



Curriculum Intent	History Intent
Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners. Our curriculum is based upon 4 main principles: Creative: • Inclusive, exciting and engaging. • Stimulates creative thinking and problem solving. • Develops effective communication skills. • Discovers, nurtures and celebrates children's talents. Ambitious: • Ensures children seek out and enjoy challenges. • Teaches resilience and the ability to persevere. • Promotes independence and motivation. • Develops the ability to self-reflect and know how to move forward. • Fosters enthusiasm and a love of learning. Curious: • Encourages questions to be asked to extend thinking. • Enables ideas and experiences to be connected to help make sense of the world we live in. • Supports British Values and our School Values. • Practical, memorable and fun. Healthy: • Encourages a mentally and physically healthy lifestyle. • Nurtures and supports social and emotional development. • Encourages collaboration with others.	In Brookland Infant and Nursery School, through our History curriculum, we aim to inspire curiosity, encourage children to ask perceptive questions, to compare and notice similarities and differences and to begin to understand how historical figures and events have shaped the world we live in today. We recognise the importance of supporting children to develop their sense of chronology to use this to build their knowledge of History. We provide our children with an opportunity to know more about the past in a variety of ways, including: a range of educational excursions, inviting visitors to come in and speak with the children, role play, research tasks, and taking part in debates as we want to develop their understanding of Britain's past and that of the wider world. Our History curriculum is designed to ensure that the children develop: • a coherent knowledge and understanding of the past: Locally (Hampstead Garden Suburb and London), Nationally and World-Wide. • the skills to analyse evidence, to ask and answer questions, to think critically and to develop their own perspectives. Our History curriculum is planned to: • stimulate the children's interest, awareness of and curiosity about the Past and give them many opportunities to compare the Past with the Present. • ensure that the children have a clear sense that History is not fictional: it is about real people, real objects and real events of the Past. • establish a sense of chronology, within and beyond living memory. • help the children to develop their sense of identity and where they belong in time. • develop the children's awareness of change, cause and consequence • support the children's understanding of the complexity of people's lives and to learn about significant Historical events and people, both Locally and Nationally.



History Implementation

We want our children to be curious about the Past. Through our History curriculum, children will develop their understanding of their own life story and as they progress through the school, they will build up their knowledge and understanding of significant individuals, significant events in Britain's Past and the wider world around them. They will gain the key skills that enable them to think, reflect, debate, discuss and evaluate the Past.

In the EYFS, we follow the EYFS Statutory Framework supported by Development Matters 2021, through Understanding the World: Past and Present. Children explore, observe and find out about past and present events in their own lives, their families and other people they know, situations and places. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between the Past and Present. Early History skills are developed through continuous provision and the children learn through practical experiences and a variety of sources such as books, objects, pictures and videos.

Practitioners encourage investigative behaviour and raise questions such as, 'What do you know about...?', 'Tell me more about...?', 'Why do you think this happened?' Use of language relating to Time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'. The children are assessed throughout the year via observations (in their Special Books) and there is a summative assessment of Understanding the World three times a year.

In KS1, we follow the National Curriculum. History is taught as part of our Topic approach, in blocks throughout the year so that the children can regularly revisit their knowledge, skills and understanding of History. History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. Skills and vocabulary are taught progressively across the Year Groups leading to knowledge building over time. All learning starts by revisiting prior knowledge. This supports the children to recall their previous learning and to make connections. Teachers explicitly model subject-specific vocabulary, knowledge and skills so that the children can retain new facts and vocabulary in their long term memory.

Historical activities give the children opportunities to research and investigate sources and to come to their own conclusions. The children use pictures, photographs, books, artefacts and videos to support their learning. They also have the opportunity to investigate Historical topics when making trips to Historical places and when there are visitors to the school (including History Workshops).

History is assessed both formatively (on-going during a given Topic) and summatively (at the end of a Topic).

History Impact

In History our children have a good understanding of chronology, develop good historical enquiry skills and know about, and are able to reflect and evaluate the impact of significant individuals and key events from the past. Through careful planning and the use of the progression of skills and key vocabulary grids, children are able to talk through each stage with increased confidence as they move through the EYFS to the end of KS1.

As a result of their experience of learning about History, children are:

Creative Learners: *How the children express themselves*



- Think creatively and use their imagination to help understand the lives and feelings of historical people and events.
- Use key vocabulary when talking about significant events from the Past.

Ambitious Learners: *How the children demonstrate positive learning behaviours*

- Use sources of evidence to help develop their Historical enquiry skills.
- Develop the key skills necessary to be able to reflect and evaluate key events from the Past and their significance.
- History Detectives who challenge themselves and others by ask pertinent questions using Who?, When? Why?

Curious Learners: *What the children learn and how it links to their understanding of their place in the world*

- Recall their prior knowledge and apply it.
- Talk about events in their own lives and also about the lives of significant others in the Past.
- Begin to consider the impact of events in the Past have had on the life in the Present time.
- Recognise and understand that everyone is different.

Healthy Learners: *How the children ensure they are ready to learn*

- Respect the complexities, similarities and differences of people's lives in the Past.

By creating a stimulating environment, we ensure that the children are eager to learn about History and strive to achieve their best efforts. Displays in classrooms and throughout the school both aid recall and act as a point of interest. Children are excited to participate in and then share their experiences of educational visits and visitors with other children.

If you were to walk into a History lesson at Brookland Infant and Nursery School you would see:

- Children who are excited to find out about the Past and eager to make links in their previous learning about History.
- Cross-curricular learning would be evident in the classroom's displays, allowing the children to investigate History as part of another Topic.
- Children who are engaged in interactive activities that are inclusive of all needs.
- Children who are full of questions and determined to discover the answers.
- Using a variety of sources, the children enjoy discussing their observations and thoughts and are confident to talk about the different aspects of their work.
- They might also be 'hot-seating' or role playing or drawing or doing art work or writing about an Historical artefact or significant individual or significant event.
- Staff actively encouraging the children to reflect and to think critically about the Past by asking pertinent questions.
- Children who are proud of the Historical knowledge and skills that they have acquired.