



**Context:** Heather Avenue Infant School is a small infant school with 135 pupils which mainly serves the immediate community to the north of the city of Norwich. Norwich is a medieval city with a rich history in the largely rural county of Norfolk. Most pupils spend their whole infant education at the school. In 2017 Heather Avenue Infant School became an academy and joined the Wensum Trust, which consists of ten schools divided into three hubs; a city hub, a coastal hub and a rural hub.

The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below average, but increasing. The proportion of disabled pupils and those who have special educational needs is above average.

**Application Process:** We chose to apply for the history Quality Mark as we wanted to ensure that our history provision is equipping our children with both the knowledge and skills they need for the future as well as helping them to understand how and why we learn from the past. I felt that having an external verification of this would be helpful in recognising the key importance of history education in our curriculum. The audit we completed at the beginning of the process was extremely helpful in helping to see where our areas of strength lay, as well as to decide on areas for focus in order to sharpen our practice further. I felt happy that I could use the completed audit document to create an action plan for history and to monitor our progress. The Historical Association team were very helpful in providing further advice about the evidence I could gather as we implemented the plan and also reassured me that there wasn't an expectation that everything would necessarily be achieved and our provision be perfect when we submitted our final application. The important thing was the journey that we were on and whether we could show that we were actively making a positive difference for our pupils.

**Successes:** Our biggest success were the links we made with our Local Heritage Centre, based at the Millennium library in Norwich city centre and in becoming a Heritage School through our partnership work with Historic England. Both of these links were invaluable in introducing the concept of heritage to our pupils from the start of Reception through to enabling our Year 2 pupils to leave our school with an in-depth knowledge of local history and in having the skills they need in order to continue learning in the future.

**Challenge:** I found my greatest challenge with the process was choosing only the evidence which best fit the criteria from the multitude we had available. There was so much that I wanted to show off and it was an interesting challenge for me in being ruthless when deciding what to include. Some pieces of evidence also fit multiple criteria so deciding the best fit was crucial. Luckily, during the assessment visit I was able to refer to evidence in different sections or that hadn't made the cut into the final portfolio to illustrate my judgements which was useful. An additional challenge was for us an infant school, providing evidence that isn't pupil work in books. Our pupils range in age from 4 to 7 years old and much of their history work is documented in conversations, artwork, observations, drama and other practical methods, particularly for our youngest pupils.

**Impact:** The impact of the QM process has been significant. It allowed us to really raise the profile of history across the school community, including parents/carers and within our local community. Our pupils were much more confident in being able to talk about history whether this was areas they enjoyed learning about or explaining the purpose of learning about the past and suggesting how we can do this.

**Guidance:** The Historical Association was extremely helpful throughout the process, particularly when preparing for the external assessor visit. I felt confident that I could call or email at any point in the process for advice or support. The website is easy to navigate and I found the case studies helpful when deciding how to present our evidence. It was very straightforward to submit evidence using the online portfolio and it was a useful tool in keeping everything organised.

**Assessor:** Our assessor was a pleasure to work with. We had a telephone conversation prior to his visit where he outlined which lines of enquiry he would like to focus on during his visit. It was during this conversation that we discussed the best fit for our provision as possibly being gold, rather than silver as I had originally suggested. The conversation gave me some time to prepare additional evidence to show where we met the gold criteria for each section and to think about which areas of provision I wanted to showcase during the visit, as well as to arrange for various groups of stakeholders including pupils, staff, governors and parent-carers, to have an opportunity to give their views.

Our assessor was extremely knowledgeable both about history and about the specific provision of early years/ KS1 education and we had many interesting conversations about the journey the school had been on throughout the QM process. He was so encouraging and the visit felt very much like an interesting conversation rather than an inspection or an interrogation. Our assessor gave very useful advice for our next steps and our pupils very much enjoyed talking to him about their learning and enthusiasm for history.

**Impact on school:** I feel that achieving the Quality Mark has had a very positive impact on our school. We were thrilled to receive Gold status and has given us greater self-confidence in recognising the huge efforts we make and celebrating our achievements. We were particularly encouraged to see our curriculum provision highlighted as a particular strength of our school as it is something we strive to improve upon constantly. I felt it helped me as history subject leader to gain a very good understanding of the skills process we wanted to teach our pupils, and also to see where we could continue to improve our practice. I would recommend the process to any school who wish to rigorously assess their history provision.

### **Section 1: Teaching and Learning**

The staff team were crucial in gathering evidence for this section, both with sharing their planning and for generating innovative and engaging ways to deliver their history learning and teaching. This is a section where I felt we really benefitted from being a small school, with a very close staff team. I was able to easily access planning and staff and pupils were very welcoming of me being in and out of their classrooms regularly across the year to see how this translated into lessons. The main challenge I had in completing this section was the large amount of crossover between pupil achievement in section 1 and section 4. At times I couldn't decide where to best place evidence as it seemed to fulfil criteria of both sections. I believe in the later set of QM criteria (we used the 2016/17 criteria) this has been resolved however.

### **Section 2: Leadership**

Our CPD programme was crucial to evidencing this section during the process so I spent quite a lot of time on this area prior to compiling evidence. This included speaking to staff to see where they felt their CPD needs for history lay. This led to me attaining to training run by Historic England and in learning more about Heritage School status, which correlated well with our identified aim of improving children's knowledge of local history and developing their understanding of the term 'heritage'. Parental feedback was very helpful in developing our history curriculum and the QM process helped us to expand on the feedback we receive from parents and carers further by asking history-specific questions. I found my greatest challenge in this area was ensuring that the staff felt supported and not overwhelmed by change. It was crucial that I carefully planned the timescale of changes that we wished to make so staff were not overloaded.

### **Section 3: Curriculum**

We have always prioritised our curriculum at Heather Avenue Infant School and this is an area that features in our school development planning every year. We tailor our curriculum provision each year to meet the needs of the children and to ensure that our curriculum inspires and engages. The QM process has been invaluable in helping us to ensure that foundation subjects are given as much importance as core subjects in the children's education and in the time allocated in to history. The greatest success we had in this section was our focus specifically on the local dimension and finding ways that we could forge sustainable partnerships with our local community to support our pupils understanding of local history. This led to us utilising the wealth of local knowledge and resources available at the Norfolk Local Heritage Centre to provide our pupils with artefacts and information about their local area and see how their own lives have been directly impacted by the past. Our greatest challenge in this area was evidencing the amount of time given to history specific teaching and learning in the EYFS, as much of the learning that takes place here is so cross-curricular.

### **Section 4: Achievement**

This section was an interesting one to evidence. Much of the data we collect on pupils is for informing next steps and I tried to choose evidence which showed **how** and **why** we monitored pupil progress, rather than just **what** we do. We have lots of ways of celebrating achievement at Heather Avenue Infants and I found there was some overlap between evidence for this section and the other sections, mainly section 1 and section 5. This was an interesting area to explore in greater depth with our assessor during his visit, particularly how we provide an accurate level of challenge for all pupils whether in Reception or Year 2. A walk around our school during the assessor's visit also provided evidence for this area as this included time in each classroom looking at the learning environment and observing the children in their history lessons.

### **Section 5: Enrichment**

This section was one of the hardest for me to evidence as we had so much that I wanted to include; particularly for community links and cross-curricular learning. Much of our history teaching and learning is delivered through a cross-curricular approach, which the staff continually review and update. During our assessor visit, we spent quite a bit of time talking about how the school could share good practice with other schools or in the wider community and this helped to set priorities for the forthcoming academic year. I felt the key information I wanted to show in this section was how staff used their classrooms and other learning environments to enthuse the children and to give history a high status.

