

HISTORY



history

SHIRLEY INFANT SCHOOL



1. SUBJECT DESIGN

Key Stage 1 National Curriculum Subject Content...

"Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented."

(History National Curriculum, 2013)

Pupils should be taught:

- Changes within living memory;
- Events beyond living memory that are significant nationally or globally;
- The lives of significant individuals in the past who have contributed to national and international achievements;
- Significant historical events, people and places in their own locality.

(History National Curriculum, 2013)

Our pedagogy at Shirley Infant School...

History in Shirley is based upon the interest and curiosity that children have about past events and the present. We want our children to have a sound understanding of Britain's past and that of

the wider world through questioning, concluding, researching, interpreting. This ensures that all children will become a Shirley Historian!

Our children learn the skills needed to access History through first-hand experiences, direct teaching, as well as using some appropriate secondary sources, such as books, photographs, trips and videos to support children's learning. The children have opportunities to develop their understanding of historical ideas by using different types of historical enquiry. These include children learning skills and concepts, such as, basic chronology, significance, cause and consequence and using sources.

Lessons are planned carefully during the year from the National Curriculum and Development Matters to show progression from each year group. When planning where and how we want to teach the different history subjects, we make links between concepts, prior knowledge, and also take into account the current events which are taking place. For example, the death of Queen Elizabeth II and the coronation of King Charles III.

A Shirley School Historian (Curriculum Statement)...

Through our high-quality History curriculum at Shirley Infants, children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through historical enquiry, children will learn skills and concepts, such as, basic chronology, significance, cause and consequence and using sources. It is our aim to inspire children to be proud of their locality and to encourage them to develop a love of History, an appreciation of the

past, and an understanding of how individuals and events in the past have shaped our society today.

Our aim at Shirley Infant School...

The aim of History teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. History should ignite the children's interest in learning more about the past, both within our own country and in other countries. Here at Shirley Infant School, children are encouraged to question the past lives of real life people and events, explore evidence and identify how past events may affect present day life. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, to develop the skills of questioning, researching, interpreting and concluding.

Our History curriculum is taught by the class teacher, who will first revisit prior learning. We return to previous learning, in order for pupils to retrieve knowledge from their long-term memory and build on this, with the introduction of new knowledge. This is through an approach of clear modelling and scaffolding of new concepts. The pupils will then practise applying this knowledge in a group or individual task and have opportunities to deepen their understanding with reasoning and explanation.

2. CONCEPTS AND KEY SKILLS

Throughout our History curriculum at Shirley Infant School, we teach the children through three main concepts:

- Poverty and Wealth;
- Monarchy;
- Invention and Technology.



History Topic Overview - Concept Breakdown			
	Year R <i>Curiosity cubes/discovery stations in Continuous Provision</i>	Year 1	Year 2
Autumn 1	My Life and family <i>Family books</i> Dinosaurs		
Autumn 2	Pets		Titanic
Spring 1	People Who Help Us <i>Florence Nightingale</i>	The Moon Landings	Rosa Parks
Spring 2	On the farm <i>Story based</i>	Victorians	Great Fire of London
Summer 1	Monarchy <i>Introduce to children (story based)</i>	Monarchy <i>Introduce to children (teaching unit)</i>	Monarchy <i>Recap and explore (recapping prior knowledge from Year R & 1)</i>
Summer 2	Under the sea		

Poverty and Wealth

Monarchy

Invention and Technology

* NEW for 23/24 - Kings and Queens topic (Monarchy)

Skills A Shirley School Historian Will Use...

As well as having three main concepts within our History curriculum, each topic allows for children to apply four skills to develop their understanding of Britain's past and the wider world.

Our four key skills are:

- Questioning;
- Researching;
- Interpreting;
- Concluding.

These four skills are explicitly taught throughout our History curriculum, starting in Year R all the way through to Year 2. Our skills weave throughout our History curriculum at Shirley Infants and interrelate with one another to support children's understanding.

