

HISTORY

Strathmore Infant and Nursery School



OUR VISION AND VALUES



Be kind

Be safe

Be respectful

OUR CURRICULUM INTENT

[History
Overview](#)

[National
Curriculum
Objectives](#)

[Early Years
Curriculum](#)

At Strathmore Infant and Primary school, the aim of the History curriculum is to deliver a greater understanding and awareness of History, both in Britain and around the world, through reading age- appropriate texts that cultivate children's fascination and utilising a variety of practical curriculum topics that spark children's imaginations.

Our History curriculum develops throughout the school years and promotes the use of the knowledge and skills stated in the National Curriculum. These skills and the knowledge acquired, combined with the stimulating topics, inspire our pupils to think and act as historians.

The high quality teaching develops the subsequent skills and knowledge:

A secure knowledge of the people, events and contexts from a range of historical periods

An extensive base of historical knowledge and vocabulary

The ability to ask and answer valid historical questions

Draw their own conclusions and explain their findings

Using a range of resources to gather information and to follow lines of enquiry

We also focus on Cultural Capital to ensure that all children have access to a curriculum that fully engages them and allows them to have a variety of experiences

THE BIG IDEAS

Humankind

looking at how history has shaped the way that people live today and how humans have shaped history.

Processes

how different processes have changed over time and why

Creativity

learning about art and design through history and exploring the past in a variety of ways.

Nature

exploring how the local area has changed over time

Investigation

using sources to find out information about the past

Significance

looking at how history has shaped the way that people live today and how humans have shaped history.

Materials

looking at how materials used have changed over time

Change

understanding why and how people, places and objects have changed over time

Place and Space

using technology and maps to locate where things happened

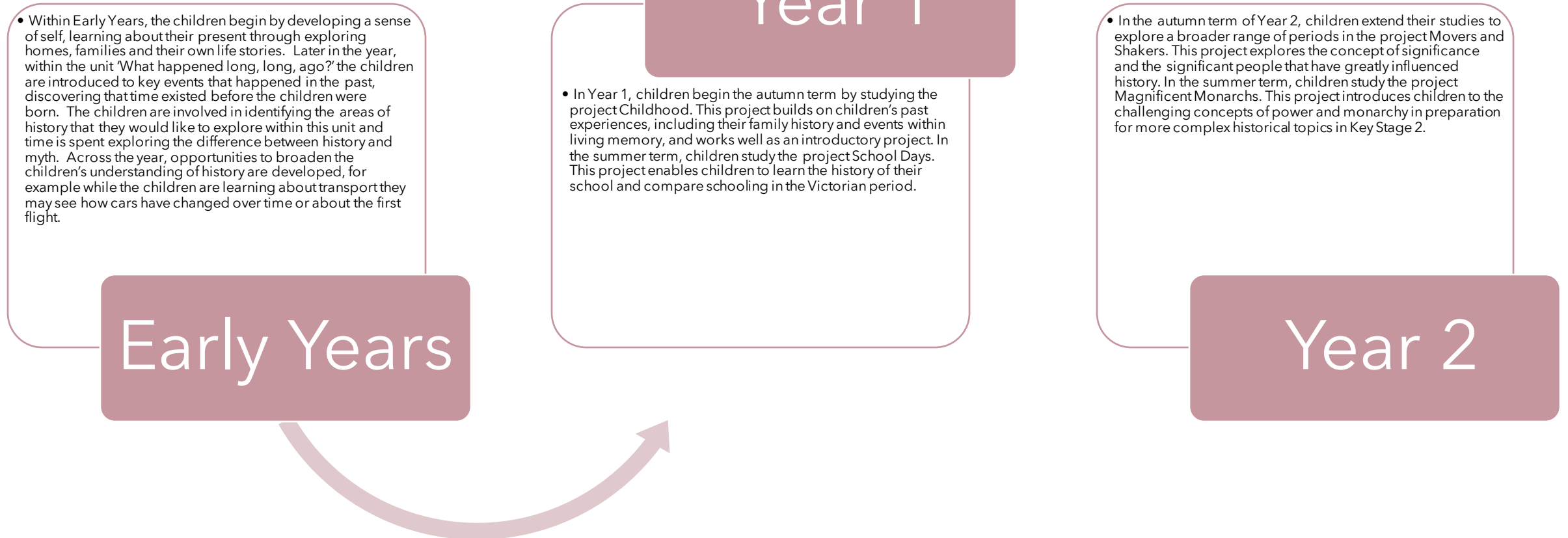
Comparison

comparing different time periods to draw conclusions.