## Heather Avenue Infant School

### Portfolio of Evidence

#### Section 1: Teaching and Learning

##### **1.1 Understanding among pupils of the purpose of studying history: How well do pupils understand the purpose of history?**

At Heather Avenue Infant School subject leaders carry out annual pupil voice surveys with the children in the EYFS and KS1 to check their understanding and enjoyment of the subject. The History subject leader is responsible for speaking to pupils to gauge their understanding of history and its value in the school curriculum. In addition, in lesson observations the History subject leader is responsible for ensuring that all class teachers understand the importance of pupil voice being heard in lessons; this is achieved through ensuring that pupils have an opportunity to contribute to the content of lessons as appropriate. A recent example of this is the introduction of a Circus topic in Year 1 in response to pupils' enthusiasm for a circus arriving locally; this led into a history topic looking at Norwich's history of circuses. See below for pupils in Year 1 at the beginning of their topic.

Class teachers regularly review termly topic coverage to ensure all subjects, including history, are tailored to the children's interests and next steps. Pupil voice is gathered through a range of mechanisms suitable to the age and stage of the pupils including class Circle Time and School Council sessions, subject leader interviews, discussion in lessons and discussions with parents/carers for example at home visits for the new Reception children. See below for an extract from a recent pupil interview.

All termly topics begin with a discussion with the children of questions that they would like to cover in their upcoming learning. These are then displayed in the classroom to be referred to throughout the topic as the children answer their questions. See below for examples of Year 2 pupils' questions about their Victorian topic '**The Time Traveller**'.

**1.1: Extracts from Pupil Voice (July 2018)** show that pupils in Key Stage 1 are developing their understanding of the purpose of history and that they enjoy their lessons.

**Enjoyment & Understanding:**

**Why do you think we have history lessons? Do you enjoy them?**

**MO:** “Yes because it’s fun learning about the past. It’s really interesting.”

**OW:** “We have history lessons so we learn new things. I like it.”

**SAA:** “(History) helps us know how to do things.”

**SC:** “It’s important that we remember things that have happened and it’s fun to learn about children a long time ago.”

**Purpose:**

**Do you think it’s important to learn about history? Why/Why not?**

**IM:** “Yes because if we didn’t we wouldn’t know about anything that has ever happened.”

**KR:** “We know about life a long time ago and the Victorians because we learn it in history.”

**JD:** “Yes because we need to know stuff about the past.”

**DBB:** “If you learn about the past you’ll be smarter (than the people who were alive then)”

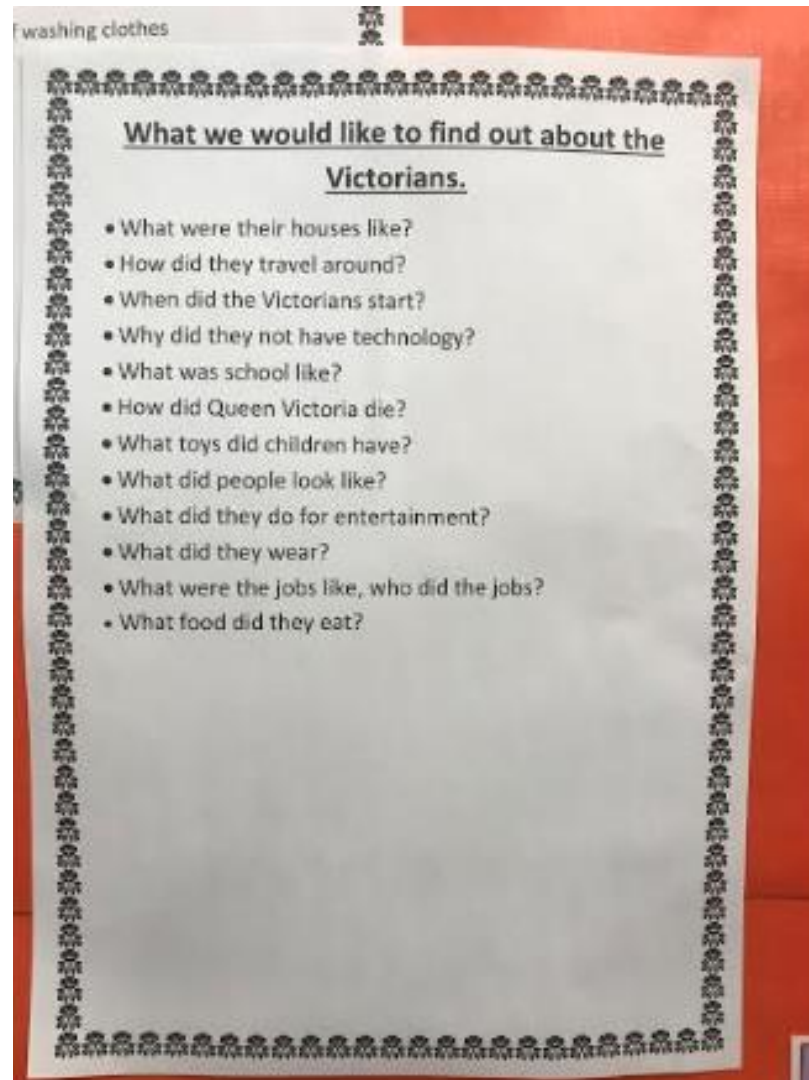
**1.1 Purpose of History:** Pupils order events chronologically at the beginning of their new Circus topic. This topic was planned in direct response to pupil interest and enthusiasm.



Users with the "Download media" permission can download these photos and videos

## 1.1 Year 2 pupil questions and understanding about their new topic 'The Time Traveller' (Victorians)

This photograph shows evidence of pupils in Year 2 having their voice heard when beginning a new topic; the question shown were gathered as part of a class discussion about what the children would like to find out about.





**1.2: Extracts from the most recent Ofsted report (2012)** The school's most recent Ofsted report took place in 2012, prior to the school's conversion to academy status under the Wensum Trust. The report comments on the outstanding achievement of the pupils and attributes this in part to staff use of assessment data and how this is fed into planning.

The full report can be viewed at: <http://www.heatheravenue.co.uk/ofsted/>

- "Pupils' achievement is outstanding."
- "Pupils make rapid progress in their learning and develop excellent highly positive attitudes."
- "Teachers have an expert knowledge of teaching techniques and apply these creatively across the whole curriculum. Teachers use imaginative approaches which engage pupils to think with growing independence about their learning."
- "Pupils are ambitious to achieve their targets and teachers use assessment data very well to adapt planning and provision to ensure that no pupil gets left behind."
- "Senior leaders focus relentlessly on developing very high standards of classroom practice. All staff take on responsibilities and undertake professional development willingly, contributing highly effectively to improving the school's performance. The outstanding and constantly evolving curriculum ensures pupils are highly motivated to learn."
- "Teachers consistently produce good or outstanding lessons in which pupils learn and progress at a very rapid rate. Lessons are imaginative, using a wealth of curricular resources and exciting strategies to engage pupils of all abilities in their learning."

## 1.2 Extract from a history lesson observation feedback carried out by the history subject leader:

- “Open-ended questions were used very effectively to promote discussion between talk partners and in whole class discussion, all of which enabled children to form their own hypotheses and make changes to these as appropriate.”
- “Children were very engaged by the use of photographs of the work they had done in the previous lesson – this led into animated discussions between talking partners recapping key learning from a previous lesson.”

