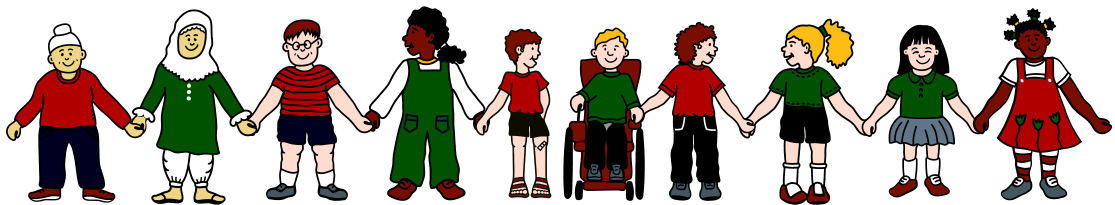


THE GILES NURSERY AND INFANTS' SCHOOL



History Report for Governors

2021/2022

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Curriculum Leader: Miss Jade O'Regan

Governor: Khanom Badrun

Statement of intent

The aim of history teaching here at The Giles Nursery and Infants' School is to inspire and ignite pupils' curiosity about the past. We teach pupils a sense of chronology, and through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. The pupils compare modern day living with life in the past and we teach children to understand how events in the past have influenced our lives today. Pupils develop the skills of enquiry, analysis, interpretation and problem solving through investigating past events. Pupils examine a range of historical sources and evidence and they begin to develop empathy for historical figures and experiences. As pupils progress through each year group, they deepen their understanding of the passing of time and chronology.

The aim of our history curriculum is to ensure that:

- pupils are inspired and develop a curiosity about the past
- pupils develop an awareness of the past, using common words and phrases relating to the passing of time
- pupils develop vocabulary of everyday historical terms

- pupils know where the people and events they study fit within a chronological framework
- pupils can identify similarities and differences between ways of life in different periods
- pupils ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- pupils understand some of the ways in which we find out about the past
- celebrate the achievements of historical figures from a broad range of cultures and heritages

Leading History

The role of the curriculum leader is to ensure that pupils develop their understanding of history and make progress towards the aims listed above. The curriculum leader plays an important role in ensuring that there is full coverage of the early year's foundation stage (EYFS) curriculum and the national curriculum. The curriculum leader ensures that there is a clear progression of skills and knowledge across the school. The curriculum leader collects pupil voice, photographic evidence, observes lessons and organises scrutiny of pupils' work. This evidence, including data, measures the implementation and impact of the history curriculum taught at The Giles Nursery and Infants' School. This supports the curriculum leader in planning for progression in history and in ensuring that pupils receive a high quality of education in this subject. The curriculum leader communicates with the headteacher and school governor throughout the school year.

What has been done to improve standards?

Due to COVID-19 and school closures, developing a Curriculum Recovery programme has been a priority for curriculum leaders at The Giles Nursery and Infants' school. Before the new academic year began, teachers liaised with the previous class teacher to discuss history learning that would have been taught remotely during the school lockdown and teachers planned to address these gaps. The history curriculum journey remains a valuable document that teachers carefully follow to guarantee full coverage of the curriculum. Teachers plan a creative, spiral curriculum so that learning happens in a sequential, progressive manner. This enables pupils to build their knowledge and skills upon previous learning and embed what they have learnt. During twilight training sessions, teachers agreed the key vocabulary for all subjects including history. During this session, teachers ensured that the vocabulary builds in a sequential manner across the year groups. Teachers agree to check understanding of vocabulary taught in the previous year before introducing new vocabulary. Another priority has been ensuring that the curriculum journey reflects the changes made to the curriculum in Nursery and Reception due to the New Early Years Framework. Reception and Nursery teachers have discussed and shared any changes of activities planned for the academic year and the history curriculum journey has been updated accordingly.

Curriculum Implementation

This has been another exciting year in history at The Giles Nursery and Infants' School and the children have continued to enjoy the exciting learning taking place in their history lessons. They have also continued to develop their own historical knowledge and skills, which has been rewarding for their teachers to see.

