

History at Merry Hill

Our Vision (Intent) for History

At Merry Hill, we aspire to provoke our “**Curious Learners**” to learn more, know more and remember more about the past.

The main aim of History at Merry Hill is to facilitate our Historians to explore and think critically and analytically about the facts and opinions of people and events from the past in order to gain a sound understanding of how these events and significant individuals have shaped the modern world around them. We also hope to demonstrate the importance and impact that Britain has played throughout these historical changes in time whilst encouraging pupils to ask perceptive questions and understand connections.

Our History Syllabus is designed to meet the needs of all of our pupils via a carefully sequenced curriculum, visual learning journeys in each classroom, explicit reference to prior learning through retrieval practice (which is built into planning) and the use of Knowledge organisers to foster independent learning. Key vocabulary is explicitly taught to pupils from the EYFS all the way through to the end of KS1, with a view to enabling children to fully access the history curriculum and begin to talk like a true historian.

Children in the EYFS are introduced to History through learning about their own personal history as well as that of their classmates. They develop an understanding of key vocabulary such as *yesterday*, *a long time ago* and *change(s)* within a context that is familiar and meaningful to them and we believe it is essential that pupils secure a solid understanding of this before they move up the School and into KS1. Consequently, they are much more prepared to build on the knowledge and skills that they have acquired in the Early Years by delving into the history of our locality and, then, further afield into wider Britain.

Our “**Ambitious Learners**” enjoy visits to local historical places of interest such as Reveley Lodge, where they have opportunities to handle artefacts and understand what these objects can teach us about life in the past. This develops the pupils’ cultural capital as well as providing opportunities for story-telling and meaningful narratives and explanations. We also ensure that our History curriculum teaches the children about a range of significant people who have contributed to national and international achievements and this provides role models and people our pupils might aspire to as they grow-up as well as developing resilience and determination.

From entry to Merry Hill and as pupils progress through the School as Historians, they will be able to think critically and analytically and develop a more rigorous understanding to:

- **Know** and **understand** the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- **Know** and **understand** significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- **Gain** and **deploy** a historically grounded **understanding** of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

- **Understand** historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- **Understand** the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
- **Gain** historical perspective by placing their growing knowledge into different contexts, understanding and connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescale

In addition, pupils will also develop skills progressively in the following areas:

- Chronological understanding
- Interpretations of History
- Historical enquiry including questioning and challenging
- Communication and Organisation

How we plan and teach History (Implementation)

At Merry Hill, History is taught through termly whole school topics, focusing on the knowledge and skills within Development Matters (Non-statutory framework for the EYFS) and the National Curriculum, whilst also building on the interests of our children and taking into account the local area and the Victorian context of our School. We are particularly keen for our teaching to enable our “Curious Learners” and our “Ambitious Learners” to think like Historians, enquiring, examining and analysing as Historians do.

Children are inspired to extend their previous knowledge of Britain’s past and that of the wider world through the exploration of artefacts and sources and focused, in-depth studies of the lives of significant male and female figures from the past encourage the children’s understanding of human creativity and achievement whilst reflecting the diversity of modern British life. In addition, pupils also develop a strong understanding of how events from the past have influenced many aspects of our culture, beliefs and routines as well as developments of today.

Each year group has a long term plan to map out when each topic will be taught and the areas of the curriculum that will be covered in each half term. Teachers then use the long term plans together with their knowledge of the children’s current attainment and interests to plan each unit in more detail. Knowledge organisers are used in each classroom to highlight the knowledge they are learning and the topic specific vocabulary as well as with a view to nurture independent learning. Assessments are used to inform future planning to ensure work is suitably pitched to support and extend.

In the EYFS, children’s interests lead the curriculum and enhancements to continuous provision are made to meet the children’s needs. Planning takes on board the Early Learning Goals “Past and Present” goal and teaching facilitates children to 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 and understand the past through settings, characters and events encountered in books read in class and storytelling.

In KS1, teachers plan lessons that help develop pupils' awareness of the past, sharing key vocabulary that relates to the passing of time and the past as well as more topic-specific vocabulary. Children know where the people and the events that they study fit within the chronological framework and they are also able to identify similarities and differences between their "Present lives" and the lives of people in the past. Teachers plan lessons that allow plenty of opportunities for pupils to ask and answer questions to promote critical and analytical thinking and ensure they know and understand key features of events as well as forming any connections.

Within History lessons at Merry Hill, you will see:

- Planned first hand experiences, exploring their school, their local area then further afield
- Talk partners in every lesson and in assemblies, promoting use of subject specific language
- Teachers explicitly teaching vocabulary and modelling language in a range of contexts
- Presentation opportunities
- Opportunities to debate and express their views
- Pupils provided with opportunities to apply their acquired knowledge to more complex examples in KS1 – comparing Victorian school days to present /knowing that Victorian times involved a British monarch, residence, etc.
- Use of real-life artefacts such as visitors, time-lines, toys, wringer and mangle etc.
- Retrieval practice embedded in sessions

How we evaluate learning in History (Impact)

At Merry Hill, we ensure that our "**Curious Learners**" and our "**Ambitious Learners**" will know more and remember more as they progress through the History curriculum.

We recognise that learning is a change to long term memory and that it is difficult to see the impact in the short term. We do, however, use knowledge schemas, plan retrieval practice within lessons and consistently use formative assessment to assess children's understanding and inform future History planning.

We will evaluate the Impact of our History teaching by:

Listening to pupil Voice...

- Children are inquisitive, asking questions about their surroundings and the people within their community
- Children are able to articulate how change has occurred and the impact it has had on society
- Children are retaining and correctly applying subject specific vocabulary
- Children can articulate how their prior learning has helped them within that lesson when looking at books together

Looking for evidence in Knowledge and Understanding in books...

