



INTENT – We aim to...

Encourage all learners to develop an awareness of the past, using common words/phrases relating to the passing of time.

Explore where people & events studied fit within a chronological frame and compare ways of life in different periods.

Ask and answer questions, choosing and using parts of stories & other sources to show an understanding of key features of events.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History 'on a page'



IMPLEMENTATION – How do we achieve our aims?

Curriculum: At Newhall Infants, history is taught through a combination of subject knowledge, historical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom. It is taught through thematic units; these units are 'Come Fly with Me' in which children will explore the traditions and customs of the Inuit people, 'Jurassic Hunter' in which we study the life and work of Mary Anning, making links between history, geography and science and 'Royal Patrons' where pupils will compare aspects of Victorian and modern life through playing with toys and using comparison skills to look at the lives of the Royal family.

Assessment: In EYFS, assessment is ongoing and based upon teacher conclusions of whether a child's development is 'on track' or 'not on track'. Evidence is recorded on 'Tapestry' and tracked three times throughout the year. In KS1, children engage in initial diagnostic assessment through quizzes and discussions and then weekly, informal assessment through means like, 'Kahoot' quizzes to provide opportunity for recall and reviews of prior learning. Teachers use this information to inform future planning and adapt teaching appropriately.

SEND (inclusion and adaptations): In some circumstances where it is apparent that a child's needs would be best met by adapting independent tasks, including coverage of the content from previous years/topics, all and any specific arrangements will be shared with relevant staff and parents. Children who benefit from in-school SEND support will have additional adult-support to ensure that learning is inclusive and works for each child's needs.

Monitoring: By regularly meeting with teaching staff, analysing relevant data and conducting 'open-book' pupil interviews, curriculum leaders are able to listen to and understand children's thoughts and feelings about their learning as well as being able to carefully monitor the quality of the history curriculum. This ensures that teaching and learning is effective and adapted wherever necessary.

Recording: By using a rigorous matrix approach, the objectives of the National Curriculum are cross-referenced to the 'Learning Means the World' Curriculum and identified gaps are taught through NC specific history units. Teachers record children's work in relevant workbooks and mark these as per the school's marking policy. Subject leaders will then conduct book scans and pupil interviews (which are kept in leader's files) to assess.

Vocabulary: Century, customs, Eskimo, globe, igloo, Inuit, millennium, settler, survive, years, modern, long ago, duty, era, invention, living memory, monarch, patron, portrait, Queen Elizabeth II, Queen Victoria, King Charles III, coprolite, decade, excavate, fossil, geology, Jurassic, Mary Anning.

EYFS: In EYFS, children explore the umbrella of 'Understanding the World' through a mix of play-based continuous provision and adult-led activities in which Nursery children engage in learning to begin to make sense of their own life-story and family's history; and Reception children begin to talk about the lives of people around them and their roles in society; understanding the past through settings, characters and events encountered in books and stories.

Disadvantaged children: At Newhall Infants, all children are provided access to history teaching and learning, irrespective of attainment and social background. Teachers ensure that opportunities to learn both inside and outside of the classroom are accessible to all through adaptive teaching and the use of adult support for those who benefit from this.

CPD: Initial 'Dimensions' Learning means the World training to take place in September 2023, lead by Sharon Dicken and Dimensions Team. Half-termly evaluating and training to develop further subject knowledge.



IMPACT – How do we know if we've achieved our aims?

By the end of their time in the Early Years Foundation Stage, most children will:

- Be able to talk about past and present events - for example – 'For Christmas/my birthday I...', 'We went of a trip to...', 'Today we... Yesterday we...'
- Develop a sense of past and its differences from the present - for example – 'When I was a baby... When I was in Nursery I could... Now I'm in Reception I can'.
- Discuss links made through traditional tales.

By the end of their time in KS1, most children will:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events that they have studied fit within a chronological framework and be able to compare ways of life from different periods.
- Use a wide vocabulary of everyday historical terms, asking and answering questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and understand some of the ways in which we find out about the past and identify different ways in which it is represented.