### Lesson Observation: History

Class Teacher: A\*\* V\*\*

Class: Year 2 - Hedgehogs

Observer: Louise Stevens

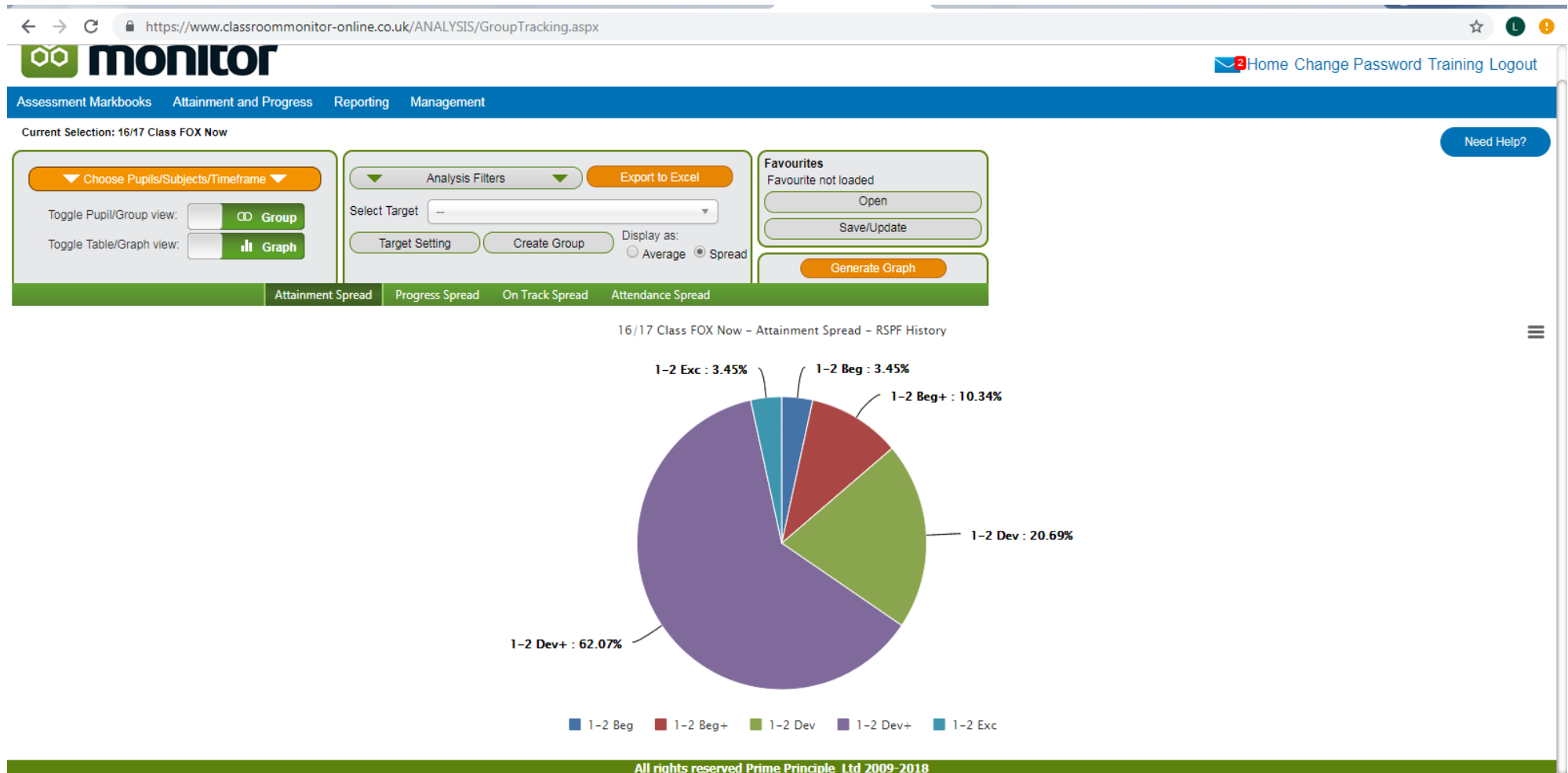
Date: 14.06.18, 1:30 p.m.

- All children’s contributions were valued, including recognition of the work one pupil had done at home on the topic.
- Children were encouraged to share their ideas and opinions in a supportive and respectful environment. There were very clearly established routines for discussing ideas which children followed sensibly.
- Open-ended questions were used very effectively to promote discussion between talk partners and in whole class discussion, all of which enabled children to form their own hypotheses and make changes to these as appropriate.
- The importance of being a critical learner when using historical sources and artefacts was made into an explicit teaching point when sensitively correcting a child’s misconception about black and white photographs.
- Children were very engaged by the use of photographs of the work they had done in the previous lesson – this led into animated discussions between talking partners recapping key learning from a previous lesson.
- Children’s sense of time and when things happened in a real life context were developed by use of references to their parents and grandparents – this could possibly have also included references back to the Victorians topic too.
- The classroom environment was well set up to support the topic, including key vocabulary, questions for thinking and real life artefacts (money).
- Cross-curricular links - particularly to core subjects – were used well to develop children’s skills. They discussed units of measurement when describing Masai houses and practised reading and comprehension skills when examining the chosen text. New vocabulary (e.g. rustlers) was discussed and explained clearly. RE was included sensitively in a discussion about Masai beliefs and how these sometimes brought Masai people into conflict with others.
- Children’s books showed previous work had been completed on timelines and recounts of history events that the children have participated in. It would be nice to see written evidence of children beginning to form their own historical opinions as the class are clearly proficient in doing so verbally.

Thank you very much for allowing me to observe, I really enjoyed being a part of the lesson.

## 1.2 Example of pupil KS1 class history assessment completed on Classroom Monitor

The chart below shows a snapshot of the attainment spread in a Year 1 class, this information was collected by the History subject leader in order to monitor the achievement of pupils mid-year and identify individual pupils who may be in need of further support.



## 1.2 EYFS Assessment completed on Classroom Monitor

The work completed by the Reception staff when pupils first start at Heather Avenue Infant School provides a baseline for assessment in The World (EYFS Curriculum) and, later, in History (KS1 revised National Curriculum 2014). Each pupil has individual assessment data relating to each criteria.

Foundation\_Stage\_Snapshot\_Phase\_40-60\_Months\_03-Oct-2018 - Excel

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Month: Oct 2018 - Early Years Foundation Stage Assessment - Understanding the World - The World - Ability30-50 Months,40-60 Months,ELG - Badgers																				
2	The World	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
3		40-60m Dev	40-60m Dev	40-60m Dev	30-50m Dev	30-50m Sec	40-60m Dev	40-60m Dev	30-50m Sec	30-50m Sec	40-60m Dev	30-50m Beg	40-60m Dev	30-50m Dev	40-60m Dev	30-50m Dev	30-50m Dev	30-50m Dev	30-50m Beg	40-60m Dev	30-50m D
4	40-60 Months He/she looks closely at similarities, differences, patterns and change.	A	A	A	U	U	A	A	U	U	A	U	A	U	A	U	U	U	U	A	U
5	ELG He/she knows about similarities and differences in relation to places, objects, materials and living things. He/she talks about the features of his/her own immediate environment and how	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
6	30-50 Months He/she comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world.	M	M	M	M	M	A	A	M	M	M	A	M	U	M	M	A	A	A	M	A
7	30-50 Months He/she can talk about some of the things he/she has observed such as plants, animals, natural and found objects.	U	M	M	M	M	M	A	M	M	M	A	M	M	M	U	A	A	A	M	M
8	30-50 Months He/she talks about why things happen and how things work.	A	M	M	A	M	M	M	M	M	M	U	M	M	M	M	A	A	A	M	M
9	30-50 Months He/she is developing an understanding of growth, decay and changes over time.	U	U	U	A	A	U	U	M	A	M	U	M	U	M	U	A	A	U	U	A
10	30-50 Months He/she shows care and concern for living things and the environment.	U	A	M	A	M	A	A	M	M	M	A	M	A	M	A	A	A	A	M	A

Class Markbook

Edit

10:29 03/10/2018

### **1.3 How effectively are resources deployed to aid learning and achievement?**

Use of resources to support and enhance the teaching of history is planned carefully by class teachers, with guidance from the History subject leader, to ensure they are relevant and of interest to the age and stage of our pupils at Heather Avenue Infant School. Over recent years there has been a focus to the effective use of online resources in class and equipping pupils with the skills they need to pursue historical enquiry e.g. by using the iPads or class laptops to research a topic or answer a specific question. An example of pupils using laptops in order to create PowerPoint presentations showing their learning can be seen below alongside an example of a completed presentation from Year 2 pupils.

