

History at Manor Wood – Early Years

Our children in Early Years are part of a Reggio Emilia inspired Foundation Stage Unit where curiosity and creativity thrive. The EYFS curriculum in our school is made up of 'I can' statements that meet the Early Learning Goals.

In the first half term of the academic year, teachers are very much the 'listener, co-learner and observer' and observe the children and get a strong understanding of their current interests. By Autumn 2, teachers begin leading projects around the interests they have observed. Within the projects, teachers find opportunities for children to be supported in meeting the relevant, 'I can' statements linked to the History Early Learning Goals.

The Early Learning Goals related to History outlined in Manor Wood's 'I can statements' are:

I can:

- **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;**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

Project examples 2023-24 •The scary project -exploring dark things •Recycling •Babies •The Garden project

All projects have historical opportunities. For example, in the 'Babies' project, children can develop an understanding of aging and the human life cycle. In the 'Recycling' project, children may explore how the planet looked in the past compared to now, and how humans looked after the planet in the past and compare it with how we look after the planet presently with opportunities to compare the two time periods.

As well as projects, children in our EYFS follow the rhythm of the year, studying change over time, human life cycles and showing great interest in current affairs and national celebrations.

Shared story time in family groups - understanding of the past is supported through settings, characters and events encountered in books read in class and storytelling.

KS1 History Programme of Study – Study of Past and Changes over Time

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

Year 1	<p style="text-align: center;">‘Nurturing Nurses’</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">‘Toys and Technology’</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p style="text-align: center;">‘Leeds and Yorkshire’</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality.
Year 2	<p style="text-align: center;">‘Great Fire of London’</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 	<p style="text-align: center;">‘Monarchy’</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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 	<p style="text-align: center;">‘Leeds and Yorkshire’</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality.

Key Stage Two – Programme of Study – Increased focus on Chronology

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: **early Islamic civilization, including a study of Baghdad c. AD 900**; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3	<p style="text-align: center;">'Ancient Egypt'</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<p style="text-align: center;">'Stone Age to Iron Age'</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age
Year 4	<p style="text-align: center;">'The Romans'</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 	<p style="text-align: center;">'Ancient Greece'</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world
Year 5	<p style="text-align: center;">'Anglo-Saxons, Scots and Vikings'</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p style="text-align: center;">'Victorians'</p> <ul style="list-style-type: none"> • a local history study – Victorian Britain and Victoria Leeds - a study over time tracing how several aspects of national history are reflected in the locality.
Year 6	<p style="text-align: center;">'Battle of Britain'</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p style="text-align: center;">'Early Islamic Civilisation'</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900