

Yatton Infant School Statement of Intent for History

At Yatton Infant school, our history curriculum is topic based, using the National Curriculum and EYFS Development Matters as the basis for our planning and teaching. We combine exciting 'Wow' events and visits, study of historical sources and real life experiences. Through this, we intend to give all children the opportunity to get excited about history. Together they develop the skills and the knowledge they need to be perceptive and critical historians as they move through the school and out into the world.

Our Yatton Learner values are central to our teaching and learning. We foster the children's natural curiosity by allowing them to explore real objects; for example, in Year 1, the children examine 120 million year old ammonite fossils as they learn about Mary Anning and her work.

Chronology is a central aim in our history curriculum. Children gain an understanding of when the subject lies in relation to what they already know. With that in mind, we have introduced an interactive timeline, that classes can add to each time they learn about a new time period or historical figure. Additionally, we have a whole school time line in the hall, where year groups can add dates from their learning.

In Reception, children develop an understanding of the concept of 'the past', through discussion and exploration of their own personal history. Together we investigate our own lives and that of our families; how we grow from babies to school children, significant events in our lives such as learning to walk or the birth of a sibling, and what makes our own history unique. We aim to give the children a secure understanding of their own identity as a basis for their explorations of different ways of life in Year 1 and 2.

As the children move in to Key Stage 1, they explore aspects of British history through Wow events as well as through the study of historical artefacts and sources. We have carefully planned our curriculum to engage and inspire our learners with topics they can identify with. For example, Year 1 learn about toys and compare toys from the past with toys from today. The children get the opportunity to examine real dolls owned by four generations of girls from the same local family, gaining a real and tangible experience of how the dolls have changed over time. Building on this knowledge in Year 2, the children learn about Victorian toys and get the opportunity to make some to play with.

Assessment is formative and teacher led, and includes end of topic opportunities for the children to consolidate and demonstrate what they have learned. For example, in Year 2 the children stage a debate to argue which of Brunel's inventions was the most important and impactful. Across the history curriculum, the past is linked to our own lives so the children can see the unique connections that past events have with how we live today.