



# Our *History* Approach

Our vision at Heymann Primary and Nursery School is for all children to develop a natural curiosity about the world around them and to want to know more about how the past has shaped it. Through identifying four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we have designed our history curriculum to provide opportunities for our children to help children understand the process of change, diversity of societies and the relationships between different groups to enable them to take their place in a global society.

## CURRICULUM DESIGN

Using the National Curriculum for history, we have identified precise and progressive disciplinary and substantive knowledge which are planned for each year group. All of this builds cumulatively to allow our children to attain at least age-related expectations by the time children leave our school. This starts in our Early years and progresses throughout the school. Through our planned progressive curriculum, we aim to help our children develop a clear understanding of chronology and how the world around them has been influenced by significant events and individuals. All of this, we hope, will help our children to be prepared for secondary school history.

We realise the importance of how the content of the curriculum needs to be sequenced for children to build on previous learning. What children learn in the Early Year's settings is the foundation for future National Curriculum learning in the following school years. One of the seven areas in the Early Years curriculum is Understanding the World and within this the strand of Past and Present. Using stories, non-fiction texts, pictures and photographs, our children will talk about how they have changed since they were born, past and present events in their own and their family's lives and learn about different roles in society. Through both direct teaching, linked provision and own investigations, children are encouraged to make observations and talk



Our curriculum is enhanced through visits to local places

about their findings. In KS1, children develop their knowledge about the past through looking at both local history investigating what our school was like for their parents and grandparents and finding out about Nottingham Castle and also events and individuals who influenced our past. At KS2 children extend their knowledge about the history of the local area and how different societies both in Britain and the wider world have impacted on our history. Our curriculum is enhanced through visits to local places or inviting different providers into school.

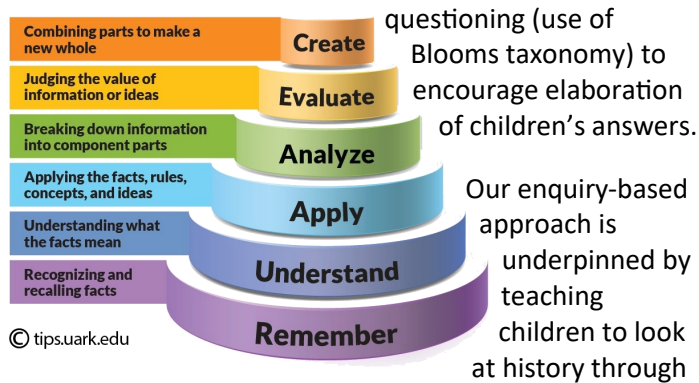
	Nursery	Reception	KS1
Chronological knowledge/understanding	<ul style="list-style-type: none"> <li>Be able to order events in a simple sequence of their day, in a story)</li> </ul>	<ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Order and sequence familiar events</li> <li>Describe main story settings, events and principal characters.</li> <li>Talk about past and present events in their own lives and in lives of family members</li> </ul>	Use words and phrases relevant to the past; old, new, a long time ago. Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline. Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now. Understand where people and events fit within a chronological timeline. Sequence photographs and objects on a timeline.
Using evidence	Using photos to talk about events that have happened in their past	Use photos, objects, pictures and stories to find answers to questions about the past	Observe or handle evidence to ask questions and find answers to questions about the past. To know some things we find out about the past. Choose and use parts of sources (pics, stories) to show understanding of historical concepts

Cause & Consequence	Change & Continuity within and between periods of history	Similarity & Difference for people within a period of history	Historical Significance
Questions about why things happened and their results	Questions about developments overtime within and between periods of history	Questions about the different experiences of groups or individuals within a period of history	Questions about how events or people brought about significant change
<b>Chronological Understanding</b> of different periods of history and within a period of history			

## TEACHING







We have adopted an enquiry-based approach to learning. Starting with our youngest children asking questions about themselves and their own families and then expanding their enquiries to the wider world. Each term learning is focussed on an enquiry question which allows all children to access at an appropriate level. This approach allows both children and teachers to know the focus of the lesson without restricting children's responses and encouraging high expectations.

All children, regardless of starting points, are supported to achieve their potential through a range of teaching strategies e.g. scaffolding, dual coding, high order



the lenses ( disciplinary knowledge) of cause and consequence, change and continuity, similarities and differences, historical significance and chronology. Discrete history lessons may be taught in a block over a week or over a half term. Links are made where appropriate across subject areas and across lessons through a context for learning when appropriate. Children are taught new knowledge and vocabulary and how to interpret different evidence in order to answer the enquiry question. Planning includes opportunities for

retrieval practice of substantive knowledge through a

Key Vocabulary		
	thatched	roof of a house made from straw
	fire hook	a metal hook made to pull down buildings
	fire resistant	material that will not catch fire
	city	a large town
	leather	material made from the skin of an animal
	communication	passing information from one person to another

Children have key vocabulary provided to support knowledge retention.

range of strategies eg drip teaching, Knowledge Organisers, quizzes and Spark. This allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge.

At Heymann, we recognise the importance of promoting vocabulary as some of our children find understanding of tier 2 words difficult. In response to this, all staff place vocabulary and understanding of language at the heart of their teaching. We have identified key vocabulary the children will need each year and highlighted words that the children will revisit. The development of the use of Knowledge Organisers promotes understanding of tier 2 and 3 words both at home and school. Vocabulary we want all the children to know and understand is included on the Knowledge Organisers. Using symbols and definitions, children use retrieval activities to know and remember the vocabulary.

## MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the history curriculum is timetabled. Monitoring of history planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.