



Newlyn School History Curriculum EYFS/KS1

Newlyn School Curriculum Vision Statement:

Newlyn School is a caring place where the individuality, gifts and talents of all children and adults are nurtured. In partnership with the whole school community, we seek to provide an education of the highest quality, promoting respect for each other and the wider world. We aim to foster aspiration, resilience and independence in our young people so that they are fully equipped to take on life's challenges. The children's happiness is at the heart of all we do as we strive to ensure all children meet their full potential. We work together with the aim that everyone can be the best that they can be in everything they do.

Intent:	Implementation:	Impact:
Newlyn has a holistic philosophy of education. Our broad and balanced curriculum builds on the skills, knowledge and understanding of all children, providing them with life skills and aspirations to become good citizens of the future.	Our curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The curriculum supports them with their academic, social and personal development.	Children are provided with engaging experiences and develop skills that prepare them for the future and there is full coverage of the National Curriculum.

Newlyn School History Curriculum

“A people without a knowledge of their past history, culture and origin is like a tree without roots. “ Marcus Garvey

INTENT	IMPLEMENTATION	IMPACT
What we intend to achieve through our curriculum	How we will deliver our curriculum	How we will measure the effectiveness of our curriculum
At Newlyn, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	<p>In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.</p> <p>Provision for history activities is part of the overall topic planning completed for each class on a termly basis, with one termly topic having</p>	<p>The impact and measure of this is to ensure that children at Newlyn are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p> <p>We want the children to have thoroughly enjoyed learning about history, therefore encouraging</p>

<p>We use the national curriculum scheme of work for history as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. We begin by focussing on our understanding of time and our own history; then look out at the impact history has had on the world around us and finally consider the way we know so much about the past and learn to question where this information has come from.</p>	<p>history as the main focus. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. It may be taught through topic work, discretely or as part of an English lesson, where a literacy skill is being taught using historical content. Skills and knowledge covered will be recorded in teachers' history planning.</p>	<p>them to undertake new life experiences now and in the future.</p> <p>The assessment of children's work is on-going during lessons to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work. At two points throughout the academic year (after the main history topic and at the end of the academic year), all teachers assess the level at which the children in their class are working, using Target Tracker and a quiz. This information is then passed on to the children's subsequent teachers to ensure effective progression and a copy of this information is also given to the subject leaders for their records.</p>
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Vocabulary and vocabulary progression

EYFS		Y1		Y2		Y3	
today	long ago	year	living memory	historians	artefact	chronological order	era/period
the past	week	century	date order	evidence	significant	millennium	archaeologist
tomorrow	lifetime	ancient	inventions	research	investigate	archaeology	sources
memory	the future	modern	memories	chronological order	parliament	legacy	first hand evidence
yesterday	month	timeline	long ago	era	treason	second hand evidence	oral history
Topic specific vocabulary- to be included in planning							
the present day	parent	different	opinion	The Gunpowder Plot	opinion		
clue	calendar	materials	toys	King James	diary		
remember	old	similar	wood	Protestant	St Paul's Cathedral		
materials	new/recent	plastic	grandparents' time	The Great Fire of London	plotters		
Who?	What?	explorers	mechanical	danger	Guy Fawkes		
grand parent	great grand parent	important	rescue	decade	traitor		
		remembers	the older generation	Why?	Samuel Pepys		
		When...?	Where...?		Christopher Wren		

Foundation	People and communities		
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
30-50 months	<p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Encourage children to talk about their own home and community life, and to find out about other children’s experiences. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting</p>	<p>Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</p>
40-60 months Early Learning goal	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p>	<p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children’s experiences. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</p>
	EYFS	Y1	Y2

KEY TOPICS	Birthdays- when they were babies Family Tree- Grandparents	Toys in the past and present Christopher Columbus Local history study-light houses and Grace Darling Castles	Great Fire of London Gunpowder Plot Humphrey Davey Mining in the local area
Chronological understanding	Children talk about past and present events in their own lives and in the lives of family members.	Place known events and objects in chronological order – Toys in the past and present Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time	Show and awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and difference between ways of life in different periods
Historical enquiry		Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts Sort artefacts from then and now Ask and answer relevant basic questions about the past	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands the key features of events- The Gunpowder Plot Show understanding of some of the ways in which we find out about the past and identify ways in which it is represented
Historical interpretations		Relate his/her own account of an event and understand that others may give a different version- story of Christopher Columbus	Describe changes within living memory and aspects of change in national life- link to mining in the local area Describe events beyond living memory that are significant nationally or globally: the Great Fire of London Describe significant historical events, people and places in his/her own locality
Organisation and communication	Talk, draw or write about events in their own lives	Talk, draw or write about aspects of the past	Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past

			Record what he/she has learned
Understanding of events, people, and changes	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare life in different periods- Christopher Columbus	<p>Understand key features of events</p> <p>Identify some similarities between ways of life in different periods- Great Fire of London</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare life in different periods – Humphrey Davey</p>