



History Statement

History

Raunds Park Infant School provides a history curriculum that has been designed to be knowledge-rich and logically sequenced. Knowledge means not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of *substantive concepts* in history (such as 'empire', 'monarchy' and 'civil war'), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

The history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history, building on their learning in EYFS, where children develop a sense of past and present, through stories and their own experiences.

Intent

All pupils at Raunds Park Infant School are given access to the past through the delivery of our creatively structured curriculum, which inspires their curiosity to know more about the past. It is intended that pupils gain historical knowledge and historiographical skills simultaneously.

Through outstanding teaching of the creative history curriculum, we strive to allow our children to develop a positive attitude towards becoming confident historians. We carefully considered the building blocks of progress in history, identifying knowledge that is essential to pupils' understanding of new material. Our history curriculum aims to promote the rich diversity of the world, Britain and an appreciation of our locality.

Implementation

At Raunds Park Infant School history is delivered in termly blocks across the year using Cornerstone Maestro's knowledge-rich projects. The lessons are ambitious and offer a level of challenge. Because of this, they are carefully planned in sequence to allow children to develop, use, retrieve and build on prior knowledge. To further support this, each project includes planned opportunities for children to apply learned skills

and knowledge, through resources, such as low stakes quizzes, end of project tests and a challenging Innovate stage task.

History topic becomes the driver unit for one term of the school year with a stand-alone, skills-based topic in each year group. These driver units are taught for a full term which are also supported by cross-curricular links in Art, Design Technology and Geography. The History projects are well sequenced to provide a coherent subject scheme that develops children's knowledge in: the changes within living memory, events beyond living memory, significant individuals in the past and significant historical events.

The scheme of lessons are based on the four cornerstones of teaching and learning. Lessons are sequenced using Engage, Develop, Innovate, Express to help develop a wide level of interest and understanding. Children revisit and review their understanding of each of these areas as they progress through EYFS, Key Stage One and beyond.

What do the Four Cornerstones look like?

Each stage of learning has its own characteristics promoting high quality teaching, built upon children's natural learning methods.

Engage

A stage of learning that provides children with an inspiring and thought provoking starting point that stirs curiosity and initiates interest. Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate children's interests in a particular theme or concept.

Develop

A stage of learning that provides children with an opportunity to develop and master key skills, subject knowledge, research techniques and independence. Children become industrious learners making sense of information and experiences, leading to sound understanding and progress. Children DEVELOP their knowledge, understanding, key and subject skills required to progress their learning and attainment through quality differentiation, focused learning tasks and high quality relevant learning experiences.

Innovate

A stage of learning that challenges children's ability to work creatively, exploring possibilities and finding solutions. Using and applying previously learned skills, knowledge and understanding children work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant provocation or scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

Express

A stage of learning that empowers children to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and are able to suggest next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

Impact

By the time our children leave Raunds Park Infant School we want the children to have a sense of interest and a strong chronological schema of knowledge that they can build on as they transition into Key Stage Two. Children will develop a strong sense of questioning and curiosity which helps develop interest and excitement to find out about the past in Britain, the local community and beyond.

Teacher assessment and recording against the learning outcomes of the lesson and work produced within our topic books will show clear evidence of a broad and balanced history curriculum. Outcomes within these lessons will show the journey of develop of historical key words and skills against the national curriculum strands of: the changes within living memory, events beyond living memory, significant individuals in the past and significant historical events.

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project *Dynamic Dynasties* is taught alongside the art and design project *Taotie* to give children a better all-round understanding of ancient Chinese arts and culture.

All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

Key Stage 1

In Year 1, children begin the autumn term by studying the project *Childhood*. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project *School Days*. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project *Movers and Shakers*. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project *Magnificent Monarchs*. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Cornerstones Curriculum Overview

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project *Dynamic Dynasties* is taught alongside the art and design project *Taotie* to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects. Page 1 of 2 Lower Key Stage 2 In Year 3, children begin the autumn

term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Key Stage 1 In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period. In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.




Curriculum Overview

Progression Map

Subject Drivers: History Focus

EYFS

	Autumn Term	Spring Term	Summer Term
Driver Topic		 <p>Dangerous Dinosaurs</p> <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	
	 <p>Once Upon a Time</p> <p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella</i>, <i>Goldilocks</i>, <i>Little Red Riding Hood</i>, <i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i>.</p>		

Year 1	Autumn Term: History	Spring Term: Geography	Summer Term: History
	 <p>Childhood</p> <p>In the Childhood project, your child will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will create knowledge organisers for children who are about to study the topic of childhood.</p>		 <p>School Days</p> <p>In the School Days project, your child will have the opportunity to take part in a traditional Victorian class and will learn about the differences between schooling in the Victorian era and schooling today. They will learn about objects found in a Victorian classroom and how they were used. They will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today. They will learn to describe the passage of time through study of past, present and future tense vocabulary.</p>
Year 2	Movers and Shakers		Magnificent Monarchs
	 <p>Movers and Shakers</p> <p>In the Movers and Shakers project, your child will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the life and impact of a significant person in the locality and of 10 significant individuals from around the world. They will complete in-depth studies of significant explorers Christopher Columbus and Neil Armstrong, and significant activists Emmeline Pankhurst and Rosa Parks and think carefully about the impact of their actions. The children will also carry out an independent study of a significant person from the past and learn about people who are significant today. They will also learn how significant people are commemorated and design a memorial for a person they have studied.</p>		 <p>Magnificent Monarchs</p> <p>In the Magnificent Monarchs project, your child will learn about English and British monarchs from AD 871 to the present day and consider how the power of the monarchy has changed over time. They will study six significant sovereigns; Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and the current monarch, Elizabeth II. Finally, they will choose which of the sovereigns that they have studied is the most significant.</p>

EYFS: History knowledge

Term 1 to Term 6

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.

