



History

Introduction

At Joydens Wood Infant School we use Kapow Primary to support the delivery and implementation of our Foundation Subjects. The History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

National Curriculum KS1 Subject Content

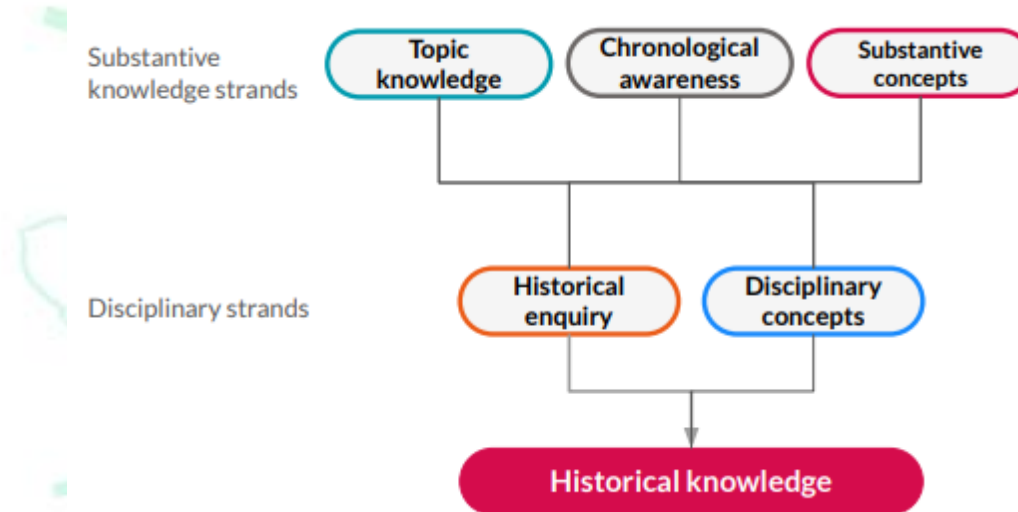
The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason.

Intent

History at Joydens Wood Infant School is designed to ignite pupils' curiosity and foster their creativity, encouraging them to become inquisitive thinkers with a comprehensive understanding of local, national, and global history. Our goal is for pupils to confidently engage in critical thinking, effectively question and analyse historical evidence, and develop a nuanced appreciation of the past and cultivate awareness of significant events and individuals across different timelines. This is crucial in understanding how societies have evolved and the dynamics between various groups. For our youngest learners in the Early Years Foundation Stage (EYFS), our activities support the Understanding the World Development Matters statements and Early Learning Goals. Importantly, they lay the groundwork for more advanced historical learning in Key Stage 1.

Implementation

Our history curriculum emphasises the importance of historical knowledge being shaped by the following key strands:



These strands are interwoven throughout the units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. Children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Impact

The impact of our History curriculum can be constantly monitored through both formative and summative assessment opportunities using skill catchers and knowledge assessment quizzes. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Assessment in History

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. The disciplinary strands are assessed using a Skills catcher at the end of each unit. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task, such as the one shown here. Each disciplinary concept is assessed at least once by the end of Key Stage 1 and once by the end of Key Stage 2 using historical enquiry skills. Skills catchers provide teachers with a record of summative assessment as evidence of progression from Key Stage 1 to Key Stage 2. It is suggested that teachers keep the Skills catchers as children move through Primary school so that History coordinators will have a record of children's learning. Substantive concepts and topic knowledge begin being assessed using an end-of-unit quiz in Year 2 Spring term.

Long Term Plan

| | Autumn | Spring | Summer |
|--|--|---|--|
| EYFS Understanding the World | <p>Kapow Units can be used throughout the year to support teachers in targeting the Development Matters statements</p> <p>Peek into the past Comment on images of familiar situations in the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Recognise some environments that are different from the one in which they live</p> <ul style="list-style-type: none"> • Studying their peers’ baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes. • Making simple observations, pupils decide whether photographs depict the past or not. • Creating a timeline, children develop an understanding of personal chronology. • Observing a range of toys, children begin to recognise similarities and differences between the past and present. • Comparing pictures from past and present, pupils identify some similarities and differences <p>Adventures through time Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> • Positioning images of children, parents and grandparents on a family tree to show who is older and younger. • Recognising some interests and achievements from their own lives and the lives of their families and friends. • Recognising that kings and queens are usually important, powerful people who rule over others. • Using photographs and stories to compare the past with the present day. • Using photographs and stories to compare modes of transport from the past with the present day. | | |
| | Year 1 Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born. | Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future. | Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. |
| Year 2 Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a | Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the | Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became | |

range of sources enabling them to recognise some continuity between their lives and the past.

history of flight on a timeline. Learning about the individuals who contributed to the history of flight.