Another area of recent focus is the use of real-life artefacts and experiences to bring history to life and give children a context for their historical studies. This has been developed through use of carefully planned INSET and field trips such as the Reception class trip to the Dinosaur Park as a 'hook' to begin the topic. Real life artefacts and experiences are used, where possible, to supplement topics such as experiencing palaeontology activities in Reception or examining real Victorian artefacts such as a Victorian clay bottle made by a local brewery. The Reception classes produce a weekly continuous provision plan showing the resources that are to be used in the classroom and outside areas to support subjects covered in class, such as palaeontology (see example below).

An extract of the trips schedule for each year group can be seen below. Classroom observations show that a range of real life artefacts, online resources, texts and role play activities are used to engage pupil interest and enthusiasm for their learning. Local resources play an important role in helping children to understand their immediate local history and the school has worked in collaboration with many providers to make use of their expertise and resources such as the local city library, the local heritage centre, Norwich airport and Holt Hall.

### 1.3 Trips used to stimulate pupil interest and enthusiasm for topics:

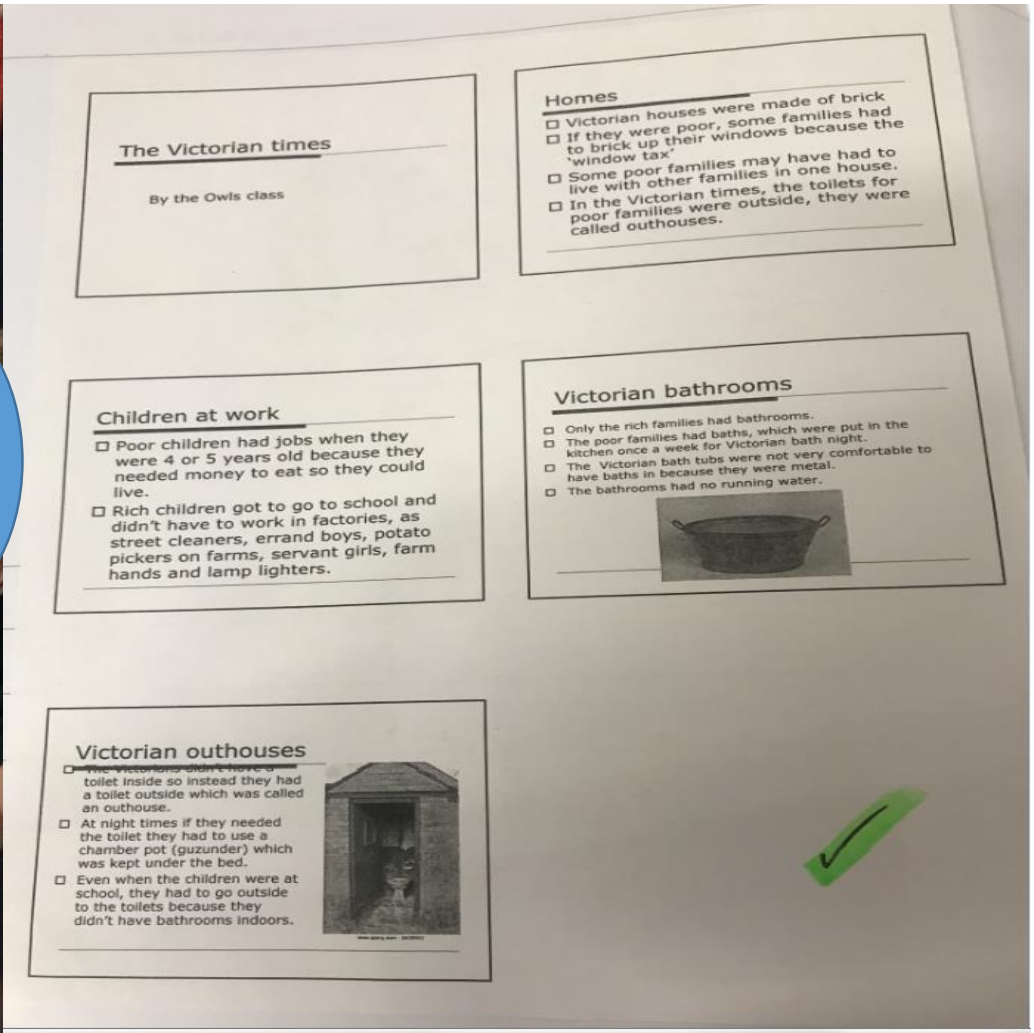
The information below shows trips undertaken by each year group, trips are planned to cover a range of key skills and develop children's understanding of the world. At least one trip in each year group is planned to directly support learning and teaching in a history topic.

#### Trip Schedule at Heather Avenue Infant School

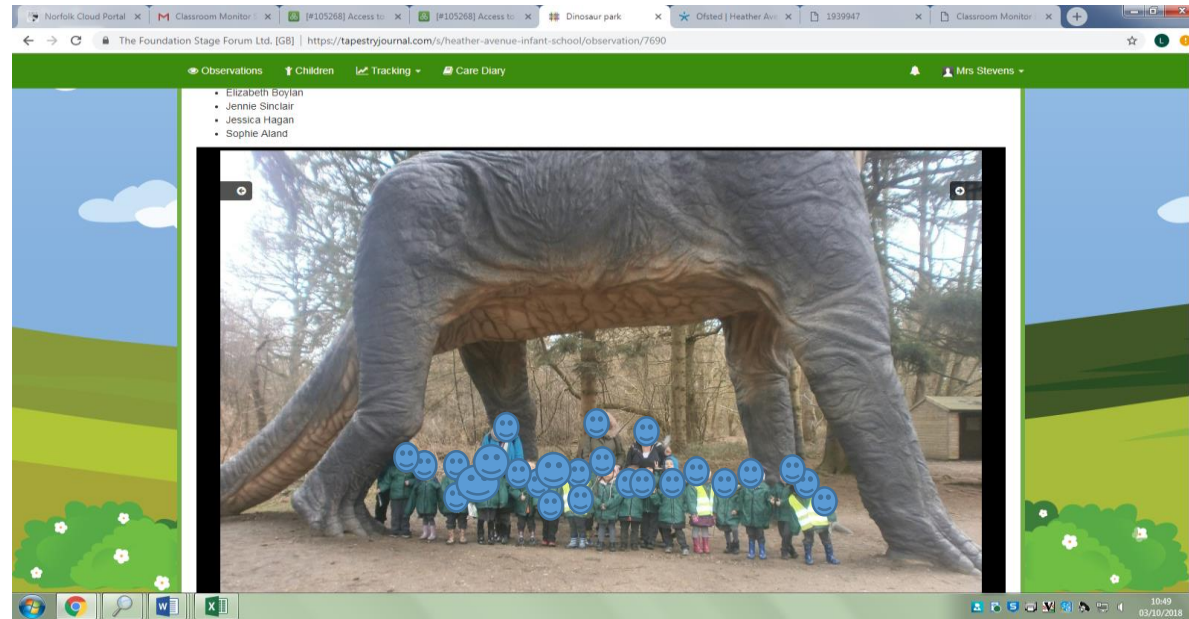
This is updated annually to incorporate current topics and availability. It is possible that trips may be rescheduled at short notice.