- Pupils make links between previous learning and can apply knowledge in more complex examples

Speaking to teachers about application...

- Children are able to apply their knowledge and understanding in the way that they behave like a historian.
- They make connections in their learning

Analysing data for outcomes...

- At the end of each year we expect the children to achieve at least ARE for their year group
- Some children will progress further and achieve greater depth
- Children who have gaps in their knowledge receive appropriate support and interventions to enable them to keep up with our curriculum
- Children will be well prepared for their next phase of learning

KS1 Long-Term Plan for History			
Units of Study	Autumn Time Travellers	Spring Dig a Little Deeper	Summer Summer Fun
Nursery	Ourselves	Significant events in our lives	Growth and transitions
Reception	Growth and transitions	Dinosaurs	Holidays
Year One	Significant historical people – Hubert von Herkomer (Local artist) and Jean-Michel Basquiat (USA Artist)	Kings and Queen – King Charles III, Queen Elizabeth II, Queen Victoria	Victorian Bushey to include MH and toys
Year Two	Great Fire of London	Kings and Queens – King Charles II, Queen Elizabeth I and King Henry VIII	Significant historical people and places – Amy Johnson (Battle of Britain Pilot) and RAF Bentley Priory (Role in the Battle of Britain)

	Skills builder and key vocabulary covered in History			
	Nursery Ourselves, Significant events in our lives, Growth and Transitions	Reception Growth and Transitions, Dinosaurs, Holidays	Year 1 Significant historical/local people, Kings and Queens, Victorian Bushey including MH and toys	Year 2 The Great Fire of London, Kings and Queens, Significant historical people and local places
Early Learning Goals in the EYFS statutory framework AND NC Key Stage 1 Expectations	Understanding the world and Past/Present <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Talk about the lives of 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. 		Pupils should be taught about: <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality. 	
Curriculum overview	We believe that our pupils will acquire and build on the following skills, through opportunities provided by our rich and varied History Curriculum			
The 3 key areas of History				
Chronology	<ul style="list-style-type: none"> • Gain an understanding that time passes (e.g. within the school day) • Sequence two events into a chronological framework (e.g. Then and Now) • Begin to understand and use past tense verbs correctly • Begin to use vocabulary that relates to the passing of time (e.g. yesterday, last year) 	<ul style="list-style-type: none"> • Recognise the difference between past and present and old and new • Understand that events take place in the past, including before they were born • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night 	<ul style="list-style-type: none"> • Sequence events or objects in chronological order 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time • Sequence events • Sequence photos etc from different periods of their life • Describe memories of key events in lives

<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Ask questions about my own family and community • Begin to understand “How?” and “Why?” questions • Recognise some objects might be old and some objects might be new 	<ul style="list-style-type: none"> • Sort objects by difference • Draw on their experiences and what has been read in class • Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why 	<ul style="list-style-type: none"> • Sort artefacts “then” and “now” • Use as wide a range of sources as possible • Speaking and listening (links to literacy) • To ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> • Use a source – why, what, who, how, where to ask questions and find answers • Sequence a collection of artefacts • Use of time lines discuss the effectiveness of sources
<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> • Remember and talk about events in the past that have happened to them and/or other people in their lives • Recognise that people and things change in many ways over the course of history/time 	<ul style="list-style-type: none"> • Recognise some similarities and differences between things in the past and now • Talk about the lives of the people around them and their roles in society • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, because, explain 	<ul style="list-style-type: none"> • Begin to describe similarities and differences in artefacts • Drama – why people did things in the past • Use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> • Find out about people and events in other times • Collections of artefacts – confidently describe similarities and differences • Drama – develop empathy and understanding (hot seating, sp. and listening)
<p>Interpretations of history</p>	<ul style="list-style-type: none"> • Make sense of their own past through photos, stories and role-play opportunities 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Able to identify different ways to represent the past
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> • Talk • Mark-making and explanations of what the marks mean • Role-play 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Drawing • Drama/role-play • Writing – Labelling 	<ul style="list-style-type: none"> • Time lines (3D with objects/ sequential pictures) • Drawing • Drama/role play • Writing (reports, labelling, simple recount) • ICT 	<ul style="list-style-type: none"> • Class display/museum • Annotated photographs • ICT

<p>Key vocabulary</p>	<p>Today, yesterday, then, now, before including before I was born, when ___ was little ..., a long time ago, old, new, picture, story, object PLUS Day, week, parent/grand parent, remember, who? what?</p>	<p>Today, yesterday, then, now, before including before I was born, when ___ was little ..., a long time ago, old, new, picture, story, object, day, week, parent/grand parent, remember, who? what? PLUS Tomorrow, the past, the future, month, great grand parent, memory, lifetime, calendar, remember, who? what?</p>	<p>History, significant, local area, locality, past, then, now, similarities, differences, artist, graffiti, legacy, monarch, ruler, coronation, succession, reign, era, Victorian, modern, smock, dolly stick PLUS Year, decade, century, long ago, timeline, date, order, important, living memory, toys, materials, wood, plastic, photograph, camera, opinion, artefact, what...? when...? where...?</p>	<p>History, significant, fire, burning, escaping, smoke, fireman, Samuel Pepys, the Monument, prevention, safety, past, present, then, now, monarch, ruler, coronation, succession, reign, era, Battle of Great Britain, local area, locality, similarities, differences, Royal Air Force (RAF), pilot PLUS Chronological order, flammable, diary, travel, impact, brave, pioneer, military, danger, survive, memorial, investigate, evidence, opinion, artefact why...? what...? when...? where...?</p>
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