In KS1, the school organises high quality enrichment days with the company History Off the Page. The high quality workshops are booked annually to support the teaching of the national curriculum requirements through a day of engaging, hands-on learning that is inclusive of all pupil abilities. In order to give these workshops an authentic feel, pupils dress up in period clothing for the day. These workshops inspire pupils through crafts, drama, storytelling and role-play. As a result, pupils are immersed in history in a way that has a

meaningful impact on their learning. This kinaesthetic learning approach supports pupils with special educational needs and disabilities (SEND), disadvantaged pupils and pupils with English as an additional language to access the history curriculum. All pupils have a shared experience at the beginning of their learning sequence and disadvantaged pupils' experiences are equal to that of other pupils. This enables them to learn from a similar starting point. The Year 1 pupils participated in a Toys workshop in the autumn term. The workshop proved successful in hooking the pupils and stimulating their interest in the new history topic. All pupils including those with complex special educational needs and disabilities (SEND) and social, emotional and mental health difficulties (SEMH) enjoyed the workshop and had a positive learning experience. They recreated toys from the past with their own bag of resources and learnt how toys have developed over time, exploring materials and how they move. Year Two pupils will participate in The Great Fire of London (Stuart) in the summer term, along with Year 1 participating in Victorian Seaside.

In KS1 and Early Years, assemblies are another tool used to deliver the history curriculum. Pupils develop empathy for historical figures and experiences by learning about Remembrance/Poppy Day and they celebrate the achievements of historical figures from a broad range of cultures and heritages during Black History Month.

In KS1, lessons are designed to be practical and involve pupil participation. This could include pupils handling artefacts or dressing up in clothing from the past. As a school, we have a strong connection with Stevenage museum. Teachers can plan exciting lessons where pupils can observe and handle artefacts. This type of hands on experience suits our special needs pupils who predominantly are visual and/or kinaesthetic learners. Teachers use the interactive white board to show portraits, old photographs and historical film to stimulate interest, encourage questioning, and develop inquiry. We strive hard to meet the needs of those pupils with special educational needs and disabilities, those who are higher attainers, and those learning English as an additional language.

This year the curriculum objectives have been delivered through the following topics and areas of learning:

Early years foundation stage (EYFS)

In the EYFS, the pupils begin to develop their awareness of the past by sharing experiences of events in their lifetime; for example, birthdays, Christmas, holidays and weddings. Each classroom has a special box where the pupils can bring in important items from home, such as photographs, certificates and souvenirs, to share with their peers. This enables them to talk about past and present events in their own lives and in the lives of their family members. This is the beginning of pupils developing their understanding that they can use artefacts to help them find out about the past. The pupils begin to develop their understanding of the passing of time by sequencing the school day, seasons and comparing day and night.

Year 1

In Year 1, pupils are introduced to historical sources and examine them as evidence; for example, a portrait of Queen Victoria. In this year group, the focus is on comparative history. Pupils make comparisons between items that they are familiar with, such as toys and equipment from the home.

Autumn term topics:

- Toys

Spring term topics:

- local history of Stevenage

Summer term topic:

- Victorian seaside
- Queen Victoria

Year 2

In Year 2, history starts to become more abstract. The pupils' understanding of the magnitude of number increases so they are able to understand a wider passing of time and understand it in a context; for example, a hundred years ago. They continue to examine a range of historical sources and evidence, including written documents, such as Samuel Pepys diary and historical maps. Pupils deepen their understanding of the passing of time and chronology by developing their understanding of time related vocabulary; for example, century and decade. They begin to develop empathy towards historical figures and experiences; for example, considering how soldiers felt in the war or how Robert Falcon Scott and his team felt when they discovered Roald Amundsen had beaten them to the South Pole. They move from simple timelines to more extended sequencing; for example, communication over time, which encompasses a very broad spectrum of change, and the timeline of Scott's expedition to Antarctica, which is a narrower time period that took place a long time ago. In Year 2, the focus is on drawing out similarities and differences rather than focusing solely on comparison.

Autumn term topic:

- Guy Fawkes and the Gunpowder Plot
- Remembrance Day

Spring term topic:

- Antarctica – Race to the South Pole
- Native Americans including the life of Pocahontas

Summer term topic:

- Great Fire of London including Samuel Pepys

Developing an understanding of chronology

In Reception, there are many opportunities for discussion of what happened first, yesterday, tomorrow and last week. In Year 1, the sequence of events is discussed as it is taught; for example, Stevenage clock tower was built after Queen Victoria was alive but before the pupils' parents were born. In Year 2, they build a visual timeline of events so that pupils can build their understanding of chronology sequentially.

Is history taught in a rich and varied way?

The history curriculum is taught in a rich and varied way, with strong cross-curricular links to other subjects. This helps bring learning to life and make it meaningful within a context.