CURRICULUM IMPLEMENTATION

- As a school, we have adapted the Cornerstones topics to fit the requirements of our children and create a level of progression that will match with the Big Ideas that are introduced in the Early Years. History falls into the Understanding the World aspect of the new EYFS Framework and as a school, we strongly believe that encouraging our children to secure an understanding of chronology and to identify how things have changed over time will help to foster an interest and enthusiasm in this area of the curriculum, providing them with a greater advantage as they move forward into Key Stage One.
- The history projects across Key Stage One are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Magnificent Monarchs is taught alongside the art and design project Portraits and Poses to give children a better all-round understanding of historical arts and culture.
- The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.
- All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects. This ensures a broad and balanced coverage of the National Curriculum requirements but in a way that promotes possible links to other subjects such as Computing, Science, Geography and Art and Design and enables the application and development of transferable skills and genuine cross-curricular learning.
- Throughout the history scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO allows us to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the history scheme with other curriculum subjects.
- Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust History curriculum.

Progression of Topics



INCLUSIVE LEARNING

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work, as well as practical and formal lessons that allow the children to focus on evaluating their work. This variety means that lessons are engaging and appeal to all learning styles. Teachers are able to adapt and differentiate each lesson based on the needs and requirements of their class, enabling all children to access the objective for the lesson as well as stretch the children's learning where appropriate. Some key changes we may make for children with SEND are:

Hearing Impairment

- using pictorial representations, vocabulary lists and explanations, careful positioning within class.