Questioning

As a Shirley Historian, children are encouraged to ask questions. Not only are questions used for finding out answers, a Shirley Historian will use questioning to further widen their knowledge and understanding of a topic as well as promoting curiosity and the desire to learn more. Staff at Shirley Infants recognise the importance of children acquiring the skill to ask valuable questions. We enable children to do so, by building in opportunities for children to ask their own questions.

Researching

Children are given a wide range of opportunities to delve deep into a topic. This can be seen through numerous hands-on trips, such as in Year 1, children visit Manor Farm to experience the different

aspects of what life was like in the Victorian times. Likewise, in Year 2, children visit Southampton's Sea City Museum to begin to learn about The Titanic. As well as trips, children are able to research key ideas by:

- Watching video clips
- Looking at different sources, such as pictures, journals, diaries, letters, newspaper articles
- The use of artefacts
- Watching recounts of real-life experiences

Interpreting

At Shirley Infant School, we pride ourselves on encouraging children to show their understanding of a topic. For example, in our Victorian topic in Year 1, where children compare modern life to the Victorian lifestyle. Staff at Shirley Infants explicitly teach children why and how things happened as they did and why particular elements in the past are important, such as The Great Fire of London.

Concluding

At Shirley Infants, the children have the opportunity to demonstrate their sticky knowledge in a variety of ways.

Children should ask and answer questions, to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past. Children will be able to use their historical perspective to draw conclusions about key events and famous figures.

3. TOPIC OVERVIEW

History Subject Overview 2023/2024

Significant Figures are highlighted in blue



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R Curiosity cubes in Continuous Provision	My Life and Family Dinosaurs - Mary Annas Similarity and difference	Pets - Andy Warhol and Albert Einstein Similarity and difference Invention and technology	People Who Help Us - Florence Nightingale and Grace Darling Cause and consequence, impact, change Invention and technology	On The Farm - John Evelyn Poverty and wealth Similarity and difference Invention and technology	Let's Pretend (Monarchy) - King Charles III Story Based Poverty & wealth and monarchy	Under The Sea - Mel Fisher, William Stone Invention and technology
1			The Moon Landings - Tim Peake, Neil Armstrong, Buzz Aldrin, Helen Sharman, Mae Jemison Looking into the first man on the moon, the Apollo 11 space mission Chronology, similarity and difference Invention and technology	The Victorians - Queen Victoria and Prince Albert Manor Farm visit Victorian dress up day Similarity and difference, cause and consequence, Poverty & wealth, monarchy, invention and technology	Monarchy - King Charles III, Queen Victoria and Elizabeth I Looking into what monarchy is, who the Royal Family are, significant British monarchs Medieval banquet Poverty & wealth and monarchy	
2		Titanic - Thomas Andrews, Bruce Ismay and Captain Edward John Smith Sea City Museum visit Titanic dress up day Looking into the different classes, cause and consequence Poverty & wealth and invention and technology	Rosa Parks - Rosa Parks and Martin Luther King Looking into segregation and equality Cause and consequence, chronology, similarity and difference Poverty & wealth	Great Fire of London - Samuel Pepys and Thomas Farriner On site visitor - GfoL experience Cause and consequence, chronology, similarity and difference Poverty & wealth, monarchy, invention and technology	Monarchy - King Charles III Recap and Explore Poverty & wealth and monarchy	