Reception Classes	Year 1 Classes	Year 2 Classes
<p><b>Autumn Term:</b> Tots Town: small world role play centre</p> <p>St Paul's Church: cultural enrichment</p> <p>Visitors to school: parent &amp; baby, people who help us e.g. fire brigade</p> <p><b>Spring Term:</b> St Paul's Church: cultural enrichment</p> <p>Dinosaur Park: topic based enrichment</p> <p>Library trip for World Book Day: reading development and cultural enrichment</p> <p>Visitors to school: dinosaur workshop</p> <p><b>Summer Term:</b> Saxon Air based at Norwich Airport: topic based enrichment</p> <p>Sports Day at University of East Anglia: physical skill development</p> <p><u>Multiskills Sports at Hellesdon High School: physical skill development</u></p>	<p><b>Autumn Term:</b> Easton &amp; Otley Farm: topic based enrichment</p> <p>Sainsbury's Art Centre: cultural enrichment</p> <p>Meadow Way chapel: cultural enrichment</p> <p>Cinema trip: cultural enrichment</p> <p><b>Spring Term:</b> Theatre Royal trip (pantomime): cultural enrichment</p> <p><u>Multiskills Sports at Hellesdon High School: physical skill development</u></p> <p>Meadow Way chapel: cultural enrichment</p> <p>Library trip for World Book Day: reading development and cultural enrichment</p> <p><b>Summer Term:</b> Circus trip: topic based enrichment</p> <p>Local Heritage Centre at the Forum: topic based enrichment</p> <p>Sports Day at University of East Anglia: physical skill development</p>	<p><b>Autumn Term:</b> Norwich Cathedral: Cultural enrichment</p> <p>Holt Hall residential: topic based &amp; cultural enrichment</p> <p><u>Multiskills Sports at Hellesdon High School: physical skill development</u></p> <p>Cinema trip: cultural enrichment</p> <p><b>Spring Term:</b> Theatre Royal trip (pantomime): cultural enrichment</p> <p>Norfolk Music Festival: cultural enrichment</p> <p>Library trip for World Book Day: reading development and cultural enrichment</p> <p><b>Summer Term:</b> Theatre trip to London: cultural enrichment</p> <p>Sports Day at University of East Anglia: physical skill development</p>

**1.3 Example of resources in Year 2 topic:** The photographs below show a Year 2 class using laptops collaboratively to create PowerPoints about the Victorians to showcase their learning, the use of information technology to share information is a useful tool in assessing pupil knowledge about the topics covered.



**1.3 EYFS field trip to the Dinosaur Park and supplementary use of resources in EYFS class following field trip:** The photographs below show an EYFS class on a trip to the local Dinosaur Park as an introduction to their Dinosaur topic. The enthusiasm and interest generated by the pupils was carried into classroom provision with the use of resources and artefacts to become archaeologists and learn more about how we know about prehistoric life today.





**1.3 EYFS weekly planning for continuous provision showing resources used to support ‘Dinosaur Roar’ topic:** This example of planning shows class teachers giving thought to the how resources can be used to teach key skills and enable pupils to explore concepts in more detail.

### EYFS Weekly Continuous Provision

**Topic or Theme: Dinosaurs**

**Specific area of focus: Harry & the bucketful of dinosaurs**

**Week beginning: 12th March 2018**

Creative	Role Play	Outside, sand, water
<p>Paintings of dinosaurs for class display.</p> <p>Small world dinosaur habitat</p> <p>Straws for dinosaur skeleton pictures</p> <p>Paper plate, split pins, pegs dinosaurs on art table.</p>	<p>Explorer/Museum Role Play: Dinosaur focused. Pictures of dinosaurs/non-fiction books, notebooks, adventure bags, backpacks, postcard templates and clipboards.</p> <p>Big paper and pens to create maps of their expeditions outside</p> <p>Paleontology resources: sand tray, brushes, bones and objects</p>	<p>Real PE: Fun Station 6, Pirates (In hall)</p> <p>Paper mache Dinosaur habitat</p> <p>Mud kitchen – can you create a dinosaur dinner? Clipboards and paper to record</p> <p>Sand: Hunt for dinosaur bones and draw on clipboard. Provide paintbrushes to brush away the sand.</p>
Construction	Book corner, writing, quiet area	Finding out
<p>Construction: Wooden blocks/ lego to create a dinosaur nest/habitat or own dinosaur.</p> <p>Big building blocks outside to create a dinosaur nest.</p>	<p>Books about dinosaurs</p> <p>Dinosaur trip pictures to annotate with captions</p>	<p>Information texts about Dinosaurs</p> <p>Ipads: Letterjoin</p> <p>Computer/IWB: Set 1 phonics reading games</p>

#### **1.4 How does monitoring, marking and feedback help pupils make progress in history?**

Effective, purposeful monitoring, marking and feedback are an integral part of the subject leader role at Heather Avenue Infant School. Monitoring activities carried out include pupil interviews, lesson observations, book looks and planning scrutinies with feedback given to staff in order to celebrate successes and further improve practice. An example of history subject leader report to staff including SLT can be seen below.

The history subject leader oversees the completion of the school's electronic assessment system, Classroom Monitor, this is completed throughout the year as more curriculum coverage is achieved, an extract of class monitoring page can be seen below.

Marking is tailored to the learning objective of the lesson and pupils are given next steps appropriate to their age and stage of development – in the EYFS classes feedback is likely to be given verbally in the form of a question to support children's thinking ("I wonder why...." "what do you think would happen if...."). In the KS1 classes praise and next steps are given to the children verbally and through written marking. Children are given opportunities in the school day to close the gap and complete any next steps in order to help them make the best possible progress. An example of marking and pupil response can be seen below.



**1.4 Example of marking of a child's work with completed next step:** The school marking scheme adopts a 'next steps' approach where pupils are encouraged to think about their next steps after a lesson and respond to these in order to close gaps and help pupils to progress. The example below shows a Year 2 pupil responding to a question set by their class teacher.

Wednesday 10th October 2018

Harvest

① Ploughing  
 • He had the ploughing done by horses of my people. *to push*

② Sowing  
 • Seeds were sown by hand  
 • Scarecrow


③ Growing  
 • Part of growing is weeding the clams beds and lawn  
 - 0 - 0 0 0  
 weeding

④ Harvesting cut the corn. Getting and sickles for the child helped.

⑤ Harvest Supper! Supper  
 • Please for all the workers & people who would celebrate and people would have their own best dressed dinner they prepared. ✓ 15

⑥ Gleaning  
 ✓ Women/children  
 x men  
 Women were allowed to see the gettes but men were allowed because the man slept all day  
 What did they take?  
 The food which would have been left in the field  
 the food in the field which have been left

⑦ Super Victorian Harvest notes  
 the food which have been left in the field



**1.4 Example of history subject leader feedback to staff:** The subject leader report below shows an analysis of the school's areas of strength and next steps in order to secure improvement. This is circulated to all teaching staff.

