



## History

### Springfield Infant School and Nursery

#### Intent

At Springfield, we have designed and follow a creative curriculum. We feel that this provides the opportunity to celebrate individuality and creativity in all of our children. As part of our history curriculum, we encourage and welcome our children to be curious, questioning and inquisitive about the past. The teaching of history enables our children to develop an identity and a sense of self as they learn about significant events and people in their own lives, within our community of Springfield and within the wider world too. History is also taught through using cross-curricular links with; computing, mathematics, English, RHE, music, art and geography and RE, as well as using high quality texts.

Our Springfield 'I CAN' values are embedded in our history curriculum. At Springfield, history has a pivotal role of enabling **inclusivity** ensuring that all children's history is represented, children feeling **nurtured** and safe to ask questions, being **creative** and having the chance to challenge themselves and be **ambitious** in their history research and work. The skills children acquire in history are a means of supporting their learning in a range of ways, and can be transferred to other areas of the curriculum and their wider life.

We want our children to develop essential skills enabling them to think and act as historians within the context of their own locality as well as the wider world. We aim to ensure that all of our children have the opportunity to see themselves represented positively in history, helping them to develop ambition and to further develop a respect for diversity too.

#### Implementation

At Springfield, we understand the importance of using the correct terminology and language to support our children's learning. Therefore, key vocabulary, which the children need to use and understand will be featured on knowledge organisers as well as on display in the classroom for learners to access at all times. Our planning documents, also identify the vocabulary that needs to be taught to and used by our children in order for them to succeed with their learning.

Within the EYFS, the teaching of history starts with the children recounting and sequencing significant events within their own experience. This is developed through discussions about and sharing of stories from their own lives, for example talking about families, homes and routines. The children will participate in a range of adult-led tasks and child-led, explorative tasks, known as 'Busy Bee' time. The children then move onto distinguishing between the past and the present, then begin to learn of past and present events in their own lives and in the lives of their families. They learn about the similarities and differences between themselves and others and amongst families, communities and traditions.

In Key Stage One, the teaching of history moves on to the children learning about significant events and people beyond living memory. They learn about people and events from their own locality as well as nationally or globally. The children also learn about changes within living memory. The teaching and learning is cross-curricular where possible, and there are strong links with over-arching topic for that specific term, ensuring that the children are fully immersed in history and that there is depth and purpose to their learning in learning. They are able to recount and make comparisons about stories from the past, distinguish between fact and fiction and use simple information sources to answer questions.

Within Year One, the children begin by learning about significant events that have happened nationally or globally as well as learning about significant people. During their topic 'Global Explorers,' the children will learn about Robert Scott and his expeditions and adventures to Antarctica and the impact this has had. The learning involves discussions, role play and research, to allow the children to develop an understanding of the significance of the events and people from the past. The learning then moves onto the children creating timelines of significant events that have happened locally as well as within their own personal history.

During Year Two, the children continue to develop the skills that they have already established in Year One. They continue to learn about significant events and people on a global scale. During their 'African Safari' topic, the children learn about the life and work of Nelson Mandela and the impact this has had on societal and wider world change. The children further develop their skills as historians, they cultivate an understanding of chronology. They begin to analyse, compare and interpret their research, handling artefacts, interviewing historical characters, reading books, biographies, fact files and diaries to elicit historical information.

### **Impact**

The children at Springfield enjoy learning about history. History is taught in a creative and cross-curricular way, ensuring that the learning is comprehensive and purposeful for our children. The children see themselves as historians and are confident to think and question analytically using a range of information sources to understand the past in their local community, the UK and across the wider world. An emphasis on contextual history, learning about historic people and events from their local environment engages members of the community in the children's learning providing role models from the locality for the children to learn from and aspire to.