4. KNOWLEDGE PROGRESSION

Concepts: Poverty and Wealth, Monarchy, Invention and Technology

Teaching sequence	R	1	2	3	4	5	6
Using sources	Develop knowledge and understanding of the world through concrete objects.	I can use a source to find out information about the past.	I can use a range of sources to find out about the past.	I can use a range of sources to draw historical conclusions.	I can use a range of primary and secondary sources to draw historical conclusions.	I can compare different sources and point out their similarities and differences.	I can comment on the bias and reliability of sources.
Difference	I can spot simple similarities and differences.	I can begin to make comparisons between life in the past and now.	I can begin to make comparisons between different groups in a historical period.	I can compare different groups from a historical period.	I can compare different societies from a historical period.	I can begin to identify key similarities and differences between aspects of history.	I can identify key similarities and differences between aspects of history.
Time (Chronology) <i>Characteristics of time period</i>	I can use simple time language to understand the past.	I can begin to use time language to order events.	I can order events within a historical period.	I can sequence a few events on a time line using the terms BC, AD.	I can sequence events and aspects of a historical period on a timeline.	I can place events across multiple periods on a time line.	I can use accurate scaling to represent events and aspects of history on a time line.
Cause and consequence	I can explore how my actions have consequences.	I understand that actions have consequences.	I can say why events in the past might have happened.	I can describe the consequences of events in the past.	I can describe the reasons for events happening in the past.	I can describe a reasons for and results of people's actions and events.	I can pick out and explain key reasons for and consequences of people's actions and events.
Significance	To know the name of the significant event e.g. Christmas, Bonfire Night, Diwali	To know the name of a famous person and why they famous e.g. Buzz Aldrin, Queen Victoria	To recognise and make simple observations about who or what was important in an historical event/account.				
Skills vocabulary Questioning Researching Interpreting Concluding	A long time ago Now Change Different The same	Past Present Compare Event Source Before After Time line	Period Source Cause Time line Compare Past Present	Hierarchy Ancient Source BC AD Chronology Consequence	Pre-history Archaeology Era Primary Source Secondary Source Century	Decade Primary source Secondary source Impact Cause Consequence	Bias Scaling Reliability Conclusion

8. SUBJECT SPECIFIC ENHANCEMENTS

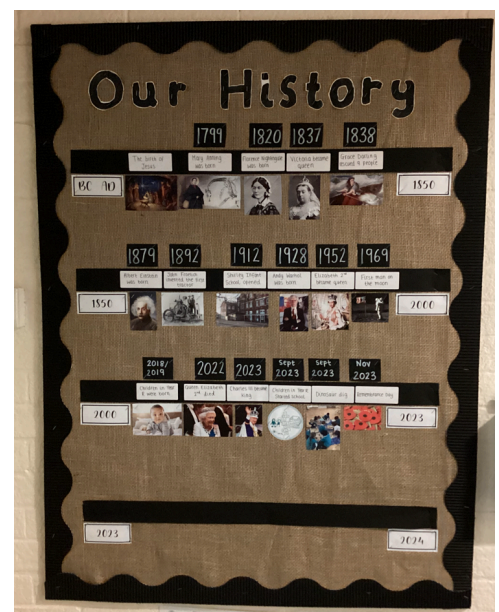
History timeline

At Shirley Infant School, we have a whole school History timeline display in one of our corridors. The timeline display was created to enable children to talk about all things History!



The timeline display was created knowing that it would be an essential element in our history teaching. The display allows children to understand the organisation of historical events, when and what happened at the time and how things have developed or stayed the same. It also allows children to make connections between important people and events, both past and present.

We now have a 'working' timeline down in the Year R corridor! It has all of the significant figures Year R learn about throughout the year - including Florence Nightingale and Mary Anning. The timeline also includes events the children have taken part in, such as Remembrance Day celebrations. This is so children can begin to have an understanding that lots of significant things happened before they were born!





Monarchy Theme Day

We were so lucky to be able to celebrate King Charles' coronation day on Friday 5th May 2023. The children came into school dressed in red, white and blue, ready for a fun filled day. We really enjoyed learning about what a coronation is, who King Charles is and how he became King, how a coronation works and how significant the coronation day is (plus lots more!).

The day started with learning about King Charles and how he ended up the next in line for the throne. We spoke about the meaning of a coronation and how it's an important moment in our lives! Then, we decorated our very own plant pot and made a Union Jack flag ready for our afternoon tea. After playtime, we played 'pin the crown on King Charles' and we really enjoyed this. The best part was being spun around and blindfolded!

After lunch, it was time to get creative. We got set the challenge of doing a portrait of King Charles. We were able to sketch, collage, paint and trace. All of the children tried really hard with this, and they turned out great!

Then we went on the field and had afternoon tea with Shirley Junior School. We got to wave our Union Jack flags and sing 'God Save The King'. The cakes were super yummy.





