

Banks Lane Infant & Nursery History Curriculum



Intention

History helps us to understand how people have changed our community and the wider world. By finding out about the changes people have made we can learn from the successes and mistakes of others. Finding out about important people who have changed our world helps us to recognise, in their work the importance of our values:

Collaboration | Effort | Excellence | Respect
And that we can make a difference

Progression from EYFS to KS1

End points: ***By the end of EYFS***, children will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time. ***By the end of KS1***: Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

History Experiences & Opportunities (Cultural Capital)

Visits to & study of people & places of local interest, Battersby family, Bramhall Hall, Staircase House.

Study of famous people selected as inspirational role models who embody or help to promote our values: Florence Nightingale, Mary Seacole, Queen Victoria, Thomas Edison, David Attenborough, Mary Anning, Tim Peake, Greta Thunberg

Community links - Helping grandparents

Knowledge in History

History is factual knowledge of the past - key events, place, people etc - and includes two types - 'substantive knowledge' and 'fingertip knowledge':

Substantive Concepts are concepts concerned with the subject matter of history, such as **rights, peace, invasion, trade, war, empire and monarchy**. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.

Fingertip knowledge is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - understanding the relationship between an event and other future events
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed

Fingertip Knowledge

Substantive Concepts

BLIS Big Ideas

- Continuity & Change
- Similarity & Difference
- Cause & Consequence
- Significance of People
- Sources & Evidence

Disciplinary Knowledge

EYFS

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/
- Using evidence/communicating ideas
- Interpretations of history

KS1

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/
- Using evidence/communicating ideas
- Interpretations of history

KS2

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/
- Using evidence/communicating ideas
- Interpretations of history

Settlement & Local History

Significant People

Invention

Crime & Punishment

Monarchy

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Historical Enquiry

Substantive knowledge/ fingertip knowledge.

We always include objectives for building knowledge of all the aspects shown here. This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as

Knowledge of

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Disciplinary knowledge/Disciplinary Concepts

Within any sequence of lessons, we always include objectives for developing pupils’ understanding of (usually) one or two of the listed elements. Your selection and precise focus for this will be reflected in the key question.

Communication

Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

EY Overview of Progression

Educational Programme-EYFS Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will 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.

Nursery Development Matters

- Explore collections of materials with similar and different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and change they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences between people.
- Know that there are different countries in the world and talk about the differences that they have experienced or seen in photographs.

Reception Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and present

- 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.

	Nursery	Reception	Year 1	Year 2
Autumn	<p>Significant person: Garrett Morgan</p> <p>Significant person: Maggie Aderin-Pocock (Black History Month)</p>	<ul style="list-style-type: none"> › Significant person: Ellen Macarthur › Significant person: Ernest Shackleton 	<p>The Land Before Time</p> <p>The Gunpowder Plot</p>	<p>London's Burning</p> <p>What The Dickens!</p>
Spring	<p>Significant person: King Charles III</p>	<ul style="list-style-type: none"> › Significant person: Amelia Earhart › Significant person: Sir Isaac Newton 	<p>Marvellous Monarchs</p>	<p>Into The Wild</p>
Summer	<p>Significant person: Anna Townsend (Nursery Teacher)</p>	<ul style="list-style-type: none"> › Significant person: Christopher Columbus › Significant person: Mae Jemison 	<p>There's No Place Like Home</p>	<p>It's A Bug's Life</p>

Big Ideas (Key Concepts)

Big Ideas (concepts) that underpin all historical enquiry.	EYFS	KS1	KS2 (what we are preparing our children for)
Continuity and Change (in and between periods)	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies
Cause and Consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes
Similarity and Difference within a period/situation (diversity)	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events/people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations
Sources and Evidence	<ul style="list-style-type: none"> • To comment on images of familiar situations in the past. • Use stories or accounts to distinguish between fact and fiction. • To look at more than two versions of the same event or story in history and identify differences. 	<ul style="list-style-type: none"> • To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past. • To look at simple artefacts and pictures to ask questions about the past. 	<ul style="list-style-type: none"> • To look at a source (such as photographs from the Victorian Period) to find answers to questions about the past. • To choose and select evidence (from a selection provided) and say how it can be used to find out about the past • To look at more than two versions of the same event or story in history and identify differences.

Disciplinary Knowledge:
Historical enquiry

Historical enquiry.	EYFS	KS1	KS2
<p>Chronological knowledge/understanding (to include characteristic features of periods)</p>	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principle characters. • Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> • Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Know where all people/events studied fit into a chronological framework. • Identify similarities/differences between periods. 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
<p>Historical terms E.g. monarchy, peasant</p>	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms
<p>Historical enquiry/ Using evidence/communicating ideas</p>	<ul style="list-style-type: none"> • Be curious about people and show interest in stories . • Answer how and why questions.. In response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts) 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by. Selecting and organising relevant historical information
<p>Interpretations of history</p>		<ul style="list-style-type: none"> • Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this

Key Substantive Concepts:

Crime & Punishment

Settlement & Social History

Invention

Monarchy

Fingertip Knowledge

EYFS

Year 1

Year 2

Chronology

Past and present Living memory
 Talk about events from their own lives that have already happened
 Sequence events using the language of time
 Notice the difference between 'now and then' when looking at books, photos and artefacts

Within living memory Beyond living memory (dates and people/events)
 To place known events and objects in chronological order
 To sequence events and recount changes within living memory
 To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.

Within living memory Beyond living memory (dates and people/events)
 To describe events from the past, using common words and phrases relating to the passing of time
 To sequence events on a timeline

Crime & Punishment

To describe how punishment has varied between Elizabethan England and the present day.

To know how the Gunpowder plotters were punished
 To know how Suffragettes were punished
 Crime and punishment in Stuart Britain

<p>Settlement & Social History</p>	<p>Know that people have not always lived in the same way through time.</p>	<p>To know the causes of the Gunpowder Plot</p> <p>To know the names of the main plotters</p> <p>To know how Catholics were treated because of their faith</p> <p>To know why the Gunpowder Plot failed</p> <p>To know why we celebrate Bonfire night</p> <p>To know the links between the Gunpowder Plot and our local area.</p>	<p>To Why the Great Fire of London started.</p> <p>To know what life was like for poor people during Stuart Britain.</p> <p>To know the name of some key figures from this time.</p> <p>To know who Queen Victoria was and when she reigned.</p> <p>To know what life was like for poor people during Victorian Britain.</p>
<p>Invention</p>		<p>Inventions within our life time that has helped sustainability.</p>	<p>To know who Alexander Graham Bell was and how he invented the telephone.</p> <p>To explain how Alexander Bell's growth mindset helped him.</p> <p>To know who Charles Goodyear and Patrick Macmillan and how they invented the Penny Farthing.</p> <p>Florence Nightingale and Mary Seacole and how their ideas were innovative at the time.</p>

Monarchy

To understand that a King or Queen are head of state.

To know that our king is King Charles.

To understand that James 1 was the monarch during the gunpowder plot and how his beliefs and behaviour impacted people at the time.

To know who Queen Elizabeth 1 was and why her reign was known as the golden era.

To understand who Queen Elizabeth 2nd was and why she was significant.

To talk about who Charles 2nd was and his actions during the Great Fire of London.

Children working below ARE

Children exceeding ARE