



Freegrounds Infant School

'Building the future together'

Intent

At Freegrounds Infant School, we provide our children with the skills, knowledge and curiosity to become confident, creative and enthusiastic learners. Through our history curriculum, we inspire children to develop an understanding of the past and how it has shaped the world they live in today. From Year R to Year 2, children begin to develop a sense of chronology by exploring their own lives, the lives of their families and significant events within living memory before extending their understanding to events beyond living memory. They learn about significant individuals, places and events from local, British and world history, making simple comparisons between the past and the present. Through high-quality teaching, practical experiences, storytelling, historical artefacts, photographs, visits and visitors, children are encouraged to ask questions, explore evidence and develop their historical vocabulary. They begin to understand that the past can be interpreted in different ways and use a range of sources to find out about people and events. Learning beyond the classroom helps to bring history to life, providing memorable experiences that deepen children's understanding of the past. Our curriculum encourages children to appreciate the diversity of people's lives and cultures, develop respect for others and recognise how learning about history helps us to understand the world we live in today.

Implementation

At Freegrounds Infant School, the National Curriculum for History and the Early Years Foundation Stage Framework provide the foundation for our history curriculum. Learning is carefully planned and sequenced to ensure that children progressively develop both historical knowledge and disciplinary skills from Year R through to Year 2. In the Early Years, children begin by exploring the concept of the past through their own experiences, family histories, stories and familiar events. They develop an understanding of the differences between past and present through conversations, photographs, books, role play and first-hand experiences. This provides a strong foundation for historical learning in Key Stage 1. As children move into Years 1 and 2, they build on this knowledge by learning about significant individuals, events beyond living memory, changes within living memory and aspects of local history, as outlined in the National Curriculum. Learning is carefully sequenced so that children revisit and build upon key concepts such as chronology, change, continuity, similarity and difference, cause and consequence, and historical significance. Opportunities are provided for children to make links between topics and connect new learning with what they already know. History is brought to life through high-quality texts, artefacts, photographs, storytelling, educational visits, visitors and practical learning experiences. Children are encouraged to ask and answer questions, investigate evidence and begin to think like historians by exploring a range of primary and secondary sources appropriate for their age. They learn that different sources can help us find out about the past and begin to recognise that people may have different perspectives about historical events. Discussion plays a central role in our history lessons. Children are encouraged to share ideas, compare the past with the present, use historical vocabulary and explain their thinking using evidence. Cross-curricular links are made where appropriate, particularly through English, art, geography and computing, helping children to deepen their understanding and make meaningful connections across their learning. Assessment is an ongoing part of teaching and learning. Teachers use questioning, observations, discussion, practical activities and recorded work to assess children's understanding and identify next steps. Our history curriculum is designed to be inclusive, with appropriate scaffolding, adaptations and challenge to ensure that all children, including those with SEND and disadvantaged pupils, can access and succeed in their learning. Assessment is informed by our progression of knowledge and skills, recognising that children's historical understanding is often demonstrated through discussion, enquiry and practical experiences as well as written work.

Impact

The teaching and learning of history at Freegrounds Infant School ensures that by the end of Year 2, children have developed the historical knowledge, vocabulary and enquiry skills needed to transition confidently into Key Stage 2. They leave with an understanding of chronology, an awareness of significant people, events and places from the past, and an appreciation of how history has shaped the world in which they live. Children are able to recognise similarities and differences between the past and the present, ask thoughtful questions, explore a range of historical sources and begin to understand that evidence helps us learn about the past. They develop curiosity, empathy and respect for the experiences of others, recognising that people's lives have changed over time and that history helps us to understand our communities and the wider world. Through engaging and meaningful learning experiences, children become confident learners who enjoy exploring the past and making connections with their own lives. Our inclusive history curriculum encourages all children to achieve their best, develop independence and resilience, and leave Freegrounds Infant School well prepared for the next stage of their historical learning.



