

At Hamstel Infant School and Nursery we value the importance of the History curriculum to develop children's interests, understanding of the past, historical events and enquiry based learning. We aim to inspire children's curiosity and create successful and excited 'Historians'.

INTENT—*We aim...*

To stimulate and promote children's **curiosity** through an **immersive and diverse history curriculum**.

To offer all children access to a wide range of **resources** for pupils to develop their **enquiry skills** and use to discover **historical information**.

To share a wide range of knowledge with the children about significant people, events and times throughout our topic based curriculum, ensuring children can **remember more, know more, and do more**

To ensure that **all children** can share their skills, knowledge and understanding of the History curriculum through their talk and written

To directly teach and emphasis **subject specific vocabulary** to all children. To create opportunities to enrich and embed their skills and knowledge.

To share and **celebrate historic events** and learning opportunities that enrich their skills, knowledge and understanding.

IMPLEMENTATION—*How do we achieve our aims?*

At Hamstel Infant and Nursery School we understand and encourage the **building of knowledge and skills over time**. We use a theme based history curriculum to thread the history knowledge of key events, significant people and places throughout EYFS and KS1. We develop the children's historical and enquiry skills at age appropriate levels, building upon previous learning and resources.

Theme based approach

History is taught through **engaging and immersive themes** that have **connections to other subjects and vocabulary**. The themes allow children to **gain knowledge**, develop **new skills** and experience **enrichment opportunities** inside and outside of the classroom. The themes run half termly providing a wealth of cross-curricular opportunities, in which we make links to different subjects, our community and our world to provide meaning to the children's learning at an age appropriate stage.

Enquiry based learning

Historical enquiry is **weaved throughout the history curriculum**, supporting children to answer and ask age appropriate questions about a significant event, person and/or artefact. Teachers promote historical curiosity and support children's **answers based on knowledge, ask questions and find answers to their questions they have**. Teachers aim to equip all children with these skills, promoting an '**culture of enquiry**' inside and outside the classroom.

Resources

The children have access to a wealth of **resources such as artifacts, books, pictures, videos and visitors**. These resources are used across the school to best suit the **theme** they are learning. Throughout the progression of EYFS and KS1 the children will learn to use these resources as independently as possible to become 'Historians' themselves. Through using quality resources the children will enrich their **knowledge and learn the skill of research** which will benefit many other subjects and learning. We have built relationships with **local museums** and utilise them and their resources, providing the children with a **broader range of resources and information**.

Vocabulary and Oracy

Vocabulary is **explicitly planned** for and highlighted on the **bespoke progressions grid and connected grids**. The connected overview maps previously and currently learned vocabulary for the teachers to revisit and reteach if necessary. Through well-planned sequenced lessons across EYFS and KS1, the children are exposed to new **subject specific and theme specific vocabulary**, whilst also given the opportunities to revise previously learnt vocabulary. Opportunities for exploration across **cross curricular links, modelled questioning and exposure to high-quality texts** support the development of all children's vocabulary. The use of **STEM sentences** make vocabulary work explicit to the children across the whole school.

Sequenced planning and Progression

Progression within History is carefully structured and planned for from **Nursery to the end of KS1**. Our **long term planning** ensures coverage of the whole curriculum. The **bespoke progression** grid has been designed to break down the curriculum and explicitly highlight the **skills and knowledge** to be taught in each year group within each curriculum area. **Medium term planning** outlines half termly coverage of the theme and curriculum drawing links from the **progression grid and connected grid** to ensure links **are made between previous, current and future learning**. Short term planning is then developed and adapted appropriately to meet the learning needs of all children, securing **previously taught learning** and **providing opportunities to learn new knowledge and skills** appropriate to the age expected outcomes.

Assessment

At Hamstel we use our **progression grids and our highlighted expectations for the end of EYFS and KS1**, alongside our connected grids to inform the journey our children have already been on and continue on. In EYFS the **checkpoints** are used to inform judgements and across the whole school we have as **embedded formative assessment strategies** such as thumbs up thumbs down, low stake quizzes, mini whiteboards, 3 tick answers and think, pair share form part of our **core techniques** used in classroom to provide feedback that moves our children on. **Explicit success criteria's support** our children understand the learning outcomes and are referenced throughout the lessons. Previous learning is continually revisited and reviewed to inform the lessons going forward and ensure learning is entering the children's **long term memory**.



EYFS

Within EYFS the children are exposed to an **enriched environment** to explore through all of their senses and all areas. In Nursery and Reception History is planned for at an age appropriate level. The Nursery children focus on their **personal History** and begin to discuss their weekend news with their peers using the past tense. In Reception our children expand on this as they begin to cover the different areas of the History curriculum. The **knowledge and skills** are covered within our cross curricular learning on a termly basis following the **EYFS and the new development matters framework**. EYFS adapt their rooms to engage the half termly **themes**, the **reading gardens, tuff trays** and **continuous provision** activities are all based around the theme and aimed to promote **exploration at an appropriate level**. The development of **vocabulary** is at the route of children's learning in EYFS and subject specific vocabulary is highlighted each half term.



Enrichment opportunities

Throughout the year the whole school will come together to celebrate **significant times, events and people**, we focus on **current events (that will become History)** and **annual events**. These celebrations provide all the children with the chance for extra Historical learning **outside of the classroom** in **stand alone** events such as **assemblies, shows, visitors and parties**. We also highlight particular days and people in History across our year groups such as Women's History Month, Black History Month and Sporting Heroes. We have built relationships with local museums to broaden our resources and experiences with historical artefacts.



IMPACT—How will we know we have achieved our aims?

By stimulating the **children's curiosity** we will allow for the children to become historians and share the **love of history**.

A wide range of easily **accessible resources** will encourage the children to become self sufficient learners within the subject and others.

Through our **historical enquiry** children will learn to answer questions appropriately. By the end of year 2 they will also be able to answer why, what, when, why and how questions appropriately.

Our **cross curricular theme** based curriculum will ensure children have secure **historical knowledge**.

Via our wide range of sources and quality books the children will be exposed to a **vocabulary rich curriculum** which will improve oracy and communicating historical knowledge and understanding.

The school thrive of a **sense of community**. All year groups celebrate and share visitors to mark key events and dates to emphasise the significance.