### History Subject Leader Report: Spring Term 2018

<b>Strengths</b>	<b>Next Steps</b>
<p>*In Reception classes the children's Tapestry accounts contain annotated observations of children discussing the passing of time and differences between 'now' and the past – both immediate and long ago.</p> <p>* Classroom Monitor up to date for The World in Reception and History in KS1 for all classes. Clear progress can be seen in coverage through Classroom Monitor from Year 1 to Year 2.</p> <p>* Computing resources being used in KS1 on a regular basis to access further information about topics.</p> <p>* Displays show areas children have covered and in the most effective cases are added to as the topic progresses.</p> <p>* Children at our school are enthusiastic about history and keen to talk about their knowledge, experience and things they enjoy about the subject.</p>	<p>*Ensure teaching coverage includes a focus on the skills needed for history (e.g. historical enquiry, investigation work) as well as building knowledge base</p> <p>*Complete application for History Mark over course of the next academic year</p> <p>*Apply to become a Local Heritage school; consider opportunities to study and promote local heritage in lessons and topics (e.g. Pablo Fanque for Y1 Circus topic could be supported by trip to Millennium Library local study centre)</p>
<p><b>Other Information:</b></p> <ul style="list-style-type: none"> <li>• Any further training requests or resource requests?</li> <li>• Local Studies centre in Millennium library offers free sessions for KS1+ children based on local links – they are happy to incorporate specific topics wherever possible.</li> <li>• Lesson observations due across school: ideally on a Tuesday. Please let me know a date/time before the Easter holiday ☺</li> <li>• YouTube usage: Staff <b>must watch all content to be shared with the children</b> before the lesson to check suitability.</li> </ul>	

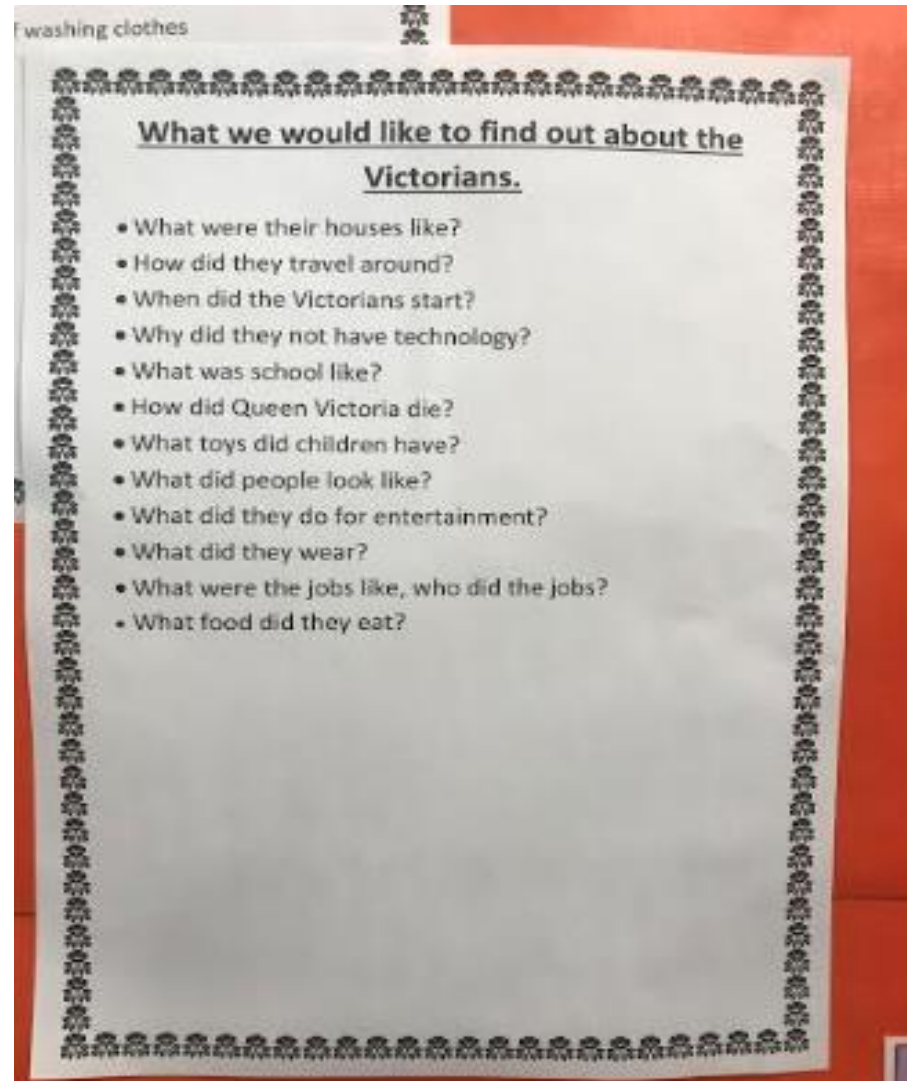
### **1.5 Informed Learners: How are pupils encouraged and supported to make judgements and decisions as independent learners?**

At Heather Avenue Infant School our vision is “preparing children for a bright future in a changing world.” We aim to achieve this vision through equipping pupils with the skills they need to be successful later in life; this includes allowing them to become resilient, independent learners for even the youngest pupils.

Pupils are taught history alongside the other curriculum subjects, through the use of key questions – both those posed by staff and, in time, those posed by the pupils themselves. For the children in the EYFS the teaching of these key skills begins in the Autumn term when children consider the changes they have experienced in their own lives from babyhood to now (See below for Tapestry observations). Pupils are encouraged to think about how they have changed and developed and are encouraged to formulate their own questions for a parent and baby who visit the class to talk about how they look after their child. As children move through the EYFS and into KS1 they become more skilled in formulating their own historical questions.


Children are encouraged to formulate questions based on sources of evidence about the past such as photographs, artefacts and artwork and to suggest ways that they may be able to find answers to these questions supported by staff and carefully chosen resources.

**1.5: Informed Learners:** Children in a Year 2 class formulate their own questions about the Victorians at the start of their new topic, these are created as part of a class discussion and incorporates discussions about how the answers to their questions can be discovered. By the time pupils reach Year 2, the emphasis is placed upon pupils beginning to suggest how to find answers to their questions.



**1.5 Informed Learners:** A Year 2 pupil uses a Victorian photograph to formulate a hypothesis about a Victorian child. The pupil has explained why they have reached their hypothesis based on their scrutiny of the evidence.

L.O: To look at historical sources.



In the Owls class we looked at this photograph a Victorian Child, we discussed what she was doing, if she was rich or poor and how we could tell.

