

Curriculum Intent

Subject: History

Intent

A high quality history education will help pupils to gain knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils; curiosity to know more about the past and think about how it has impacted their life in today's world. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

At Glenfield Infant School, we aim to deliver high quality teaching and learning opportunities through an ambitious and inclusive curriculum, in order to enable children of all backgrounds and abilities, including those with SEND and the more able, to make the best possible progress.

In Year R there is no specific learning for History, but there is an area of learning called Understanding the World. Children in Year R:

- Talk about past and present events in their own lives and the lives of others.
- Look closely at similarities, differences, pattern and change.
- Use vocabulary relating to time.

All Key Stage 1 (**Year 1 and 2**) pupils follow a program of historical study informed by the National Curriculum. Children learn about:

- Significant events within and beyond living memory. How have these changed national life and impacted children today?
- Lives of significant individuals in the past who have contributed to national and international achievements. How do aspects of life compare in different periods?
- Significant historical events, people and places in their own locality
- Time related vocabulary
- Where people and events fit within a chronological framework.
- Compare similarities and difference between different periods

Implementation

At Glenfield Infant School, history is taught through historically based used units of work. Children are encouraged to develop their knowledge and skills through historical enquiry. They learn to gather and process information, draw conclusions, refine their thinking and demonstrate their understanding in a variety of imaginative ways. Children find out about past and present events in their own lives as well as developing their understanding of time within and beyond living memory. We use the 6 step enquiry model to enable children to think like historians as they interact with sources and think critically about the validity and providence of sources. We aim to make history as relevant as possible to the children in our school, making links to other subjects where possible and appropriate. To support children's understanding and interest we use a range of teaching strategies suitable for all ages and abilities including:

- Using visual aids such as video clips, photographs, illustrations and real objects). We aim to use a range of sources and evidence to help children to construct a picture of the past.
- Learning through experience- Using drama, role play, storytelling and simulations to create immersive moments. This creates exciting and memorable experiences for the children (Titanic Day in Year 1)
- Teacher questioning and higher order questions are used to extend children's thinking and develop understanding. Children are encouraged to pose questions and think about how they can find out the answers (develop personal questions at the start of topics).
- Use of internet and books for self-led discovery.
- Visitors/Questionnaires sent home
- Expose children to and model historical language both verbally and visually through classroom display and visual prompts.

Impact

At Glenfield Infant School, we aspire to develop historians that have an enquiring mind and an eagerness to find out about the past and the world around them. By engaging children's curiosity and independence they develop their own questions and are given the resources and support to investigate and find answers for themselves. The children will be able to link their historical knowledge to their own lives and consider how the past has influenced some aspects of life today. All children make the best possible progress from their starting points in History and through an inclusive curriculum that provides challenge and engagement for all.

Children will be able to talk about significant events in time and historical figures, identifying their importance and impact. Using appropriate vocabulary, they will be able to discuss change over time, identifying similarities and differences when comparing aspects of life in different periods. Children will have an understanding of where people and events they have studied fit within a chronological framework and will begin to understand and make connections between local, national and international history.