HISTORY IN THE EYFS CURRICULUM AT WINS









During their time in the EYFS children have the opportunity to talk about their family and community. They can share photographs and information about people special to them alongside looking at fiction and non-fiction books about the many different types of family. Children are able to talk about members of the community they may have come across e.g. doctors, school crossing patrol, fire service etc. Talking about their own experiences and listening to others' experiences too, helps them to understand similarity and difference. As children explore the many different topics that come up within the Early Years there are opportunities to look at artefacts, pictures, stories and accounts from the past. Looking at artefacts can invoke great curiosity amongst young children and often stimulates interesting conversations, linking what they already know to new information and vocabulary.

> ***Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;***

As part of the daily routine in Early Years, children have the opportunity to look at the calendar and talk about the weather so they develop their understanding of the passage of time and seasons. During the year we create a class timeline which we display. At points throughout the year we refer back to the timeline so children get some perspective of all the things we have done and achieved since starting school in September. The timeline often invokes lots of discussion about how the children have grown and the things they can do now that they couldn't do at the start of the year.

Through storytelling we frequently share texts featuring fictional and non-fictional characters from a range of cultures and times. In addition to this, staff will tell oral stories from their own families and experiences to help develop the children's understanding of past and present. During commemorative events such as Armistice Day, children experience music, poems and oral history as a way of connecting with the past. Children also look at the life and experiences of people from the past for example Sir Captain Tom Moore.

HISTORY IN THE KEY STAGE ONE CURRICULUM AT WINS







Year One

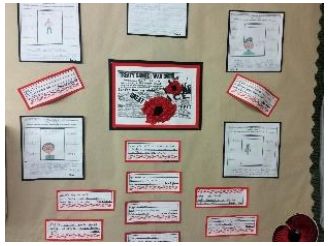
In Year 1 children begin to develop their Historical skills. Children use artefacts along with stories, photographs and the internet. The children begin to develop their ability to raise questions and investigate photos and artefacts to generate answers.

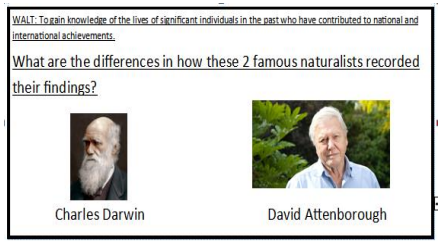
The children look at changes to toys over the decades since their parents were born and study houses in the locality to see how they have changed within living memory.

They study chronology of their lives from baby to child. They are beginning to understand that some objects belong in the past and can order events on a simple timeline. In studying significant individuals like Mary Anning, Louis Braille and Amy Johnson/Amelia Earhart, they also begin to understand the impact such individuals have had on the world they see around them. The children bring in artefacts from parents and grandparents and use them to create The Old Curiosity Shop. The children use these to make comparisons between old and new.

Year One join in with whole school celebrations and commemorations for Historical events. It is during these celebrations that the children begin to learn about events beyond living memory such as World War One.











Year Two

In Year 2 children continue to develop their Historical skills of enquiry, interpretation and communication. Children use artefacts and objects for research along with books, letters, stories, diaries, recounts, photographs, paintings, visitors and the internet.

As well as studying the lives of a diverse range of significant individuals like Rosa Parks and Walter Tull and children compare and contrast figures from different eras in History. These include monarchs, naturalists, explorers, inventors, pioneers and suffragists. They make comparisons between Elizabeth I and Elizabeth II, Charles Darwin and David Attenborough, Florence Nightingale and Edith Cavell. They consider the things that influenced them and the impact their achievements had on the world they know today.

We try to weave diversity throughout the history curriculum and we have also started to look at the Windrush generation through stories and recounts. These stories help the children to develop empathy for others.

In Year 2 we include a study of local history and look at significant individuals from the magnificent city of Manchester. These include Alan Turing/Ada Lovelace, Emmeline Pankhurst/Emily Davison, J.P Joule and L.S.Lowry. We also look at Francis Egerton and the building of the Bridgewater Canal because it is significant and familiar to the children in the locality. The children are made aware of Manchester at the centre of the industrial revolution.

In events beyond living memory the children thoroughly enjoy learning about the Great Fire of London. They think about the causes and consequences of the fire and look at how London looks today. Studying evidence from the fire helps the children to develop their critical thinking.

The children take part in whole school commemorations of significant events. These might be commemorative events paying homage to those who fought in the two World Wars. They also include key celebrations involving the current royal family such as Queen Elizabeth II’s Platinum Jubilee and the coronation of King Charles III.

WINS HISTORY KEY STAGE ONE CURRICULUM OVERVIEW

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	Local Geography taught this half term Home topic – walk around Ashton village old/new Local History link with Geography How does …compare/contrast with?	Black History- Lives of Significant individuals - Mary Seacole Ruby Bridges Events beyond living History Guy Fawkes What were some of the problems with/for…?	Lives of Significant individuals - Louie Braille + another Comparing their significant contribution through disability. What advances have there been since the invention of braille?	Geography taught this half term alongside Significant historical event Understand how the past is represented (Handling artefacts) Link with London geography topic Where else would you see…?	Lives of Significant individual- Mary Anning- fossils Compare with another more recent scientist What was her contribution to the world of science?	Lives of significant individuals- Amy Johnson, Amelia Earhart Link with Geography and trip to Manchester Airport.
Year Two	Black History- Walter Tull (WW1), Rosa Parks Windrush generation Floella Benjamin contributing to national achievements What happened as a result…? Arrange the order…	History and Geography combined Lives of Significant individuals- Galapagos Islands Charles Darwin vs Attenborough Who made the most impact and why…?	History and Geography combined Manchester Project- Ada Lovelace/Alan Turing Emmeline Pankhurst and Emily Davison Events beyond living memory-Industrial Revolution Why did Manchester change over time?	Lives of Significant individuals-Florence Nightingale vs Edith Cavell Remembrance Day Sig Individuals- What differences exist between…? move to spring 2	Events beyond living memory-Great Fire of London- Sig. Individuals- Samuel Pepys Diary writing Examine sources, causes and effects in History What were some of the problems of…? What questions would you ask…?	History and Geography combined Building of the Bridgewater Canal (Francis Egerton) and its historical significance for Manchester Lowry and his representations of Salford ‘Coming Out of School’ – comparison with Yr2 leaving How would you find out…? Do you think … was a good or a bad thing?