

History

Banks Road Infant and Nursery School

Intent:

At Banks Road the intent of our History curriculum is to inspire curiosity and excitement in finding out about the past. We believe by creating awe and wonder through drama, role play, and engaging experiences children will develop understanding about significant events across national and global history. We look at lives of key historical figures, significant events, and places, and key events in their lifetimes. We want children to understand the methods of historical enquiry, including how evidence is used to make historical claims. We want the children to understand how events in the past affect our lives today.

Disadvantaged/SEND CHILDREN –Pupils with SEND make good progress in History. Engaging projects enable the development of historical skills. History helps to develop and enable skills such as communication to be applied in practical ways.

Implementation:

Children will have a love of History and finding out about the past and how it impacts us today. They will know that we learn from Historical events and Historical figures. They will understand we use these events and people to know what life was like in the past.

Children will have an understanding of their own personal history and the history of our school and local area.

Children will be able to look at source materials and begin to ask their own questions. They will be able to think critically and come up with narratives that match the evidence they have used. The source materials they have looked at will ensure that they learnt relevant facts about the project they are studying.

Disadvantaged/SEND CHILDREN – We consider any barriers to learning so that all children can take part and learn at a level appropriate to their needs. For some activities, a “parallel” activity may need to be provided so that they can work towards the same objectives as their peers but in a different way. It may be necessary to provide specialist equipment, adapt room layouts, utilise support staff and allow additional time for tasks.

Impact:

Children will have a love of History and finding out about the past and how it impacts us today. They will know that we learn from Historical events and Historical figures. They will understand we use these events and people to know what life was like in the past.

Children will have an understanding of their own personal history and the history of our school and local area.

Children will be able to look at source materials and begin to ask their own questions. They will be able to think critically and come up with narratives that match the evidence they have used. The source materials they have looked at will ensure that they learnt relevant facts about the project they are studying.

Disadvantaged/SEND CHILDREN –Children enjoy the practical experiences provided through role play, drama, creating models and special days. This also helps develop their communication, social skills and skills in other curriculum areas eg D&T

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Substantive and disciplinary knowledge

Substantive knowledge in History is based on the knowledge of four key elements in Key stage 1 (Changes within living memory, Events beyond living memory, Significant people, and Local History.) All of these elements will be taught from nursery to Year 2 and vocabulary is taught explicitly and will be deliberately practised and applied through the 4 key elements. Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt.

Disciplinary knowledge is defined as learning how historians have studied and analysed the past, and how they have constructed and presented accounts of the past. The areas of disciplinary knowledge taught are called second-order concepts.

Procedural Knowledge in History is the skills and processes that historians use to think about and act on the past. This includes interpreting historical sources, understanding cause and effect, and identifying similarities and differences.

Vocabulary is crucial to academic success for our children. Tier 3 vocabulary is mapped out throughout our curriculum in order to ensure progression and ambition.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge and threads of learning planning**.

Our **Sticky Knowledge** for History outlines the key knowledge that we want our children to know and remember from each unit of work. This incorporates key vocabulary, knowledge, key questions and evaluating historical artefacts. **Retrieval** is built into every lesson and **spaced retrieval** each term using the learning wall and sticky knowledge books.

In **EYFS**, the children focus on their family history and the people around them through KUW. Provision is carefully planned to suit the interests of the children, whilst developing the necessary foundation skills. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development. This ensures that the adults facilitating learning know each child's next steps and can give the children the learning opportunity and experience they need to develop their knowledge.

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Component Plan

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>EYFS 1</u>	Changes within Living Memory		Event/s beyond living memory	Significant People	Local History	
<u>EYFS 2</u>	Changes within Living Memory	Significant People		Event/s beyond living memory		
<u>Year 1</u>		Event/s beyond living memory	Significant People			Local History
<u>Year 2</u>	Changes within Living Memory	Significant People		Event/s beyond living memory		