UTW – Past and Present		ELG: Past and Present See email, ideas for UTW including the Minutes- UTW Early Years meeting			
		<p>P&P1 Talk about the lives of the people around them and their roles in <u>society</u>. Ask parent to come in. 1 a term Thurs pm</p> <p>P&P2 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>P&P3 Understand the past through settings, characters and events encountered in books read in class and storytelling. Bib books</p>			
	<p>P&P2 (Develop 3) Key worker heroes - Discuss what the children can remember about being at home during the Covid 19 pandemic. Talk about the people in their community who went to work during this time, including delivery drivers and shop workers, and why this was important.</p> <p>P&P2 (Develop 3) Community Helpers- Show the children the People who help us video. Talk about the people who live and work in their community who are there to help them.</p>	<p>P&P2 (Develop 1) Old clothes, New clothes. - Knowledge: The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>P&P2 (Develop 2) Who lives here? Knowledge: The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p>	<p>P&P1 (Develop 1) Who works when I am asleep Knowledge There are adults in our community who work at night time to help us. The emergency services help us. The emergency services include the fire service, police and ambulance service.</p> <p>P&P3 (Develop 3) The Moon Knowledge</p>		<p>P&P3 (Develop 3) Explain to the children that many people have explored the world throughout history, and as they explored they took artists and scientists to document the plants and animals they found. Charles Darwin was a famous naturalist. He lived from 1809-1882. Charles Darwin was an expert in studying nature, plants, animals, rocks and fossils.</p>
		<p>P&P3 (Develop 3) Kings and Queens Knowledge Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</p>	<p>The Moon can normally be seen in the night sky. The Moon orbits the Earth. People have visited the Moon. People travel into space in space shuttles.</p>		

Key Stage One National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality.

Year One: History Knowledge

Term 1 & 2

Term 3 & 4

Term 5 & 6

History	Term 1 & 2	Term 3 & 4	Term 5 & 6
	<p>Vocab of time</p> <p>Concept of artefacts – what do they tell us, and comparing artefacts</p> <p>People grow and change over time, human development</p> <p>Significant events of birthdays and family celebrations</p> <p>Family trees</p> <p>Learn the word decade and sequence decades chronologically</p> <p>Learn about significant events in our monarch's reign and learn about her coronation.</p> <p>Use photographs as historical sources.</p>	<p>Learn the word monarch and explore the monarch as a significant person.</p> <p>They learn about the Great Fire of London as a significant event, its causes, chronology and consequences.</p> <p>They are introduced to the word monarch and how these mark significant events.</p> <p>CC links – in science they learn about significant historical people including Sir Francis Beaufont and Vice Admiral Lord Fitzroy and how their contributions still have influence today.</p>	<p>Children extend their vocabulary of time and explore how phrases mean a length of time or how long ago something happened.</p> <p>Children learn about the <u>schools</u> history within living memory. They learn about significant people and events in the <u>schools</u> history.</p> <p>They learn about the Victorian era, as an era beyond living memory. They use written sources and photographs and begin to understand viewpoint. They compare historical artefacts.</p> <p>They learn about the lives of the significant person Samuel Wilderspin.</p>

Year Two: History Knowledge

	Term 1 & 2	Term 3 & 4	Term 5 & 6
History	<p>This focuses on significant people in History. They are introduced to Dawson's model of significance. They learn about a significant person from their locality – Ada Salter (Ada Salter was learnt in Year 1).</p> <p>Children revisit the concept of chronology and make timelines. They study the explorers Christopher Columbus and Neil Armstrong in depth and compare voyages of discovery.</p> <p>They learn about the significance of the activists Emmeline Pankhurst and Rosa Parks.</p> <p>They then learn about significant people today and their influence.</p> <p>They lastly build on their understanding of the significance of monuments and memorials.</p> <p>CC links – the art project builds on ideas about significance</p>	<p>Learn the word monarch and explore the monarch as a significant person.</p> <p>They learn about the Great Fire of London as a significant event, its causes, chronology and consequences.</p> <p>They are introduced to the word monarch and how these mark significant events.</p> <p>CC links – in science they learn about significant historical people including Sir Francis <u>Beaufort</u> and Vice Admiral Lord Fitzroy and how their contributions still have influence today.</p>	<p>Children revisit concept of time and learn the term AD. They are introduced to the concept of historical periods of time, and order as a time line.</p> <p>They are introduced to the <u>terms</u> hierarchy, reign and kingdom. They explore the power of different monarchs.</p> <p>They use royal portraits as a historical source, and are introduced to symbolism.</p> <p>They study 6 monarchs in depth – Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. They learn about the impact of these monarchs and revisit the Dawson's model to decide who is the most significant monarch.</p> <p>CC links – the art project builds on children's understanding of monarchy and power.</p>

SEND

We recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of: learning outcomes, tasks, teaching methods and resources. In addition, this task can be broken down into small steps, giving children achievable goals. All activities should reinforce children's understanding of the subject.