World Space Week 2023

We celebrated 'World Space Week' as a whole school. We had a whole space themed day on Friday 20th October 2023. We started the day by learning what 'World Space Week' was. Then, we looked at the different planets in the solar system and what astronauts do in space. *Did you know that the word 'astronaut' comes from the Greek words "astron nautes", which means 'star sailor'?* In Year R, we spent some time learning some space songs and we learnt who Neil Armstrong was. Then in Year 1, we watched some stargazing clips and in Year 2, we watched a live space lesson and listened to 'space radio'. They even spoke about the Apollo 11 moon landing in 1969 which we learnt about in Year 1!!

After this, each class was given a planet to research together. The children spent some time learning lots of new facts about all things planets! This meant that children retained some new knowledge about their class planet and they went away with an amazing fun fact to share! These are the planets each class learnt about:

Squirrels: Earth

Otters: Mars

Hedgehogs: Venus

Moles: Jupiter

Rabbits: Neptune

Owls: Saturn



Woodpeckers: Mercury

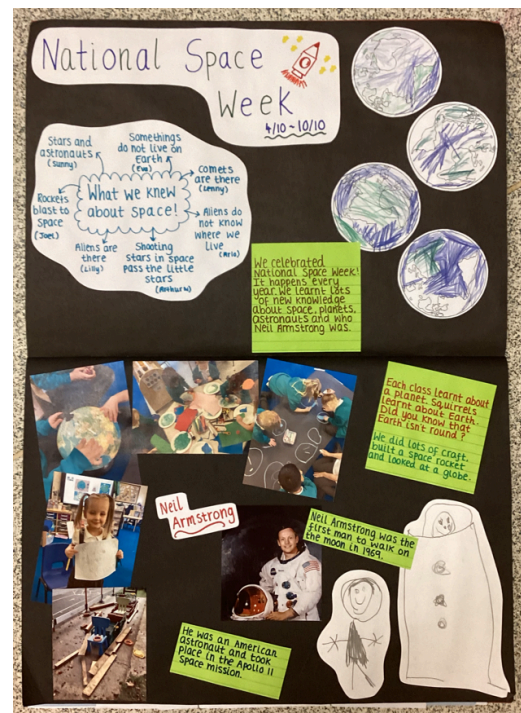
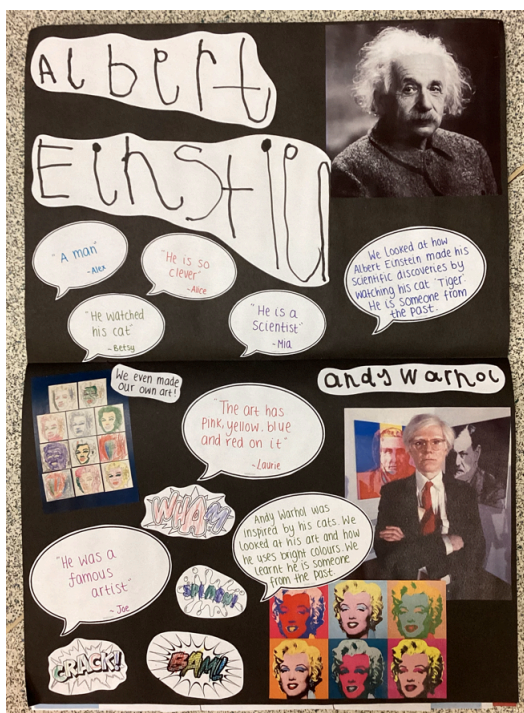
Foxes: Uranus

Badgers: Jupiter

To finish off our day, we spent some time looking at famous astronauts - Neil Armstrong, Helen Sharman and Mae Jemison. All of the children really enjoyed learning about past and present astronauts and were full of lots of questions about them. *Did you know that Mae Jemison was the first African American woman to travel in space?*

EYFS Floor books - Understanding the World Link

This year, we have introduced floor books into each Year R class. These are used to showcase the children's learning about each significant figure the children learn about. We often look at one or two different significant figures each half term and have loved learning about Mary Anning and Albert Einstein! Take a look at some of our floor book pages so far.