Progression of Knowledge and Threads of Learning

	THREADS OF LEARNING			
	Changes within living memory	Local History within living memory	Significant people	Significant Event/s beyond living memory
FS1	My History Substantive Knowledge Threads: Know my history – where I was born, who are my family. Know some people in my community and how we are different. Disciplinary Knowledge Threads: Compare what things are like for me and what it was like for my parents/grandparents.	My History Substantive Knowledge Threads: Know how I have changed since I was a baby. (not just physically – know more) Make sense of my own life story – who was in my family before me – siblings. Know what jobs people do in my family and community. Disciplinary Knowledge Threads: Compare differences between people, now and when they were little. Think about what I could do when I grow up.		
FS2	People who help us – nurses, kings etc		Bonfire Night & Guy Fawkes	Old & new toys
	Substantive Knowledge Threads: Know some people in our local community who help us. Know some people in the wider world who help us. Disciplinary Knowledge Threads: Use information about people who help us and how this may have been different for our parents/grandparents.		Substantive Knowledge Threads: Know why people celebrate Bonfire Night. Know Guy Fawkes was an important person in the Gunpowder plot. Know how people celebrate Bonfire Night. Disciplinary Knowledge Threads: Keeping ourselves safe	Substantive Knowledge Threads: Know how families and family members change over time. Know some toys the people played with in the past. Know why toys have changed (technology/materials). Disciplinary Knowledge Threads: Use photographs and artefacts as historical sources.

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YEAR 1		Buildings in the past (inc focus on London & houses of Parliament & Castles, Queen Elizabeth I & II)	Florence Nightingale History of hygiene	The Titanic – how transport has changed and improved.
		Substantive Knowledge Threads: Know some famous structures in London. Know people in the past have done things that have led to changes in the structures (eg GF learnt in FS2) Know the important parts of a castle. Know facts about 2 famous monarchs. Disciplinary Knowledge Threads: Compare what life was like for people who lived under QE1 rein and QEII.	Substantive Knowledge Threads: Know who Florence Nightingale was and the impact she had as a nurse. Know how hygiene is different now to at the time of the Crimean war. Disciplinary Knowledge Threads: Use artefacts and sources of information and compare these to find facts.	Substantive Knowledge Threads: Know about the Titanic and why it was such a significant development in transport. (materials/electronic etc) Know how food has changed and the way we eat, how the ways we communicate has changed, and how transport has changed. Disciplinary Knowledge Threads: Compare the Titanic to modern transport, which is better, why? (opinion)
YEAR 2	WW1 & Armistice How and why do we celebrate remembrance day?	Local history – building on change of school	Queen Victoria & Victorians	Great Fire of London What was life like in that century (17 th)
	Substantive Knowledge Threads: Know which countries were involved in the 1 st and 2 nd world wars. Know why remembrance is so important and when it is celebrated. Know why poppies are an important symbol of remembrance. Disciplinary Knowledge Threads: Compare what life is like now to when WW1 began. Why is remembrance day important to you?	Substantive Knowledge Threads: Know what Toton was like before Banks Road was built. Know the structure of the school when it was opened (eg classes) Know some places in Toton and what they were like in the 1960's. Disciplinary Knowledge Threads: Compare life as a child in Banks Road when it first opened to now. Use photographs and books to find information.	Substantive Knowledge Threads: Know who QV was and why she had such an impact. Know what life was like for a Victorian child (school/homes/food/celebrations) Disciplinary Knowledge Threads: Immersive History day – Victorian school. Opinion – what do children think is better/worse as a child in a Victorian school to our school today.	Substantive Knowledge Threads: Know how London began (Romans, 2000 years ago) Know about the structures in London in the past – roads, canals government buildings. Know how and why the GFOL started and how it spread. Know the impact of the GFOL on London today. Disciplinary Knowledge Threads: Use artefacts and sources of information and interpret which are reliable.

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	EYFS		Year 1	Year 2
Historical Vocabulary Key vocabulary is built upon each year	Past	History	Decade	Sources of evidence
	Present		Century	Cause
	Future		History	Consequence
	Yesterday	Change	Timeline	Time period
	Today		Memories	Chronological order
	Tomorrow	Old	Opinion	Historians
	Traditions	New	Compare	Reliability
	Celebrations	Before	Sequence	
	Festivals	After	Historical event	
	When	Now	Artefact	

Sticky Knowledge/Retrieval

Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations.

Sticky knowledge combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills.

At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them.

In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls.

In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

ASSESSMENT CRITERIA

EYFS	
My History Know my history – where I was born, who is in my family.	Local History Know some people in my community who help us
Significant People - Know why people celebrate the Gunpowder Plot - Know why Guy Fawkes was important in the Gunpowder Plot	Significant events - Know some toys people played with in the past - Know why toys are different now than in the past
YEAR 1	
My History	Local History - Know some famous structures in London - Know people in the past have done things to change the structures
Significant People Know who Florence Nightingale was and the impact she had as a nurse.	Significant events Know about the Titanic and why it was such a significant development in transport.

YEAR 2**My History**

- Know why Remembrance Day is important to you

Local History

- Know when school was built and what it was like to be a child at school then

Significant People

- Know who Queen Victoria was and the impact she had

Significant Events

- Know why the Great Fire of London started and the impact it had on London