



**Learning Together, Success Forever**

What makes me a historian?

# Why is History important at our school?

## **Intent:**

At Manor Park, we strive to inspire our children to become young historians who are curious about their local heritage, Britain and the wider world's rich and exciting past. They are given the opportunity to explore a range of breadth of history. Our high quality history curriculum is shaped by the drivers we feel are pertinent to our children's and families' backgrounds, beliefs and values and reflect our locality (Calverton and Nottinghamshire). Our Manor Park vision and values have also been woven into our history curriculum as we aim for all the children to display these values in all aspects of their lives.

We intend for pupils to relate previous learning to their current studies in order for their knowledge of the past to be strong and meaningful. Knowledge is generative, it enables future learning. As such, our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they develop their historical knowledge and skills.

## **Implementation:**

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school which enables all children to gain real-life historical experiences, skills and understanding. Planning in school is structured systematically and has been tailored to the needs of our children and to reflect our locality (see further details below). Whilst we plan specific units of work, we teach history at every opportunity as this takes account of seasonal events and celebrations e.g Coronation celebrations.

Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. A coherently planned and sequenced set of lessons are taught using our progression of knowledge and skills document which consistently builds on previous understanding to embed key concepts in the long-term memory.

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and historical terminology appropriately. Teachers model this practice, using the correct language within all learning.

## **Impact:**

The impact and measure of our History curriculum is to ensure that children at Manor Park are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

By the time the children at Manor Park leave our school, they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- The ability to think critically about history and communicate confidently.
- The ability to consistently support, evaluate and challenge their own and others' views.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.

## **History: Unit by Unit**

At Manor Park Infant and Nursery School, we have our own bespoke, unique curriculum that prioritises progression.

**EYFS: Understanding the world**: Understanding the world involves guiding children to make sense of their own life story, their family's history and the history of their local community. In Nursery and reception, the children's personal experiences are key as they increase their knowledge and historical sense. We are overtly aware that some children have more personal experiences than others. As such, we plan frequent opportunities for the children in F1 and F2 to have a range of experiences that increase their knowledge and historical understanding—such as meeting important members of society—vets, police officers, dentists, fire fighters, RNLI staff and visiting libraries, parks and the local area. In addition, we place strong emphasis on listening to a broad selection of stories, non-fiction, rhymes and poems that foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **F1: Nursery**

In Nursery, the children's personal experiences are key as they contribute to children's emerging sense of their own life story and their family's history. Through the year, the children will develop this sense by talking about significant events in their own life e.g. birthdays. They will build a sense of the passing of time (through the school day) by singing the 'days of the week' song each morning and afternoon and by talking about significant times of each day e.g. lunch time, home time, story time.

### **People Who Help Us**

The children in Foundation 1 begin by looking at themselves and their own immediate family. They share photographs, stories and role play to learn about their own family and then to begin to identify some similarities and differences between their own family and others. Through the introduction of and embedding of rules, routines and boundaries, the children learn that there are consequences to their own behaviour. The children then learn about significant individuals in their local community—people who help us. They meet a vet, bin lorry driver or recycling centre worker, police officer and dog, nurse, dentist, fire fighter and RNLI member. The children talk about, share and celebrate each other's birthdays.

### **Florence Nightingale**

Following their work on 'People Who Help Us, the children in F1 will begin to use language related to the passing of time. This is linked to the children's daily routines and week—e.g. yesterday, at lunch time. After meeting a nurse and beginning to learn how to ask questions (how and why), the children find a set of historical clues, books, photographs and artefacts linked to Florence Nightingale. They use the artefacts and resources in their role play area, they sort objects into 2 groups—old and new—and they place 2 events on a chronological framework (timeline).

### **Neil Armstrong**

The children sing songs such as 'Twinkl, Twinkl Little Star' and then read the text—'Whatever Next?' by Jill Murphy. They use artefacts, photographs and role play resources to recreate the story. They investigate the question—what is the moon? They 'follow' the moon for a full month, taking a photograph each day and discussing the changes. They speak to an astronaut using a downlink on the NASA website. They continue to understand and learn how to ask questions (how and why). Using what they have found out, they role play the life of an astronaut—large scale and small world.

## **F2: Reception**

### **By the end of F2, children at the expected level of development will be expected to:**

- 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.

### **People Who Help Us**

The children in Foundation 2 begin by looking at themselves and their own immediate family. They bring in photographs of their families and discuss similarities and differences. They role play home and family scenarios in the role play and small world areas. They then talk to class parents and grandparents and look at photographs to find out about how the lives of their parents/grandparents were different than today. They look at home artefacts and compare to ones we use today. Following on from F1, the children talk about how their own behaviour and know how this impacts on others (weekly circle times, SCARF sessions and school assemblies). They continue to develop their knowledge of the passing of time by using a class calendar to learn about the days of the weeks, months of the year and year it is. They read texts to discover how events of the past have impacted celebrations and events of today e.g. Christmas- The Christmas Pine by Julia Donaldson. They meet significant individuals from the community-a vet, bin lorry driver or recycling centre worker, police officer and dog, nurse, dentist, fire fighter and RNLI member. They look at linked artefacts in order to ask and answer simple questions.

### **Florence Nightingale**

Continuing from their learning in F1 and their work on their families and people who help us, the children find a set of historical clues, books, photographs and artefacts linked to Florence Nightingale. They ask and answer simple questions about the artefacts and learn that some things from the past were used before they were born e.g lamp/lantern. They use a range of resources to begin to identify ways in which the past is represented e.g through artefacts, photographs and stories. They compare artefacts, photographs and stories of nurses now compared to nurses at the time of Florence Nightingale in order to find some similarities/differences between ways of life at different times. They fit 3 people on a chronological framework (Florence Nightingale, nurse today, themselves-date of birth).