During Year 2 English lessons, the pupils write explanation texts about Guy Fawkes and make non-fiction books about Pocahontas. They use a range of different sources of evidence to research information and gather facts. In Year 1 English lessons, the pupils learn about toys from the past. This sequence of lessons includes labelling diagrams and writing captions. The pupils also write explanation texts about how they made the toys move.

In design and technology, the Year 1 pupils design, make and evaluate models of clock towers as part of their learning about the local history of Stevenage.

In Year 2 science, modern and vintage polar clothing is borrowed from the Scott Polar Institute. This enables pupils to compare and contrast the fabrics worn by modern scientists to those worn by Robert Falcon Scott and his team on their polar expeditions in the early 1900s.

In art across the school, pupils learn about artists from the past and replicate artwork in the style of a particular artist.

In Year 1, a new sequence of lessons has been carefully planned, covering the local history of Stevenage. The history lesson takes the pupils through a chronological journey of Stevenage as a 7th Century Saxon village, to the Old Town and New Town of today. The pupils learn about the Queen opening the Town Centre in 1959 and the history of the clock tower. This academic year is the first time that this sequence of learning has been taught in the classroom, the previous two years this sequence had to be delivered remotely due to Covid 19 and school closures. Year 1 teachers have expressed how the pupils have showed enthusiasm for this topic on the local area and have thoroughly enjoyed this sequence of learning. Pupil voice has shown that the pupils have developed knowledge and understanding about their hometown, and their enthusiasm for this learning sequence

highlights how proud they are of where they live. Eliza in Big Cat class said, 'Stevenage used to be a village!' During a discussion about the horses and carriages that use to travel through Stevenage Old Town, Harry in Big Cat class said, 'The horse is the engine!'

Staff continue to attend Stevenage curriculum cluster meetings at a local school. This enables leaders to build links, share strengths and areas for development and encourages collaborative working. Resources, ideas and best practice are shared and Ofsted and Hertfordshire Improvement Partner inspections and experiences are discussed. This process has been very helpful in supporting curriculum leaders to prepare for a possible deep dive in their curriculum area.

Curriculum Impact

What is the quality of education in history across the school?

Lesson observations in KS1 have highlighted the vast knowledge that pupils have gained about the past and their understanding of key vocabulary. Grace and Leah in Pelican class said, 'Significant means important, some people did something that people will never forget!'

The pupils were able to make comparisons between ways of life of two Native American tribes. Mishika in Pelicans said, 'Algonquian tribes lived in wigwams and Iroquois tribes lived in long houses.'

Keira in Pelicans said, 'The two tribes speak in different languages and live in different shelters.' Observations of history lessons in Year 1 and Year 2 saw the pupils fully engaged and immersed in their learning. The pupils were eager to contribute their ideas and make observations. In each Year 2 class, a visual timeline is displayed showing events in history that has been taught in the classroom, this supports the pupils in developing their understanding of chronology over a wider passing of time, and knowing where people and events they study fit within a chronological framework.

The photographic evidence file has been updated with photographs from workshops this academic year. The photographs capture the magic of these enrichment days, where pupils are fully engrossed in tasks, with enjoyment etched on their faces. Pupil voice collected after these events demonstrate the enjoyment and level of engagement sustained by the pupils.

If we are able to continue to inspire the pupils and ignite their curiosity, we can use this as a powerful tool to teach the aims of our history curriculum.

Moving forward: Actions for 2021/22

- For all pupils including those with complex SEND and SEMH to be inspired and develop a curiosity about the past by providing high quality enrichment days.
- To identify gaps in pupils' historical learning and ensure that the gaps are addressed as part of a COVID Recovery Curriculum.
- To become familiar with the new revised Early Years Foundation Stage framework and adapt the curriculum journey accordingly to reflect the new changes of 'Understanding the World' in Reception and Nursery.
- Pupils to develop vocabulary of everyday historical terms.
- To ensure the history curriculum can continue to be delivered remotely if a lockdown situation occurs or pupils have to isolate.
- To continue to celebrate the achievements of historical figures from a broad range of cultures and heritages.
- Ensure there is evidence of progression of skills and knowledge taught across the school.
- To develop pupils understanding of history in their local area.
- Build pupils understanding of historical events that are important to us.
- Ensure pupils are receiving high quality history lessons that inspire and develop their curiosity about the past.
- To collate photographs from workshops and lessons to build up a picture of how history is delivered at The Giles Nursery and Infants' School.

- To develop links with Stevenage museum.

