

## Pickering Community Infant and Nursery School

### Curriculum Coverage – History/Understanding the World (Past and Present)

#### Curriculum intent for History

The curriculum intent for History at Pickering Community Infant and Nursery School is to inspire our children’s curiosity, encourage them to ask critical questions and to enable them to have a better understanding of the society in which they live and that of the wider world. Our aim is for children to be explorers; asking questions like: What do you think...? Why do you think...? How do you think...? Our history curriculum is designed to help children to gain a sense of their own identity within a social, political, cultural and economic background. Without History, there would be no future!

Cycle A		Cycle B	
Autumn	<p><b>Pickering; my town your town</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>                      significant historical places in their own locality                      (Our school 1899-now and Victorian schools)</p>	Autumn	<p><b>Toys and Books</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>                      changes within living memory                      (The invention of the printing press and how technology has changed and how this has influenced toys)</p>
	<p><b>Guy Fawkes</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>                      events beyond living memory that are significant nationally                      significant events and people in their own locality</p>		<p><b>Remembrance</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>                      events beyond living memory that are significant nationally                      significant events and people in their own locality</p>

<p><b>Spring</b></p>	<p style="text-align: center;"><b>Explorers</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  events within living memory that are significant nationally or globally. (Apollo 11)  the lives of significant individuals in the past who have contributed to national and international achievements; Neil Armstrong and at least one other of Captain James Cook or Christopher Columbus. Some should be used to compare aspects of life in different periods.</p> <p style="text-align: center;"><b>Structures</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  the lives of significant individuals; Isambard Kingdom Brunel and George Stephenson. (Oldest passenger railway tunnel – Grosmont)</p>	<p><b>Spring</b></p>	<p style="text-align: center;"><b>Remarkable Women</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  the lives of significant individuals in the past who have contributed to national and international achievements; Rosa Parks and Emily Davison. Some should be used to compare aspects of life in different periods.  changes within living memory.</p>
<p><b>Summer</b></p>	<p style="text-align: center;"><b>Trains and Vehicles</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  changes within living memory  significant historical places in their locality  (Trains)</p>	<p><b>Summer</b></p>	<p style="text-align: center;"><b>Our wonderful Islands – The UK</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  events beyond living memory that are significant nationally or globally (Great Fire of London)  the lives of significant individuals; King Charles II and King Charles III. Some should be used to compare aspects of life in different periods.  changes within living memory.</p> <p style="text-align: center;"><b>Castles</b></p> <p><b>History</b>  <b>Pupils should be taught about:</b>  significant historical places in their own locality.</p>

## EYFS – Understanding the World

History is part of the specific area of Understanding the World particularly in the 'Past and Present' section. Work across other areas of the framework will contribute significantly to children's development in this area. The educational programme for Understanding the World states that understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

As a school we aim to provide children with:

- opportunities to develop their understanding and awareness of self through discussions about and experiences focusing on them, their family and their local community.
- a breadth of experiences learning about their own history, the history of those around them and historical events and people within and beyond our local community through first hand experiences and through a broad range of texts and other media such as videos.
- accurate information that challenges cultural, racial, social and gender stereotypes.
- hands on experiences that deepen their understanding, for example, exploring toys from the past and present both through workshops with the local museum and within learning areas both inside and outside the classroom environment, and visiting the local museum to experience what some aspects of life might have been like in the past.
- time to ask questions and be curious about other people, the communities that they belong to and the wider world around them, as well as events that happen or have happened, both now and in the past.
- opportunities to explore, investigate and be curious about objects and images from now and the past.