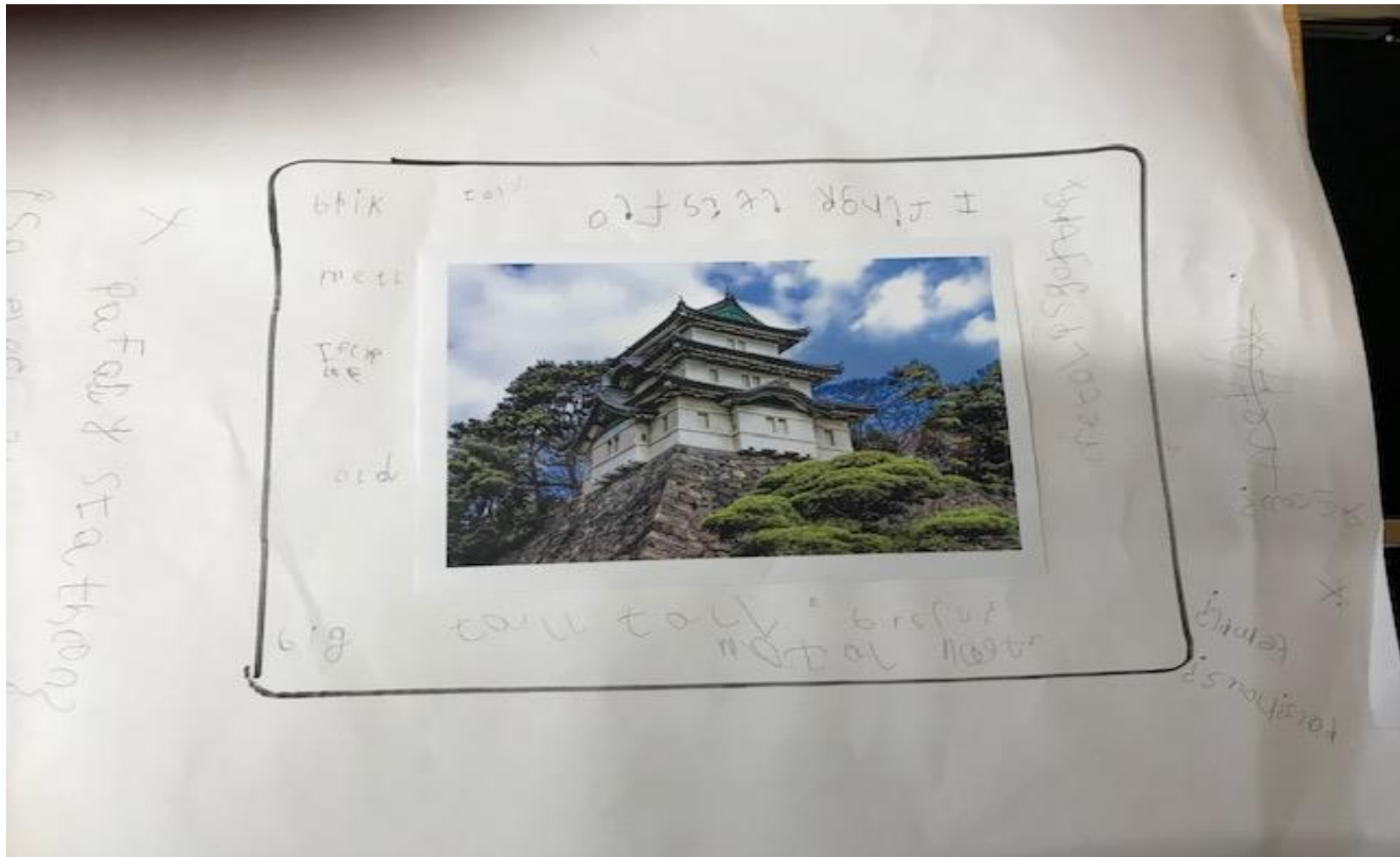
Do you think she is rich or poor, why? ↓

I think she is rich because she <sup>has</sup> got some <sup>where?</sup> ~~lace~~ <sup>has</sup> and she <sup>has</sup> got overalls. <sup>has</sup> also got some dolls. In the house it dark. ~~in the house.~~

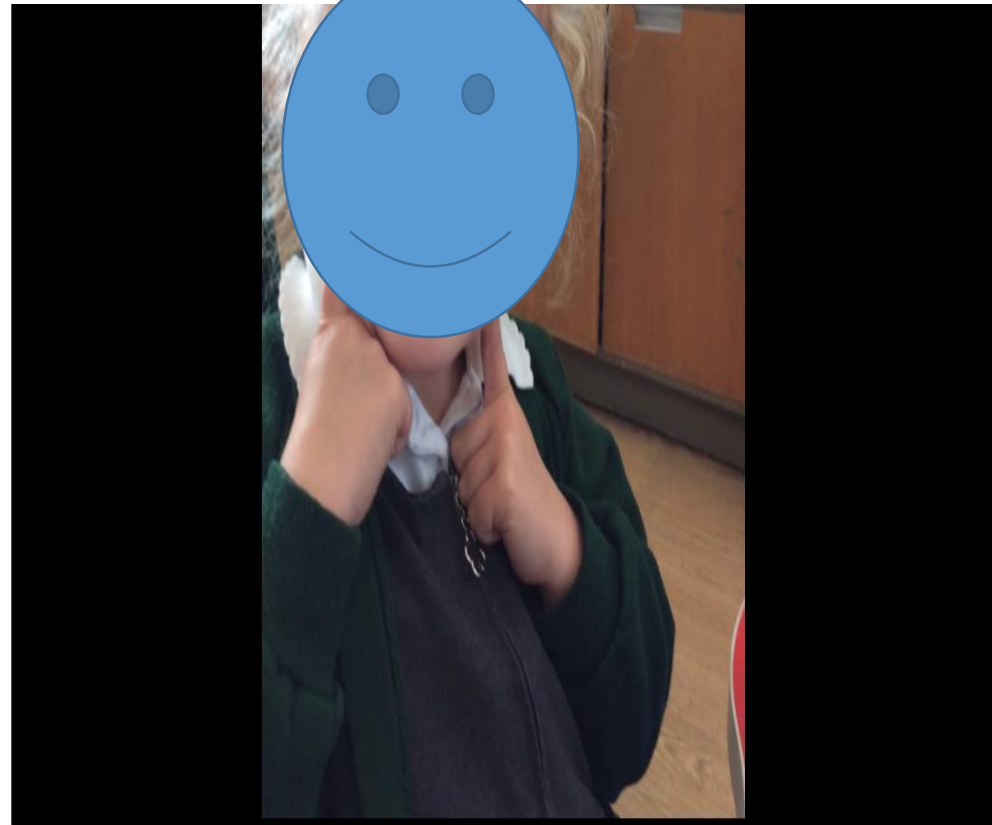
✓



**1.5 Informed Learners:** A Year 1 class use an adapted historical inference grid for the first time to make observations and form questions about the Tokyo Imperial Palace as part of their history lesson. The inference sheet was introduced for the first time following CPD training from Historic England in September 2018.



**1.5 Informed Learners (Tapestry):** An EYFS class meet a parent and baby and ask their questions about how the baby is cared for. The learning opportunity I'd used to assist pupils in drawing parallels between their own skills and how they have changed since they were babies. Staff record the children's observations following the visit to show the comparisons they have made.



Users with the "Download media" permission can download these photos and videos

### Notes

I asked [redacted] what she can do now that baby Afie can't do. "he can't draw but I can"  
" She says.

### **1.6 Marking and Feedback: How does marking and feedback enable pupils to make progress?**

Effective pupil feedback is an on-going priority at Heather Avenue Infant School and a subject that has been discussed and updated at some length over the last few academic years in order to ensure that feedback in all forms is both meaningful and helps pupils to make effective progress in all curriculum subjects, including history.

Due to the young age of the pupils in the EYFS classes, feedback is usually given verbally through pupil discussions. Written feedback is reserved for staff use when analysing pupils' work and independence in tasks. Pupil observations are recorded using the school's online learning journal system, Tapestry, and these are used at regular intervals to talk to the pupils about what they have been learning and to review progress made.

