



HISTORY

OUR VISION

Nurturing and Inspiring Success in Every Child

INTENT

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should understand the chronology and identify similarities and differences between ways of life in different periods. Pupils should use a wide vocabulary of everyday historical terms. Pupils 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. Pupils should understand some of the ways we find out about the past and identify different ways in which it is represented.

To ensure progression through teaching about the people, events and changes teachers are often introducing pupils to historical periods that they will more fully study in Key stages 3 and 4 (Secondary school curriculum).

Children will use a variety of artefacts to enhance their learning and they are challenged with open ended questions making them curious to learn more.

IMPLEMENTATION

All our curriculum is shaped by our school vision which aims to enable all children, regardless of their gender, sexual orientation, religion, disability, ethnicity, special needs, or background to achieve their potential. Each learner is unique and has a preferred learning style which teachers understand. Above all our philosophy is make learning fun.

The following subject knowledge and skills are delivered through our topic based cross curriculum and discrete teaching sessions. We are an accredited Story Telling school and, as such, the children's learning is enhanced with stories. Extra support is given to children, if required, to ensure all children access this curriculum.

Changes within living memory – where appropriate, these should be used to reveal aspects of change to national life	EYFS learn about changes when learning about their family trees. EYFS find it easier to learn when relating to themselves and real life experiences Year 1 revisit these changes when learning their topics 'Space and Growing'. Year 1 find it easier to understand changes which are within their living memory Year 2 learn about ongoing changes when they learn about climate change in their topic
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	<p>Rainforest. They learn about the history of Indigenous Australian people and Captain Cook when they study their topic Australia. Year 2's learning has now progressed to the wider world.</p>
<p>Events beyond living memory that are significant nationally or globally.</p>	<p>EYFS children learn about the basic facts of Guy Fawkes and fire safety when learning about bonfire night.</p> <p>Year 1 revisit Guy Fawkes and fire safety and learn about the Victorians when they learn about the history of the school</p> <p>Year 2 build on children's learning about changes within living memory when they recall learning about Guy Fawkes and learn about democracy and parliament.</p> <p>They learn about the Great Fire of London which is an introduction to children for when they are in KS3 (secondary school) and learn about the plague. The Guy Fawkes topic is also a building block for when children are in KS3 (Secondary school) when they learn about religion and the State (the development of the church, state and society in Britain 1509 -1745, the Elizabethan religious settlement and conflict with Catholics).</p>

<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>EYFS learn about their personal history in their topic 'The World About Me' as they learn about their family history and how their grandparents influence their lives.</p> <p>Year 1 children learn about these significant individuals when they study the topic 'Famous People, Writers and Inventors', for example Alexander Bell, George Stevenson and Beatrix Potter. These famous people have been carefully chosen to engage the boys and further develop their writing skills. The study of these people is also an introduction to KS2 learning (Junior school) as part of their learning is to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a significant turning point in British History. The study of George Stephenson is also an introduction to a KS2 (junior school) topic which is the first railways</p> <p>Year 2 build on this learning of significant</p>
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	<p>individuals who have contributed to national and international achievements when they study the topic 'Famous people' which include: Florence Nightingale, Martin Luther King, Helen Keller, Gandhi, Leonardo Da Vinci. These people have been carefully chosen for a more mature child in Year 2 building on Year1's knowledge of significant individuals who have achieved in the past. When learning about Gandhi the children are introduced to future learning in KS3 (secondary school) when they learn about the British Empire, Indian independence and the end of the empire. When learning about Martin Luther King the children are introduced to Britain's transatlantic slave trade and it eventual abolition which is a topic in KS3 (secondary school).</p> <p>The links from EYFS to years 1 and 2 have been: Personal history (EYFS) Historical figures who have had an influence on our community (Year 1) Historical and international figures who have had an impact on politics and the social fabric of our society (Year 2)</p>
<p>Significant historical events, people and places in their own locality.</p>	<p>EYFS learn about significant local events such as Fulmer Day and Remembrance Day Year I revisit Remembrance and learn more about why we celebrate the day, they extend their knowledge of significant historical events whilst studying the topic 'Houses and Homes' with a trip to the local Windsor Castle and a study of the history of our school.</p> <p>Year 2 extend their knowledge of historical events in the local community when they learn about the local author, Roald Dahl and visit his home and museum.</p> <p>When learning about their own locality the children are introduced to a KS2 (junior school) topic, a local history study.</p>
<p>Parliament</p>	<p>This is taught as a discrete subject in Year 2. The children in Year 2 learn about voting when they have secret ballots in the Autumn term to vote for various roles and responsibilities including a Chair, Secretary</p>

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	<p>and Finance Officer of the school council, Playground Buddies and members of the Eco team.</p> <p>They also learn about Parliament when they learn about Guy Fawkes</p>
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IMPACT

Children have established the necessary building blocks to foster a love of learning about the past. They will have enjoyed opportunities to explore changes over time and an understanding of how their world has evolved. The skills and knowledge encountered in these first few years of schooling will enable pupils to participate fully in future historical projects and programmes of study. All children, when they leave Year 2 will have learned all the contents of the programme of study for Key Stage 1 and will have enhanced and broadened their learning by exploring artefacts and enjoying local, relevant trips.