Freegrounds Infant School: History Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How do I get home?		The Sea	The Sea	Save the Planet	
Yr 1 & 2		The lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale		Significant national or global event beyond living memory Significant historical events, people and places in their own locality Titanic	The lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory David Attenborough and Mary Anning	
		Significant national or global event beyond living memory (Remembrance)				

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Let it shine!	Winter	What big eyes you've got?	Let it grow	Kings and Queens	I spy
Yr 1 & 2	Significant national or global event beyond living memory The Gunpowder Plot	Significant national or global event beyond living memory The Victorians and Christmas			The lives of significant individuals in the past who have contributed to national and international achievements Kings and Queens of the United Kingdom	
		Significant national or global event beyond living memory (Remembrance)				

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for History

		Key Stage 1
DISCIPLINARY KNOWLEDGE	Chronological Understanding & Vocabulary	- Can use common words and phrases relating to the passing of time when discussing the past - Can use a wide vocabulary of everyday historical terms - Understands that some events happened a very long time ago (before they were born) others in the more recent past - Is beginning to demonstrate an emerging sense of chronology by placing key events from the past into a sequential order
	Exploring Connections, Contrasts & Trends	- Can recognise that their own lives are different to the lives of people in the past - Can say what is the same and what is different between life now and life in the past - Can identify similarities and differences between the past and the present day - Can identify some similarities and differences between ways of life in different historical periods
	Historical Enquiry & Interpretation	- Can ask questions about the past - Can find answers to some simple questions about the past from sources of information and observations - Can use stories and other sources to show that they know and understand key individuals and events from the past - Is beginning to understand and describe some of the ways in which we find out about the past - Can identify different ways in which people and/or events from the past are represented
SUBSTANTIVE KNOWLEDGE		- Can describe and discuss: - changes within living memory, including aspects of change in national life - 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 - significant events, people and places in their own locality



Freegrounds Infant School: History Areas of Study (Substantive knowledge)

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B
Significant national or global event beyond living memory (<i>Remembrance Day</i>) • Reflect and recall past events and special memories from their own lives • How symbols can be used to represent important events and ideas (poppies) • Memorials and parades The lives of significant individuals in the past who have contributed to national and international achievements (<i>Florence Nightingale</i>) • I can tell you who Florence Nightingale is and how Florence Nightingale improved hospitals • I know that Florence Nightingale was nurse during the Crimean War • I know the difficulties Florence Nightingale faced during the war Significant national or global event beyond living memory Significant historical events, people and places in their own locality (<i>Titanic</i>) • I can tell you the story of the Titanic • It was considered 'unsinkable' • Life was different for people on board depending on their class • An Iceberg hit the Titanic which caused it to sink • The Titanic did not have enough lifeboats for each passengers • I can say that lots of people were lost at sea which is why it is considered a tragedy and what we have learnt from this. The lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory (<i>David Attenborough and Mary Anning</i>) • I can tell you who Mary Anning is • I can tell you Mary Anning's discoveries • I can tell you who David Attenborough is • I can tell you David Attenborough's contributions • I can tell you how Mary Anning and David Attenborough help us learn about the Natural World.	Significant national or global event beyond living memory (<i>Remembrance Day</i>) • Reflect and recall past events and special memories from their own lives • How symbols can be used to represent important events and ideas (poppies) • Memorials and parades Significant national or global event beyond living memory (<i>The Gunpowder Plot</i>) • Who was Guy Fawkes and what was the Plot? • How do we remember the Gunpowder Plot? • Who is King James I? • Who was to blame? Significant national or global event beyond living memory (<i>The Victorians and Christmas</i>) • I can tell you who the Victorians were • I can describe what Victorian life was like • What was Victorian Christmas like? • What is our Christmas like? • What is the same and what is different between our Christmas and Victorian Christmas? The lives of significant individuals in the past who have contributed to national and international achievements (<i>Kings and Queens of the United Kingdom</i>) • I can tell you about Queen Victoria, Queen Elizabeth I, Queen Elizabeth II and King Charles III • What they contributed during their reigns

National Curriculum in England: History

Purpose of Study
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Aims
- The National Curriculum for history aims to ensure that all pupils: - Develop an understanding of the past and how people's lives have changed over time. - Learn about significant people, events and places from the past, both in Britain and around the world. - Begin to understand important historical ideas such as change, similarity and difference, and why events happened. - Ask and answer simple questions about the past using stories, photographs, artefacts and other sources of evidence. - Develop a sense of chronology by ordering events and talking about the past using words such as before, after, past and present. - Make connections between the past and their own lives, developing curiosity about history and an understanding of how it has shaped the world today
Attainment Targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Key Stage 1 Subject Content
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

