



History Subject Story

“Remember the days of old, Consider the years of many generations. Ask your father, and he will show you; your elders, and they will tell you” - Deuteronomy 32:7



Intent:

History is highly regarded at Farncombe Infant School, with the local area and the school itself having a rich history. The history curriculum at Farncombe is informed by this, the National Curriculum and the needs and interests of the school and local area. We strive to immerse our children in the rich history of the British Isles and beyond.

To do this, we inspire them to become young historians by promoting awareness, knowledge, and most importantly understanding the perspective of history. With these skills, our children are equipped to think critically and ask questions about the world around them. This enables them to relate the present to past events and therefore know how the past helped shape the world today. Here are three ways we achieve these aims.

1. Enthusiastic and skilled teaching of history by staff.
2. A rich, varied, and well informed history curriculum.
3. A range of quality resources related to each topic, including books and artefacts.

Implementation:

History at Farncombe is taught in three half term blocks, alternating with geography. This means that children can be fully immersed in history topics through regular teaching. Each year group has their own history topics to meet their specific needs. This enables all children to make clear progression, either by achieving or exceeding throughout their time at the school as learning is tailored to their needs.

These units are informed by the national curriculum, with all history units being related to either local history, important individuals, and events within and outside of living memory, or a combination thereof. Cross curricular learning is also a part of the history curriculum as are special events like trips and school visitors. These inspire and elicit interest and are a useful addition to the curriculum itself. Staff also have access to a variety of resources to support their

teaching including vocabulary by ability and topic, books, pictures, and items or artefacts relating to the history topic.

National Curriculum Links:

The history curriculum at Farncombe Infant School is aimed towards using the criteria of the national curriculum to create a locally relevant, impactful, and informative range of subjects. As a result of their time at Farncombe, pupils will be able to identify examples of local, national, and international history including important individuals such as Florence Nightingale, Jack Philips, and Queen Elizabeth II. They will recognise important changes in the past to significant parts of daily life including transport and medical care that have taken place within and before their lifetimes.

As they move towards the end of KS1, pupils will be able to make judgements regarding historical periods, events, and individuals. To do this, pupils at Farncombe Infant School will utilise a variety of resources, vocabulary, and artefacts to make their point of view clear. They do this by using primary and secondary sources of information about the past to not just recount facts and figures and dates but also to make statements and present their own ideas about history. Children achieve this by making comparisons between the past and present, making connections between different individuals, periods of time, and events, as well as creating their own fictional accounts of historical events including the Great Fire of London.

Pupil Voice

“I want to help, like the Queen helps charities.”

“History is great because we get to make stuff from London and also we think about why the Queen is so important and famous.”

“I liked our Edwardian day because it was fun to pretend to live in 1905. That was when our school was built.”

Staff Voice:

“Our topic about The Queen engages children in the traditions of our country. Sycamore Class enjoyed the outdoor street party style fish and chips lunch.”

“It is great to see how enthusiastic the children are about our monarch, our country’s history, and its great traditions.”

What it looks like in the classroom:

- Children exploring the past both supported by a teacher and independently through a variety of resources including books, computers, and artefacts.
- Whole class teaching and conversations about the past through the use of stimuli including pictures to provoke discussion.
- Inquiry about the past and the use of primary and secondary sources to ask and answer questions as well as conversations with each other.
- Cross curricular learning especially through design technology and art to create London buses, for example.
- Deep critical thinking and reflection on their own learning through research and question asking.

Successes from this school year:

- Fantastic events including the Happy and Glorious Day to celebrate the Queen's Jubilee, and the Edwardian Day to experience and learn about the past.
- Designing and creating a new history curriculum to best suit the local area and its history.
- High quality teaching encouraging children to take part in history and express their ideas through a variety of different means.

Next steps:

- Creating and including a greater number and variety of resources for children to access both relevant to their current learning and history more generally
- Using the new curriculum planning and vocabulary lists to teach diverse and engaging history topics
- Ensuring that the diverse and international scope of the history curriculum is fulfilled with the inclusion of important figures such as Mary Seacole and Amelia Earhart.