### **Neil Armstrong**

Children in F2 'hook' themselves into the topic by completing a 'looking at you game'. Can they work out what the photograph shows them? (helmet of a space suit). They find out about the explorer- Neil Armstrong and, more broadly, about the International Space Station and Apollo 11 mission through role play, reading a broad range of texts and use of artefacts. Most significantly, they speak to an astronaut using a downlink on the NASA website, continuing to develop their simple questioning skills. They fit 3 events on a chronological framework and use vocabulary linked to the passing of time.

## **Key Stage One**

### **Year 1**

#### **Events Beyond Living Memory that are important nationally or globally: The Great Fire of London (Year A)**

The Year 1 children begin the unit by exploring a class 'gallery' of clues, sources and artefacts to make simple observations about life in seventeenth century London. They sort photos, objects and artefacts into groups and then begin to compare it to life today- clothes, food, houses. They use a range of evidence-photographs, objects, timelines, diaries (Samuel Pepys, John Evelyn)- to find out about the Great Fire of London. They will begin to ask and answer questions about the past. The children build on previous learning undertaken in Foundation Stage, where they found out about the modern fire service and how we respond to fire risks today. They will compare these modern practices to the seventeenth century and how the Great Fire was finally stopped. They place 4 events on a time line and use common words related to the passing of time.

#### **The lives of significant individuals in the past who have contributed to national and international achievements– Scott of the Antarctic (Year A)**

Building on their learning carried out in FS2 on significant individuals (people who help us, Florence Nightingale, Neil Armstrong), the Year 1 children consider what an explorer is. They are introduced to Scott via various photographs. They make observations then ask questions. They read a story about the expedition and how difficult it was. They role play and dramatize the journey. They think about how we travel today then compare and contrast. They sequence events (journey) on a chronological framework- 4 events. They finish the unit by looking at the significance of Scott's achievements and decide how we should remember him today.

#### **Changes beyond living memory: The Victorians (Year B)**

The children find out who Queen Victoria and the Victorians were and when they lived. They use given sources of evidence to find out about the industrial revolution- farms and fields to mills and factories (geography link- land use, maps). They explore and compare Victorian food, clothes and homes to food, clothes and homes in the 1950's and today. They also look at Nottingham lace to fit in with their local heritage. They decide if they would prefer to live now or in the Victorian era. To enhance this learning, the children visit Newstead Abbey where they experience Victorian life. Linked to the Industrial revolution, the children will discover how 2 eminent Victorians have influenced our lives today: Isambard Kingdom Brunel and George Stevenson.

#### **The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus (Year B)**

They build their understanding of ways we find out about the past, using a given sources- books, photographs, pictures. They ask and answers questions about the past, using the given sources. In order to compare and contrast, the Year 1 children look at travel in 15th century and compare with space travel of the 20th century. They sequence events (journey) on a chronological framework- 4 events. They finish the unit by comparing Christopher Columbus achievements to those of Neil Armstrong and Florence Nightingale (studied in FS2).

## **Key Stage One**

### **Year 2**

#### **Events Beyond Living Memory that are important nationally or globally: The Great Fire of London (Year A)**

The Year 2 children begin the unit by exploring a class 'gallery' of clues, sources and artefacts to make simple observations about life in seventeenth century London. They ask and answer questions about the past and explain their answer. E.g. I think these people are from the past because they are wearing different clothes to what we wear today. They sort eye witness accounts, diary entries, letters, books, photographs into groups and then begin to identify similarities/differences between ways of life at different times and understand why changes have happened. They find out about the Great Fire of London using a range of sources, recall key facts using a wide range of historical vocabulary and place 6 events on a time line. They recognise why people did things (people's responses to the fire), why events happened (why the fire started), and what happened as a result (how the fire was stopped, changes made as a result).

#### **The lives of significant individuals in the past who have contributed to national and international achievements– Scott of the Antarctic (Year A)**

Building on their learning carried out in FS2 on significant individuals (people who help us, Florence Nightingale), the Year 2 children ask and discover who Scott of the Antarctic is before finding out why he is famous. They use a range of sources to ask and answer questions about why Scott undertook such a dangerous expedition and consider what life was like for those who took part in the expedition. They look at various given sources to consider why Scott's journey to the South Pole was unsuccessful. Finally, they decide how we should remember Scott of the Antarctic, considering how Scott may have contributed to our lives being better today.

#### **Changes beyond living memory: The Victorians (Year B)**

During this unit, the children will link their learning about the Victorians to previous learning about the monarchy (Queen Elizabeth II and King Charles). The children find out who the Victorians were and when they lived, know what is meant by the term 'industrial revolution'. They use a range of evidence to find out about how the industrial revolution and how it changed our lives today. The children then find out what life was like for most Victorian children and people. They explore and compare Victorian food, clothes and homes to food, clothes and homes in the 1950's and today. They also look at Nottingham lace to fit in with their local heritage. (would you prefer to live now or in the Victorian era?). To enhance this learning, the children visit Newstead Abbey where they experience Victorian life. The children will explore Victorian artefacts to enhance their learning and to discuss artefacts from a different time period. Linked to the Industrial revolution, the children will discover how 2 eminent Victorians have influenced our lives today: Isambard Kingdom Brunel and George Stevenson.

#### **The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus (Year B)**

The Year 2 children build their understanding of the ways we find out about the past, using a range of sources- books, videos, photographs, pictures and artefacts. As previously, they ask and answers questions about the past, using a range of sources. They build their use of historical vocabulary- being increasingly specific when explaining their understanding. They sequence events (journey) on a chronological framework- 6 events. They finish the unit by looking at motivation and the significance of Christopher Columbus's achievements, both for the time and for today.