Visual Impairment

- Enlarged resources, use of technology

Dyspraxia

- Alternative ways of recording, simplification of diagrams

Memory/Processing

- Dual coding, pre and reteaching

ASC

- Dual coding, visual representation

ADHD

- Dual coding, step by step instructions

SEMH

- Clear end points, clear expectations, clarity of modelling and explanations

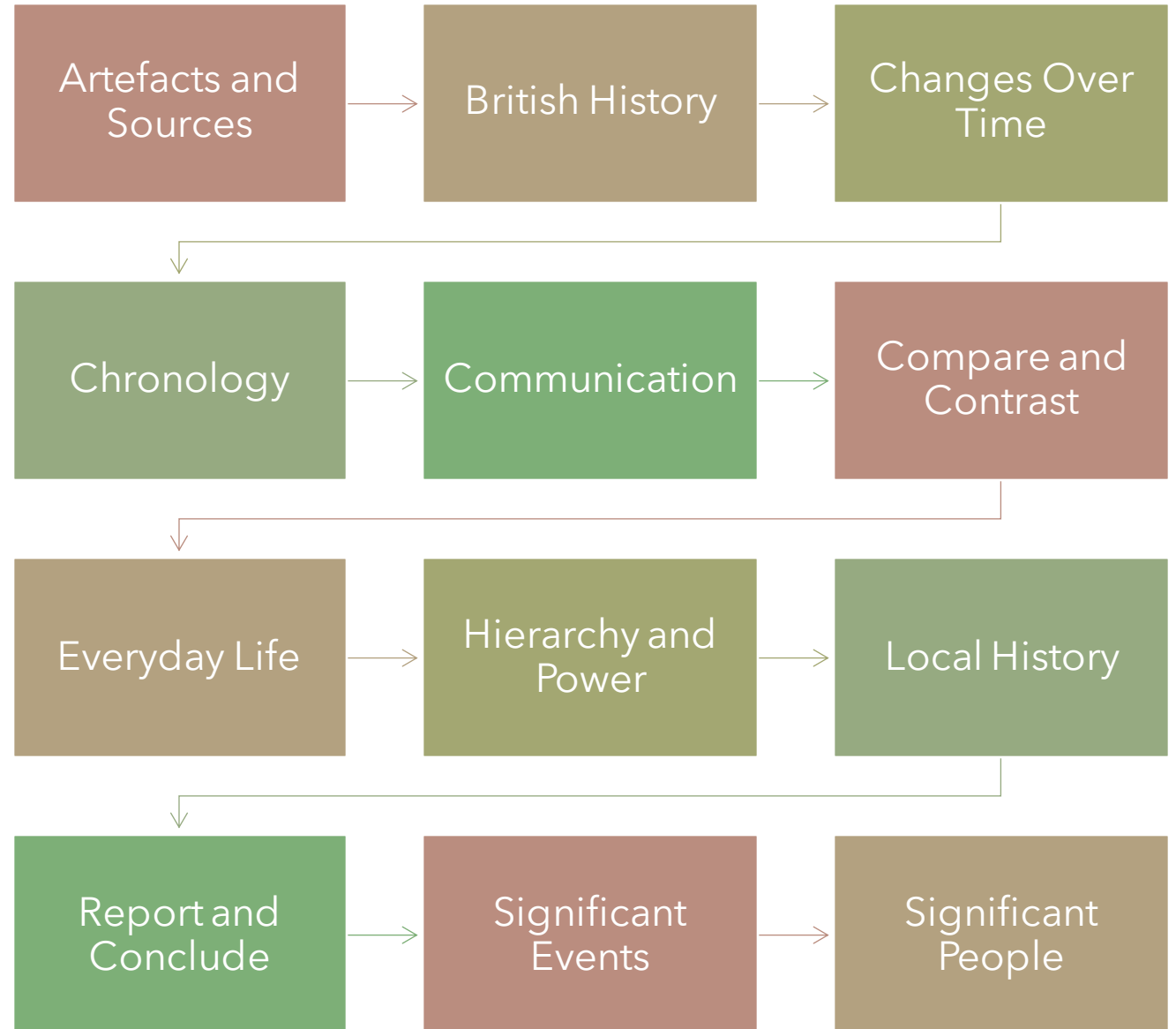
Cognition

- Graphic organisers, dual coding, alternative methods of recording

Core Concepts

We have identified the following core disciplinary concepts to underpin our history curriculum.

Our skills, knowledge and vocabulary progression is planned to develop an understanding of these core concepts.



Progression of Skills

Skills are mapped out from Early Years to Year 2, to ensure clear progression across the curriculum.

New skills are identified, alongside opportunities to revisit and rehearse skills.

[Click here to view the progression of skills for History.](#)

Core Skill Tracking – Use of Sources



Nursery

Understand that events happened in the past.

Use photographs to discuss events that have happened previously in the year – including floor books.



Reception

Identify that we know about the past because of evidence left behind (e.g. fossils, photographs)

Use photographs to discuss events that happened before this year.



Year 1

Use a range of historical artefacts to find out about the past

Express an opinion about a historical source



Year 2

Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it

Use historical sources to begin to identify viewpoint.

Progression of Vocabulary



Vocabulary is clearly planned and sequenced to ensure children are developing rich historical vocabulary that they can apply appropriately in different contexts.



Vocabulary is separated into new vocabulary and revisiting vocabulary.



[Click here to view the progression of vocabulary for History.](#)

Progression of Core Knowledge



CORE KNOWLEDGE IS MAPPED
OUT TO ALIGN TO THE CORE
CONCEPTS AND BIG IDEAS.



A ROAD MAP FOR
PROGRESSION IS IDENTIFIED
ACROSS THE YEAR GROUPS.



[CLICK HERE TO VIEW THE
PROGRESSION OF
KNOWLEDGE FOR HISTORY.](#)

Diversity within the History Curriculum

As a school, we are reviewing the diversity on offer throughout our curriculum.

In History, we have identified the following strengths in our curriculum.

- A range of diverse images are shared with the children (e.g. representations of families)
- Through the school days topic, there is a strong opportunity to compare stereotypes of boys and girls.
- Children are introduced to a diverse range of female significant individuals – Mary Anning, Rosa Parks, Malala Yousafzai, Greta Thunberg

However, there is still room for development in our curriculum. Our identified next steps are:

- Review the range of male role models and significant diversity
- Next steps – local history reviewed,



Assessment



- As a school we use Cornerstones. Each lesson comes with a key skill attached that teachers can measure children's progress against.
- Once a topic has been completed children complete quizzes to ensure that they have consolidated their learning.
- The subject leader and class teachers also ensure that children are confident in key vocabulary through regular questioning and retrieval activities.



Enrichment Opportunities

- At Strathmore we recognise the importance of every child gaining the key skills of interpretation, investigation, chronological understanding and knowledge and understanding of events. Through projects children are given the chance to deep dive into different important historical figures, as well as key periods in time.
- Trips to our local areas also enable children to investigate how where we live has changed over time.

Subject Impact

- As a result of our curriculum, children from all backgrounds will have an understanding of their history and of their place in Britain and the wider world, as well as an understanding of how historical concepts have driven the development of all civilizations
- Children will develop their critical and analytical thinking and will be able to make and justify their own opinions of the impact of past events. .
- As a school we want children to have a genuine interest in History, to ensure that they continue to develop the key skills that will aid them in many areas of their lives.



Future Opportunities

Moving forward, it is an aim to introduce mini projects at the end of each history unit. This may be in the form of speeches, short films, art projects- but will enable children to summarise what they have learnt.

The subject leader will also work with staff to ensure that they all have access to the CPD that gives them the confidence to teach history effectively.