



Freegrounds Infant School - Our Curriculum

What are we trying to achieve?

Our Vision	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.		
Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.
Our Values	Independence		Respect	Teamwork	Thinking	Engagement	Motivation

How do we implement this?

Our teaching intentions	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.	Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.	Classroom environment inspires and motivates all children.
Effective teaching	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning..	All adults have high expectations and provide challenge for all, with support when necessary.	Teachers employ skilful and effective questioning to check and deepen understanding.	Teachers use a range of flexible and responsive strategies.
Assessment for learning	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.	Purposeful internal and external moderation to inform professional discussions.	Clear learning intentions and success criteria are shared with children and understood by all.	

Organisation	Units of work are based on key questions and cross-curriculum themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.	Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.					
EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World			Expressive Arts and Design (EAD)			
	PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology

What is the impact?

An inclusive curriculum for all	An inspiring and challenging curriculum for all.	Teaching that is consistently good or better for all pupil groups.	High levels of attainment and progress.	Positive climate for learners in all classrooms.	Children who are fluent in the language of learning.
Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?	Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?	High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?	Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?

EYFS Subject Skills Overview

Term	These skills are developed throughout the year through child initiated learning and during 'family group time'.	
<p>Understanding the world</p> <p>Change/continuity Similarities and differences between ways of life at different times</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
<p>Communication and language</p> <p>Chronology Sequencing events/objects in time, using chronological vocabulary</p>	<p>Describe events in some detail.</p>	<p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'</p> <p>Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</p>

Key Stage 1 Subject Skills Overview

Term	Year 1 Term 1	Year 1 Term 3	Year 1 Term 3	Year 2 Term 1	Year 2 Term 1	Year 2 Term 2
Topic	Magic toys! Toys comparison	Through the keyhole Local History Study	Fire Fire! Great fire of London	Reach for the stars Florence Nightingale and Mary Seacole	Transport Man on the moon	Unsinkable Titanic
Subject Skills	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in own locality.	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally
Chronology Sequencing events/objects in time, using chronological vocabulary	Confidently uses vocabulary associated with the past e.g. 'old and new, then and now'	Confidently uses vocabulary associated with the past e.g. 'old and new, then and now'	Creates simple timelines to sequence processes, events, objects within their own experience and the past Confidently uses vocabulary associated with the past e.g. 'old and new, then and now'		Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time etc.	Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time etc.
Characteristics features of period/person/events studied		Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today	Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today		Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.
Change/continuity Similarities and differences between ways of life at different times	Can describe how some aspects of life today differ from the past using simple historical vocabulary	Can describe how some aspects of life today differ from the past using simple historical vocabulary	Can describe how some aspects of life today differ from the past using simple historical vocabulary Show children a picture of London in 1666 and today. Discuss a class the		Can talk about similarities and differences not just between then and now but between then and another then.	

	Can match old objects to people or situations from the past		differences prior to children annotating the two pictures to show their understanding of the changes.			
Cause/consequence Why people do things/ causes and results of events and changes			Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Can describe in simple terms the causes of an important historical event offering at least one example of its results.		Can describe in simple terms the causes of an important historical event offering at least one example of its results.
Significance Why and how is this event/person still remembered?	Can recognise and describe special times or events for family or friends			I can recognise and talk about who was important e.g. in a simple historical account.	Can recognise and talk about who was important e.g. in a simple historical account.	
Interpretation Explore ways we find out about the past and how it is Represented		Can identify and talk about different accounts of real historical situations.	Can identify and talk about different accounts of real historical situations.		Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).	
Historical Enquiry Asking/answering questions – using sources to find answers and show understanding	Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.	I can gather information from simple sources to ask and answer questions about the past.	Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.		Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story.	Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story.

