663 1048 1374 1630">● the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) <li data-bbox="663 1659 1374 1760">● significant historical events, people and places in their own locality.

	Autumn	Spring	Summer
EYFS (F2)	<p>Can you tell me all about you?</p> <p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p><i>Comment on images of familiar situations in the past.</i></p>	<p>Why do people celebrate Chinese New Year?</p> <p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Where are they hiding? Where will the map lead us?</p> <p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>
Year 1	<p>Where will the polar bears live? (Robert Falcon Scott)</p> <ul style="list-style-type: none"> • significant individual • significant event – discovery of Antarctica 		<p>What happened to the children of WW2?</p> <ul style="list-style-type: none"> • changes within living memory
Year 2	<p>Why was the fire so great?</p> <ul style="list-style-type: none"> • significant events beyond living memory 	<p>Could you live like Robin Hood?</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. 	<p>How has Hucknall changed for us? Were Dinosaurs real?</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality.

Knowledge Progression – Chronological Understanding	
Nursery	<ul style="list-style-type: none"> • Know that significant events in my own life are important, e.g. birthday. • Know about and describe special times or events for family or friends.
Reception	<ul style="list-style-type: none"> • Know that sequencing words, such as yesterday, today, tomorrow, first, next then can be used to order events chronologically. • Know about past and present events in their own and family members' lives. • Know that familiar events occur in a particular order. • Know that there are some similarities and differences between the past and now, drawing on their own experiences and what has been read in class. •
Year 1	<ul style="list-style-type: none"> • Know that sequencing words, such as last year, next year, after can be used to order events chronologically. • Know that making similarities and differences helps us to make comparisons between life now and in the past. • Know that a specific time in history has characteristics that help historians understand what it would have been like to live then.
Year 2	<ul style="list-style-type: none"> • Know that a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time and where all events and people occurred and lived. • Know that a historical period is an era of times that happened in the past. <i>For example, Medieval times is a period in British History.</i>
Lower Key Stage Two (Broomhill)	<ul style="list-style-type: none"> • Use timelines to order events, naming and placing significant events on a timeline and showing any changes. • Use words and phrases: century, decade, BC (BCE), AD, after, before, during. • Divide recent history into present, using 21st Century, and the past, using 19th and 20th century.

	Change and Continuity
Nursery	<ul style="list-style-type: none"> • Know that they change overtime. • Know that I attend school and am part of Nursery
Reception	<ul style="list-style-type: none"> • Know how to describe special times or events for family or friends. • Know that animals and babies grow and that we will continue to change. • Know that aspects of everyday life including houses, transport change over time.
Year 1	<ul style="list-style-type: none"> • Know that significant events in history changes and influences how people live today – Winston Churchill • Know that aspects of everyday life including technology and entertainment can change over time (life in 1940's Britain – school, home, shopping/food) • Know that changes within living memory have happened over the last 100 years and include technology, e.g. toys, exploration and society.
Year 2	<ul style="list-style-type: none"> • Know that aspects of history can change overtime such as cultural, technology and everyday life. • Know that aspects of everyday life from the past may be similar or different to those used by people today.
Lower Key Stage Two (Broomhill)	<ul style="list-style-type: none"> • Show knowledge and understanding by describing features of past societies and periods using evidence to describe: <i>Houses and settlements; Culture and leisure activities of people; Buildings and their uses; People's attitudes and beliefs; Differences between lives of the rich and poor.</i> • Use evidence to find out how any of these may have changes during a given time period. • Describe similarities and differences between people, events and objects. • Identify some ideas, beliefs, attitudes and experiences of people from the past. • Describe how some of the past events/people affect life today.

Knowledge progression – Historical Enquiry	
Nursery	<ul style="list-style-type: none"> • Know about the past and present primarily through experiences and storytelling. • Know that significant events are in living memory and relevant to their own experience. These include birthdays, Christmas or family memories. • Know significant individuals are people who are familiar in their lives such as family, friends. • Know that they can talk about the past.
Reception	<ul style="list-style-type: none"> • Know about the lives of the people around them and their roles in society. • Know that some objects are old and some are new. • Know that significant events are in living memory and relevant to their own experience. This includes dates and who was involved. • Know that we have celebrations to remember past events, e.g. <i>Remembrance Day</i> • Know significant individuals are people who are familiar in their lives such as family, friends or teachers. They know similarities between their own significant people and those of others. • Know that they can show knowledge and understanding in different ways: talking and role play.
Year 1	<ul style="list-style-type: none"> • Know that historical artefacts are objects that were made and used in the past. Artefacts provide evidence about the past. • Know that significant historical events include those that caused great change for people. • Know that important individual achievements include discoveries and actions that have helped many people. • Know that significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include <i>Winston Churchill, Mary Anning, Robert Falcon Scott, Samuel Pepys</i>. • Know that photographs tell us about significant people, events and local places in history.
Year 2	<ul style="list-style-type: none"> • Know that artefacts are objects and things made by people. They provide evidence about the past. Examples include coins, buildings, written texts (e.g. Samuel Pepys' diary) or ruins. • Know that national historical events, such as new technologies and government, can have a positive or negative impact on a locality and change the identity, settlement and culture of people in the locality. • Know that causes of significant events are the actions that led to the event happening. The consequence of a significant event happened after the event and led to a changing society or culture. • Know that the impact of significant individuals can include contributing to the greater knowledge of the world and have improved local or national life. • Know that sources of evidence vary in reliability and that some sources are more helpful than others when learning about the past.
Lower Key Stage Two (Broomhill)	<ul style="list-style-type: none"> • Look at two versions of the same event and identify differences in the accounts. • Give reasons why there may be different accounts of history. • Understand the difference between primary and secondary sources of evidence. • Use documents, printed sources, internet, databases, pictures, photos, music, artefacts, historic building, visits and visitors to collect information about the past. • Ask a range of questions such as: <ul style="list-style-type: none"> • How did people...? • What did people do for...? • What was it like for a ... during? • Suggest sources of evidence from a range provided to help answer questions.

Subject Specific Vocabulary

	Subject specific vocabulary
EYFS	<p>Nursery – Yesterday, Today, Tomorrow, Before After, Now, Baby, Grandparent/ma/dad etc Timetable</p> <p>F2 - Now, Then, Special, Family</p> <p>F2 – Fireworks, Gunpowder, Poppies, Remembrance, Past</p>
Year 1	<p>Long ago, Primary evidence, Secondary evidence, Past, Present, Future, Changes, Time Chronology</p> <p>Expedition, Explorer, Challenge, Race, Equipment, Preparation, Planning, Frostbite, Exhaustion, Clothing, Companions, Journey, Evidence, Primary, Secondary, Fact/fiction</p>
Year 2	<p>Cause, effect, eye witness account, Chronological order, Primary source, Secondary source, Evidence , Hot seat, Compare/comparison</p> <p>Medieval, Middle Ages, Timeline, oldest/most recent event, feudal system, nobles, peasants, moat, tower, barbican, bailey, portcullis, drawbridge, battlements</p> <p>Locality, reputation, historical person, Community, Changes, Differences , widespread Local Living memory, Segregation, Parades, Healer, Medical , Statue , Memorial</p> <p>Extinct, theory, Prehistoric/Jurassic/Triassic/Cretaceous period, palaeontologist.</p>

