



History at Milford Infants' School

Intent

As Historians, Milford children are motivated and inspired to find out more about the past.

We want Milford learners to be **curious** to explore a History curriculum so that they know more, remember more and understand more. Our teaching of History will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Children will then begin to build on their own **Historical knowledge**, recording **Historical events** on class time lines to build **chronological** skills and understanding. We want children to be inquisitive to know more about the past and to have the disciplinary skills required to explore further. History lessons will encourage children to **think like Historians** whilst exploring a range of artefacts.

EYFS Pre-school	EYFS Reception	Year 1	Year 1	Year 1
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		*Changes in living memory: when parents were young. Where appropriate, these should be used to reveal aspects of change in national life. Links with other terms.	*Local History E.g. history of the school and Yeovil.	*Significant people from History e.g. Florence Nightingale, Christopher Columbus, Samuel Pepys, Isambard Kingdom Brunel, Queen Victoria, Mary Anning
Pre-school	Reception	Year 2	Year 2	Year 2
Retell past events in the correct order. Begin to remember and talk about significant times in their own life. Begin to comment on images of a familiar situation in their own past e.g. my last birthday. Begin to talk to people who are important to them. Know about the past through stories, events, encountered in books and storytelling.	Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Communication and Language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Literacy ELG: Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	*Changes and events beyond living memory that are significant nationally or globally. E.g. The Gunpowder Plot, the first aeroplane flight or events commemorated through festivals or anniversaries.	*Significant historical events, people and places in their locality. E.g. Isambard Kingdom Brunel	* Significant people who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. 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.
Across Year 1 and Year 2 Use common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories/other sources to show that they know and understand 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.				



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Implementation

Teaching in the Early Years Foundation Stage follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year. It is the aim for all children in Reception to have an 'Understanding of the World; people, cultures and communities, past and present' by the end of the academic year. At Milford Infants' School, History is taught in 3 blocks throughout the year, so that children can achieve depth in their learning. History is taught as part of a topic, focusing on the knowledge and skills stated in the National Curriculum. This will usually be a topic that is returned to as a weekly focus or alternatively a whole week of History focus (for example when the children have been on a History trip). At the beginning of each topic, children are asked to share what they know already, as well as what they would like to find out. This allows teachers to assess children's prior knowledge and then plan progression to build upon this. In Year 1 children will explore changes within living memory, through the topic of toys. They will study and compare a range of toys and artefacts from different periods. This includes asking questions and plotting periods of time on a class timeline. In Year 1 and Year 2 children study significant people in History. This will be a famous person such as Mary Anning. In Year 2 the children progress to compare significant people and aspects of their lives (Elizabeth II and Queen Victoria). All year groups study Remembrance Day and in Year 2 the children study The Gunpowder Plot in more depth. Year 1 children will explore their locality at the beginning of the year and compare where they live to another non-European country, later in the year. In Year 2 children will look at the changes in transport over time.

When adapting this curriculum to meet the needs of all children especially those with SEND we make reasonable adjustments, using practical, concrete, realistic and stimulating resources to simplify the concepts that are being taught. With support the pupils will overlearn and recap the 'sticky knowledge' and key vocabulary.

Impact

At Milford Infant school our children will become increasingly aware of how historical events have shaped the world, they currently live in. Outcomes in topic folders evidence a broad and balanced History curriculum and will demonstrate the children's acquisition of identified key knowledge. Children's knowledge is reviewed at the beginning of each session/topic to inform teachers of new starting points.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a progressive knowledge and understanding of Britain's past and that of the wider world.

Children's vocabulary will be richer, enabling them to articulate their understanding of the taught concepts.

Children will be able to demonstrate their chronological skills and vocabulary, through the use of timelines, throughout the year.

High quality school trips, visitors and historical artefacts provide further relevant and contextual learning.

Children will be encouraged to discuss what they have learned comparative to their starting points at the end of every topic.

Teachers will carefully question children at the end of each topic, to assess the knowledge that has been moved into their long-term memory (sticky knowledge).

These assessments will provide a starting point for future History lessons.