Key Stage 1 Language Overview: History

Term	Year 1 Term 1	Year 1 Term 3	Year 1 Term 3	Year 2 Term 1	Year 2 Term 1	Year 2 Term 3
Topic	Magic of toys! Toys comparison	Through the keyhole Local History Study	Fire Fire! Great fire of London	Reach for the stars Significant individual	Transport Man on the moon	Fantastic galactic Neil Armstrong
Previously learnt vocabulary – Tier 1	Toy, ball, skipping rope, board games, Lego, play, old, new, train set, colourful,	Hedge End before, after, train station, built, motorway, jobs	Fire, London, house, buckets, spread, burn, bakery, oven, baker, king, wood, diary, wind, water	Nurse, war, healthy, hospital, country, dirt, germs, author, injury, same, different.	Space, moon, rocket, astronaut, walk, first,	Boat, sea, ship, Atlantic ocean, holiday
Taught during the topic – Tier 2	Materials, metal, plastic, wood, rollerskates, young, factories, inventions, expensive, cheap	Map, St John’s Church, strawberry fields, land, London	Ember, maid, River Thames, ashes , thatched roof, prevention, re-design, Invention, narrow streets, bury, consequence	Florence Nightingale Mary Seacole, Crimea, significance, memory, government, Jamaica, soldiers, battlefield, comparison	NASA, Gravity, landing, engineer, research, explorer,	Titanic, iceberg, lifeboats, Ocean liner, unsinkable, 1 st , 2 nd , 3 rd class, funnels, flares, transport, dock, port,
Deeper Learning vocabulary – Tier 3	Steiff bears, hoop and stick, mass produced, cup and ball, durable	Evidence, population, population, relocation	Samuel Peyps, fire squirt, leather buckets, memorial, Thomas Farriner, Pudding Lane, King Charles.	Credibility, impact, exaggeration,	Neil Armstrong, Apollo 11, solar system, Buzz Aldwin, Eagle Lunar Module	Evacuate, Captain Smith, distress, Carpathia, shipwreck, wealthy, SeaCity museum

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: History

At Freegrounds Infant School we provide a history curriculum which is accessible for all children. We strongly believe that high-quality history lessons inspire children to be curious about learning about the past of Britain and the wider world. Through high-quality lessons they are encouraged to explore key historical concepts, ask questions and develop their knowledge through the six step enquiry approach.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences with an age appropriate understanding of the protected characteristics. Through the history curriculum the children learn more about their rights and responsibilities and the British values. For example through diverse representations of historical figures and events, promoting opportunities for discussions and considering challenges that individuals and groups may have faced in the past.

At Freegrounds Infant School we link learning through a range of topics, which give children the essential characteristics to help them to be successful in their history learning. Through careful planning our children have the opportunities to develop a sense of curiosity about history and how to find the answers to their own questions through a range of sources and experiences in and out of school. Previous knowledge is built upon each lesson and referred back to throughout each of the topics.

We aim to increase and develop children's historical skills by covering key events and people of the past, as well as the past of their local area. The children are encouraged to draw comparisons between the past and present day to deepen their understanding and develop their critical thinking skills through discussion of the factors that led to such changes.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: History

At Freegrounds Infant School we ensure high standards of teaching and learning in history by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners in history lessons. Teachers will encourage all children to develop a growth mindset, accepting that they may not have all the skills and knowledge but determinedly strive to think critically and form their own perspectives as they become familiar with key historical concepts. History is taught through our topics, focusing on the knowledge and skills stated in the National Curriculum. Through our teaching and curriculum the children will gain an understanding of British values, their rights and responsibilities and an age appropriate understanding of the protected characteristics.

At Freegrounds Infant School each history journey builds on previously taught enquiry skills and concepts, with the opportunity to apply knowledge from another history journey and build on past learning. Teachers ensure that children are engaged in history through providing a range of opportunities to develop their knowledge and critical thinking skills in the subject. These opportunities place emphasis on children asking questions and finding out the answers as part of the learning journey. Their ability to enquire, think critically, question and analyse evidence will enable them to begin to develop an understanding of history and the past of Britain and the wider world.

Children have opportunities to explore a wide range of historical sources and artefacts and we offer historical experiences to evoke the children's interest, creating memories and positive attitudes towards the subject. They will develop the ability to consider a variety of sources and begin to develop their own perceptions and judgements based on evidence and critical thinking.

At Freegrounds Infant school we believe that the promotion of a language rich history curriculum is essential to the successful acquisition of the historical enquiry skills and so it is carefully planned for across the school.

History resources and artefacts are key aspects of historical learning and provides an opportunity for the children to explore and apply their understanding of historical concepts and skills.

Through a history curriculum, the children will feel prepared and well equipped for further history learning regardless of their race, religion, sex, disability or age.

Positive climate for learners in all classrooms.

CURRICULUM IMPACT

Subject Name: History

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world. Through the variety of topics we teach we want the children to recognise and respect difference in culture, religion and ways of life throughout history.

We want our children to have thoroughly enjoyed learning about history, therefore encouraging them to continue to expand on their knowledge beyond their history lessons. This is exemplified at school when the children choose library books based on the history topic they are studying or share facts they have learned from research outside of school. We want our children to talk about their history learning with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant school we want children to know more, remember more and understand more about history. Children will develop knowledge and understanding of the past and be able to confidently apply the key enquiry skills needed to gain historical perspective.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a history learning journey and against the carefully planned outcomes. Standards are monitored by the history leader through learning walks, pupil conferencing and book scrutiny.