King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.



Chronological awareness

| Progression of knowledge | | |
|---|---|--|
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> To know that someone's age is the time since they were born. To know that they started life as a baby but have since grown and changed. To know that some people are older than others. To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). | <ul style="list-style-type: none"> To know that a timeline shows the order of events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago. | <ul style="list-style-type: none"> To know that events in history may last different amounts of time. To know a decade is ten years. |
| Progression of skills | | |
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Recounting activities that happened in their past using photos as a prompt. | <ul style="list-style-type: none"> Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. | <ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. |

Substantive (abstract) concepts

| | | |
|---|--|--|
| Progression of <u>knowledge</u> | | |
| EYFS | Year 1 | Year 2 |
| <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> To know that in fairytales kings/queens are usually important, powerful people who rule over others. <p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> To recognise some interests and achievements from their own lives and the lives of their families and friends. | <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> N/A <p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). | <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs. <p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight). |
| Progression of <u>skills</u> | | |
| *N/a | | |

Disciplinary concepts

| Progression of <u>skills</u> (Disciplinary concepts) | | |
|--|--|--|
| EYFS | Year 1 | Year 2 |
| Change and continuity <ul style="list-style-type: none"> Being aware of changes that happen throughout the year (e.g. seasons, nature). | Change and continuity <ul style="list-style-type: none"> Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. | Change and continuity <ul style="list-style-type: none"> Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes. |
| Cause and consequence <ul style="list-style-type: none"> Experiencing cause and effect in play - achieved through continuous provision. | Cause and consequence <ul style="list-style-type: none"> Asking why things happen and beginning to explain why with support. | Cause and consequence <ul style="list-style-type: none"> Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. |
| Similarities and differences <ul style="list-style-type: none"> Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. | Similarities and differences <ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives. | Similarities and differences <ul style="list-style-type: none"> Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives. |
| Historical significance <ul style="list-style-type: none"> Recalling special people in their own lives. | Historical significance <ul style="list-style-type: none"> Recalling special events in their own lives. | Historical significance <ul style="list-style-type: none"> Discussing who was important in a historical event. |
| Sources of evidence <ul style="list-style-type: none"> Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. | Sources of evidence <ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. | Sources of evidence <ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. |
| Historical interpretations <ul style="list-style-type: none"> Recognising that different members of the class may notice different things in photographs from the past. | Historical interpretations <ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. | Historical interpretations <ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. |

| Progression of knowledge (Disciplinary concepts) | | |
|--|---|--|
| EYFS | Year 1 | Year 2 |
| Change and continuity <ul style="list-style-type: none"> To know that the environment around us changes as time passes. | Change and continuity <ul style="list-style-type: none"> To know that people change as they grow older. | Change and continuity <ul style="list-style-type: none"> To know that daily life has changed over time but that there are some similarities to life today. |
| Cause and consequence <ul style="list-style-type: none"> N/a | Cause and consequence <ul style="list-style-type: none"> To know that everyday objects have changed as new materials have been invented. | Cause and consequence <ul style="list-style-type: none"> To know that changes may come about because of improvements in technology. |
| Similarities and differences <ul style="list-style-type: none"> N/a | Similarities and differences <ul style="list-style-type: none"> To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past. | Similarities and differences <ul style="list-style-type: none"> To know that there are explanations for similarities and differences between children's lives now and in the past. |
| Historical significance <ul style="list-style-type: none"> To know the names of people that are significant to their own lives. | Historical significance <ul style="list-style-type: none"> To know that some people and events are considered more 'special' or significant than others. | Historical significance <ul style="list-style-type: none"> To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. |
| Sources of evidence <ul style="list-style-type: none"> To know that stories and books can tell us about the past. | Sources of evidence <ul style="list-style-type: none"> To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. | Sources of evidence <ul style="list-style-type: none"> To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past. |
| Historical interpretations <ul style="list-style-type: none"> To begin to understand that the past can be represented in photographs and drawings. | Historical interpretations <ul style="list-style-type: none"> To know that the past can be represented in photographs. | Historical interpretations <ul style="list-style-type: none"> To know that the past is represented in different ways |

Historical enquiry

| Progression of knowledge | | |
|--|---|---|
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> N/a | | |
| Progression of skills | | |
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts. | <ul style="list-style-type: none"> Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) | <ul style="list-style-type: none"> Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source. Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing. |