



## Valley End History Curriculum Overview

### Intent

At Valley End Infant School, we believe that it is important to stimulate children's natural curiosity about the past and events that have happened in our country in particular. Through History, pupils come to understand their place in the world.

We follow a knowledge-based curriculum that meets the needs of every learner at Valley End which covers the skills, concepts and historical knowledge that is expected from the National Curriculum for Key Stage 1.

History at Valley End is planned and sequenced so that new knowledge and skills build upon what the children already know and have been taught, and lead to clear end points.

We want children to build on previous knowledge and embed key concepts into their long-term memory and apply them fluently.

The focus is on a broad content that is most useful and taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.

### Implementation

Key Stage 1 children follow the Primary Knowledge Curriculum for History and is a stand-alone subject in Key Stage 1. In EYFS History is taught as part of the 'Understanding the World'.

In order to teach History, the school has a range of books, artefacts, photographs and teachers create well sequenced teaching slide to support with embedded video clips, where appropriate, to enhance and deepen their understanding of History.

Each lesson builds upon previous knowledge and the children develop a range of historical skills such as, asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.

A range of engaging learning activities are used such as, discussion, role-play, games, drawing timelines and family trees and writing tasks. Knowledge Organisers are used to support children's retrieval of prior learning.

Pupils not only learn about historical events, dates and people of the past, but also concepts within History, such as, empire and monarchy.

Each child has a History book to record any written work in, though we encourage cross curricular links and will also write in English linked to our History topics.

The History curriculum is further enriched by giving the children opportunities to visit historical buildings, such as Windsor Castle in Year 1.

### Impact

History is loved by pupils across the school and they foster a life-long love for History. Teachers have high expectations and create and teach high quality lessons within a clear sequential curriculum.

All children use their enquiry skills and inquisitiveness about the past and are encouraged to ask and answer thoughtful questions. They have a secure historical knowledge and are confident to talk about their learning and make links to other events in their lives so far.

Children will know what History is, how Historians investigated the past and can draw upon their knowledge with confidence and enthusiasm.



Curriculum Map

# HUMANITIES CURRICULUM MAP

**Geography**      **History**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>All about me, Transport</b>		<b>Space, Growing and Changing</b>		<b>Kings &amp; Queens, Stories from the past</b>	
	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>
<b>EYFS</b>	Location of our school and the local area, my route to school, taking transport in local area and longer journeys, travel in different cultures and parts of the world	My past, present, future, when I was young, family trees, chronology – before I was born Transport in the past, local transport from history, explorers	Looking at parts of the Earth – sea, land etc. Exploring maps. Farming and local areas, what is grown locally? Where do fruit and vegetables come from around the world?	Explorers – significant people throughout history, farming from the past, what local areas used to look like	Countries around the world that have the British monarch, the Union flag of the UK and the countries, flags from countries the children have connections to	Story of King John and the Magna Carta, locally significant areas in the past Stories from ancient Greece, Legends
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<b>Spatial Sense</b> 1- Aerial Views 2- Maps 3- Location 4- Compass points 5- Drawing maps	<b>Discovering History</b> 1-What is the past? 2-Family trees 3-How do we know about history? 4-What do archaeologists do? 5-Our local history	<b>The UK</b> 1-The four countries in the UK 2-Scotland 3-Wales 4-Northern Ireland 5-England	<b>Kings, Queens &amp; Leaders</b> 1-Kings and Queens 2-King John I and the Magna Carta 3-Henry III and Parliament 4-Charles I 5-Oliver Cromwell and the Commonwealth	<b>Seven Continents</b> 1-The seven continents 2-The five oceans 3-The equator and the poles 4-Land around the world 5-Europe - our continent	<b>Parliament &amp; Prime Ministers</b> 1-James II, Mary II and William of Orange 2-Simon De Montford and parliament 3-Robert Walpole 4-Our Prime Minister today 5-Elections



Year 2	<b>Spatial Sense</b> 1- My school site 2- Drawing a map of my school 3- Maps of the local area 4- Using maps to plan a route 5- Identifying locations on a globe	<b>The Gunpowder Plot (VE)</b> 1- Who was Guy Fawkes 2- Problems for the plotters 3- The end of the plot 4- Wanted! The search for Thomas Percy	<b>The British Isle</b> 1- The British Isle & England 2- Scotland 3- Wales 4- Ireland 5- Comparison with Cape Town	<b>Tudors</b> 1- Life in Tudor England 2- Henry VIII 3- The English Reformation 4- Edward VI & Mary I 5- Queen Elizabeth I	<b>Northern Europe</b> 1- Countries in Northern Europe 2- Human & Physical features 3- Climate 4- Animals found	<b>Powerful Voices</b> 1- Ghandi 2- Rosa Parks & Martin Luther King 3- Malala Yousafzai 4- Greta Thunberg 5- David Attenborough
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