History storytime books

(Cross curricular links - including diversity)

Here is a list of story time books relating to the topics we teach at Shirley Infant School, which you can use to enhance children's learning or to enjoy at bedtime!



Reception (EYFS)

Family/All about me:

- Super Duper You! by Sophy Henn
- You Can! by Alexandra Strick & Steve Antony
- Children of the World by Nicola Edwards & Andrea Stegmaier
- All Are Welcome by Alexandra Penfold & Suzanne Kaufman
- All Kinds of Families by Sophy Henn
- Family and Me! by Michaela Dias-Hayes

People Who Help Us:

- Hello, World! Moon Landing by Jill McDonald
- Real Superheroes by DK & Julia Seal
- Life Savers: Spend a day with 12 real-life emergency service heroes by Eryl Nash & Ana Alberro

Transport, Homes and Schools (people who help us link):

- The Hundred Decker Bus by Mike Smith
- Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley
- Amazing Machines: Awesome Ambulances by Tony Mitton & Ant Parker
- A Place Called Home: Look Inside Houses Around the World by Kate Baker & Rebecca Green
- Step Inside Homes Through History by Goldie Hawk & Sarah Gibb
- A Street Through Time by DK & Steve Noon

Significant Figures/Events From Past and Present:

- I Love Chinese New Year by Eva Wong Nava & Li Xin
- On a Beam of Light A Story of Albert Einstein by Jennifer Berne
- Wild Life: The Extraordinary Adventures of Sir David Attenborough by Leisa Stewart-Sharp
- The Corgi and the Queen by Caroline Perry
- Florence Nightingale (Little People, Big Dreams) by Maria Isabel Sanchez Vegara
- Taking Flight by Adam Hancher
- Counting on Katherine by Helaine Becker
- National Trust: Beatrix and her Bunnies by Rebecca Colby
- Stone Girl Bone Girl The Story of Mary Anning of Lyme Regis by Laurence Anholt

Year One

Moon Landings:

- Astro Girl by Ken Wilson-Max
- Suzy Orbit, Astronaut by Ruth Quayle & Jez Tuya
- Field Trip to the Moon by Jeanne Willis & John Hare
- Jasper: Space Dog by Hilary Robinson & Lewis James
- The Darkest Dark by Chris Hadfield, Kate Fillion & The Fan Brothers
- Mae Among the Stars by Roda Ahmed
- Hidden Figures by Margot Lee Shetterly

Victorians:

- Oliver Twist and Other Great Dickens Stories by Marcia Williams
- The Bluest of Blues by Fiona Robinson
- Daisy Saves The Day by Shirley Hughes
- The Secret Diary of Jane Pinny, a Victorian House Maid by Philip Ardagh

Monarchy/Kings and Queens:

- Paddington At The Palace by Michael Bond
- The Queen's Knickers by Nicholas Allan
- The Corgi and The Queen by Caroline L. Perry
- The King Who Banned The Dark by Emily Haworth-Booth
- A Quokka for the Queen by Huw Lewis-Jones
- The King's Hats by Sheila May Bird
- The King's Pants by Nicholas Allan
- Winnie The Pooh Meets The King by Jane Riordan

Year Two

GFoL:

- Toby and the Great Fire of London by Margaret Nash
- The Danger Zone: Avoid Being In The Great Fire Of London by Jim Pipe
- You Wouldn't Want to be in the Great Fire of London!: Extended Edition by Jim Pipe

Rosa Parks:

- Rosa Parks: 7 (Little People, Big Dreams) by Lisbeth Kaiser
- If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
- The Bus Ride that Changed History by Pamela Duncan Edwards
- Back of the Bus by Aaron Reynolds
- I am Rosa Parks by Brad Meltzer
- When Rosa Parks Went Fishing by Rachel Ruiz

Titanic:

- If You Were a Kid Aboard the Titanic (If You Were a Kid) by Josh Gregory
- T is for Titanic by Michael and Debbie Shoulders
- You Wouldn't Want to Sail on the Titanic! by David Stewart

- Polar the Titanic Bear by Daisy Corning Stone Spedden
- Titanicat by Marty Crisp