



'Where everyone is valued and futures matter'

HISTORY

EYFS

Characteristics of Effective Learning:

Playing and Exploring/Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning/Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically/Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Intent	Implementation	Impact
<p>At Girnhill:</p> <ul style="list-style-type: none"> •Children will be introduced to subject specific vocabulary that a historian would use. •Children will use subject specific vocabulary to talk like a historian. •Children will use subject specific vocabulary and definitions that a historian would use. •Children will research, interpret and present like a historian. •Children will learn, work and talk like a historian. <p>Planning: History is planned using Early Years Foundation Stage Development Matters and history progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, ideas and evaluation.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • They answer how and why questions about events • They express ideas to an audience. 	<p>Our history curriculum enables children to become a developing historian through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine’s Principles in action –</p> <ol style="list-style-type: none"> 1. Daily review 2. Present new material in small steps 3. Ask questions 4. Provide models 5. Guide student practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for different tasks 9. Independent practice 10. Weekly and monthly review <p>Teaching: Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.</p>	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the ‘knowing more and remembering more’ principle.</p>

- They describe events in the past present and future.
- They develop narratives and explanations
- They talk about past and present events.
- They know the similarities and differences between themselves and others.

Research:

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later.

Rosenshine’s principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Learning Environment:

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. REACH questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

Provision & Resources:

Children are provided with a range of fiction and non-fiction books, historical artefacts and purposeful experiences including visitors in and visit out.

Staff Knowledge:

Staff have produced and developed EYFS skills continuums for history skills. These are evident in provision and support staff in resourcing, enhancing and providing children with necessary learning opportunities to move learning forwards.

once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review. We will do this through the use of

Assessment:

Children are assessed against the relevant Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.

Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making relationships</p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Self-confidence and self-awareness</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Managing feelings and behaviour</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Listening and attention</p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p>Understanding</p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p>Speaking</p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p>Health and self-care</p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p>Reading</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Writing</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Numbers</p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p>Shape, space and measure</p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p>People and communities</p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p>The world</p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p>Technology</p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p>Exploring and using media and materials</p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p>Being imaginative</p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>

People and communities

	22–36 months	30–50 months	40–60+ months
Talk about past and present events	<ul style="list-style-type: none">• Imitate everyday actions and events from own family and cultural background, in pretend play.	<ul style="list-style-type: none">• Remember and talk about significant events in their own experience.• Recognise and describe special times or events for family or friends.	<ul style="list-style-type: none">• Talk about past and present events in their own lives and in the lives of family members.
Show sensitivity to the likes and dislikes of others	<ul style="list-style-type: none">• Have a sense of own immediate family and relations.• Begin to have their own friends.	<ul style="list-style-type: none">• Show an interest in the lives of people who are familiar to them.	<ul style="list-style-type: none">• Know that others don't always enjoy the same things and are sensitive to this.
Know the similarities and differences between themselves and others	<ul style="list-style-type: none">• Learn that they have similarities and differences that connect them to, and distinguish them from, others.	<ul style="list-style-type: none">• Show an interest in different occupations and ways of life.• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.• Enjoy joining in with family customs and routines.	<ul style="list-style-type: none">• Know about similarities and differences between themselves and others, and among families, communities and traditions.
		Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	

Speaking

	22–36 months	30–50 months	40–60+ months
Can express ideas to an audience	<ul style="list-style-type: none"> Use language as a powerful means of widening contacts and sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> Use intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Describe events in the past, present and future	<ul style="list-style-type: none"> Learn new words very rapidly and use them when communicating. Use gestures, sometimes with limited talk. 	<ul style="list-style-type: none"> Can retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experiences. 	<ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play situations.
Develop narratives and explanations	<ul style="list-style-type: none"> Hold a conversation, jumping from topic to topic. Use a variety of questions. Use simple sentences. Begin to use word endings. 	<ul style="list-style-type: none"> Begin to use more complex sentences to link thoughts. Question why things happen and give explanations. Use a range of tenses. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play. 	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Link statements and stick to a main theme or intention. Introduce a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

KS1

Aims

Our curriculum will provide opportunities for children to:-

- Be aware of the past, using common words and phrases relating to the passing of time.
- Fit people and events into a chronological framework.
- Identify similarities and differences between periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions.
- Choose and use from stories to show understanding of key features and events.
- Understand some of the ways we find out about the past.
- Identify different ways in which the past is represented.

Intent

At Girnhill Infant school children will:

- At Girnhill we will teach through the History National Curriculum that sets high expectations and ambitions for all children ensuring strong cross curricular links are made. Children will build on the Early Years Framework of Understanding the World to research, interpret and present like a historian.
- be introduced to subject specific history vocabulary through the use of word generators, vocabulary quizzes and talk partners which will give the children the knowledge and understanding to talk like a historian.
- Build on the Early Years Framework of Understanding the World to research, interpret and present like a historian. We will do this through a presentation at the end of every half term surrounding the topic or a

Implementation

Our history curriculum enables children to become a developing historian through high quality provision, which includes:

Teaching sequence

Planning and delivery follows Rosenshine's Principles in action – 1.

Daily review

2. Present new material in small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for pupils understanding
7. Obtain a high success rate
8. Provide scaffolds for different tasks
9. Independent practice
10. Weekly and monthly review

Impact

Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle.

historian we have been learning about,
picture evaluations and

- learn, work and talk like a historian.
- Children will have an understanding of Britain's past and that of the wider world.

Planning:

History is planned using KS1 National Curriculum programmes of study and history progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, skills, concepts and evaluation.

Curriculum KS1:

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.
- 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.
- Significant historical events, people and places in their own locality.

Research:

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.

Teaching

Children are taught a range of history skills and knowledge focusing on chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and using sources, organisation and communication through explicit taught sessions.

A series of lessons will follow a specific teaching sequence that allows children to focus on a specific historical event or figure, considering the subject specific vocabulary, applying history skills, developing knowledge and evaluating learning using the subject specific vocabulary.

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

- Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

Classrooms

Children will access learning in both whole class and small group tasks.

The history working wall will mirror the Knowledge Organiser clearly displaying subject specific vocabulary, which is clearly defined, key facts and REACH questioning. REACH questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

Knowledge Organisers

These provide a clear guide to key vocabulary and facts both to use in school and at home.

Class Learning Journey Big Book Regular opportunities to revisit learning through the class learning journey books are planned to recall knowledge and make connections on a regular basis.

Enrichment

Enrichment opportunities are carefully selected to enhance learning by demonstrating and experiencing real life contextual understanding of history to enable children to become historians.

-	Assessment: Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice and child's use of language), evidence of the making process and evidence of the final piece of work.	
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	<p>Resources In addition to a wide selection of fiction and non-fiction books, children are given opportunities to investigate a range of artefacts to stimulate and arouse their curiosity and develop their skills of enquiry and motivation to learn about the past.</p> <p>Assessment Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice and child's use of language) and work included in their wider curriculum folder.</p>	
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