In KS1, a colour coded marking scheme is used to enable pupils to quickly identify areas that they have done well in and any areas that may need further attention. Pupils are given time to respond to teacher marking and this is completed in purple pen to clearly signify that it has been completed after the initial lesson when the child has had a chance to reflect on their work. A current area of focus of the history action plan is ensuring that pupils are given history-specific next steps or questions to consider in their history lessons, rather than ones focused on English skills e.g., spelling and grammar. This will continue to be monitored by the history subject leader during learning walks and book looks to gauge if feedback is effectively helping pupils to make progress.

**1.6: Marking and Feedback:** The adapted mark scheme adopted after staff discussions about the best way to clearly indicate feedback to pupils. *Please note: the policy is currently under review by staff and due to be updated this month.*



1. Appendix A: Marking guidance


2. HEATHER AVENUE INFANT SCHOOL

3. MARKING POLICY

4. Marking is the teacher's recognition of the child's work, effort, achievement and progress. It should indicate approval, encouragement, suggestions for improvement and correction where appropriate.
5. The staff of Heather Avenue Infant School have written this policy collaboratively. It was agreed at the meeting that consistency is important and a set of editing marks and procedures were agreed, for particular year groups.
6. All work completed by children should be marked by the teacher prior to the next session. If an alternative person marks the work e.g. trainee teacher, they should initial the work they have marked. The teacher's writing should be clearly legible alongside the child's. Written comments should be positive and where appropriate, appreciative of content and give guidance as to how improvements can be made.
7. Feedback should, wherever possible, take place through discussion with the child. It is a means of directing children, as well as a means of assessment. It should be focussed on a child's personal target, adapting the target where necessary. Mistakes are considered part of the learning process and success should be measured in relation to the learning intentions for a particular child.
8. Agreed Formats of marking:
9. Early Years Foundation Stage
10. Work corrected with child present, where appropriate, with next steps included on the work.
11. Year 1 and 2
12. Green highlighter pen used for areas of good work
13. Yellow highlighter pen used for areas of development
14. Next steps are presented in a cloud/bubble
15. Purple pen is used by children to show response to next steps
16. For most children, common high frequency words are corrected by the teacher and written above the incorrect spelling –Up to three of these should be highlighted in yellow for the child to learn to spell at the bottom of the page. For higher ability children more complex words will be corrected
17. All teacher's writing will be in blue/black pen

**1.6: Marking and Feedback:** A Year 2 pupil's work has been marked using the school's mark scheme showing where the pupil has met the learning objective for the lesson, their use of the word 'because' to explain their idea further has been highlighted in green.

L.O: To look at historical sources.



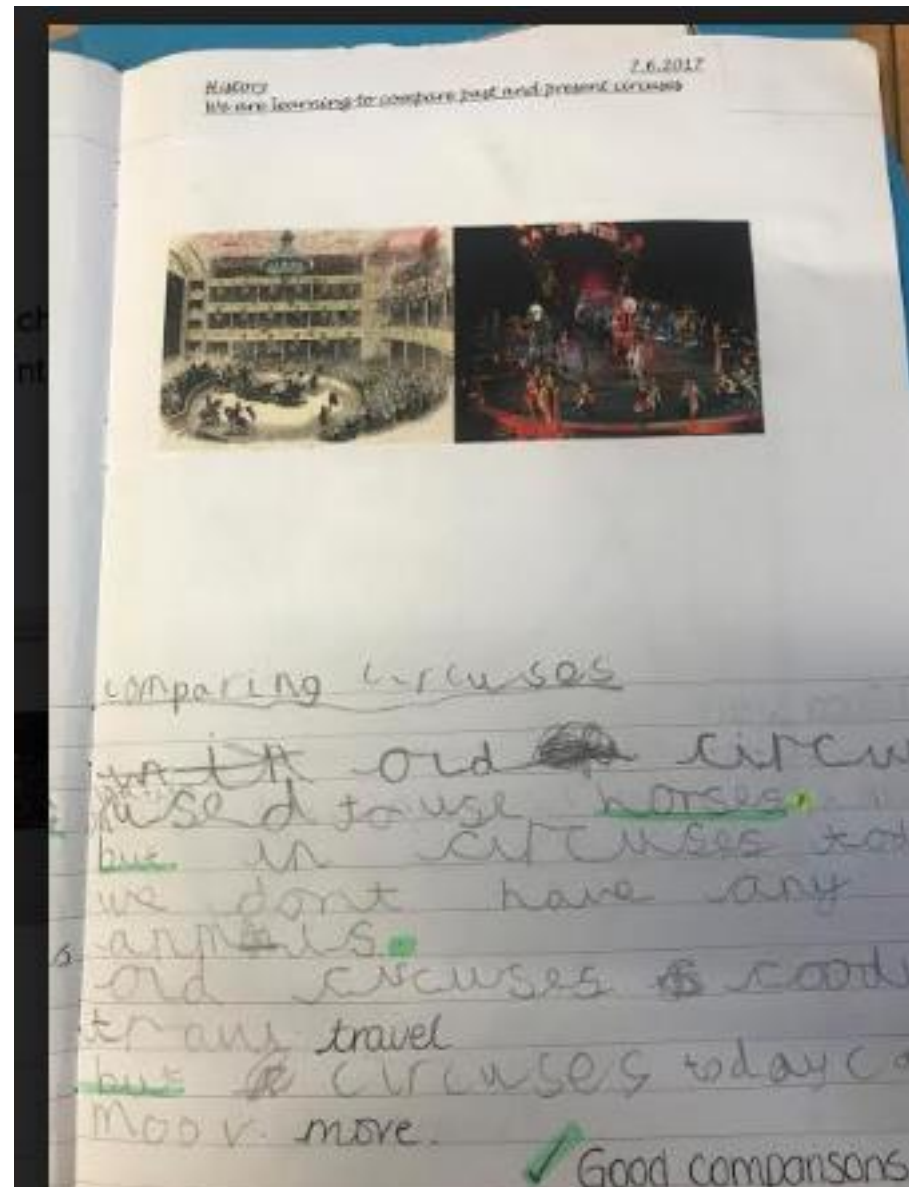
In the Owls class we looked at this photograph a Victorian Child, we discussed what she was doing, if she was rich or poor and how we could tell.

Do you think she is rich or poor, why? ↓

I think she is rich because she got <sup>has</sup> some ~~toys~~ <sup>where?</sup> ~~toys~~ and she <sup>has</sup> got overalls. <sup>has</sup> also got some dolls. In the house it dark. ~~in the house.~~

✓

**1.6: Marking and Feedback:** A Year 1 pupil's extended writing comparing old and new circuses at the end of their topic is marked using green and yellow. With pupils in Year 1, verbal feedback is also used while the work is being completed in order to help the pupils discuss their ideas in more depth and to allow the teacher to accurately understand the pupil's thinking.



## Section 2: Leadership

### **2.1 Status of History: How is the high status of history reflected in the school and beyond?**

At Heather Avenue Infant School history has been given a high status as part of the children's entitlement to a broad and balanced curriculum. This has been achieved in a number of ways: through high quality topic planning linked to children's interests and abilities, through the recent focus on local heritage as evidenced by the School becoming a Heritage School and through sharing and celebrating the work we do with the with parent-carers and the wider school community. In section 1.1 evidence of discussions with pupils' shows that they are developing an understanding of the importance of learning about history and that they enjoy their lessons.


The History subject leader ensures that History is given a high status by the staff team through the inclusion of history on the weekly agenda for staff meetings; this ensures that links with history remain at the forefront of planning new opportunities and experiences for the children. See below for extracts from staff meeting notes where history is discussed with the staff and new developments in the subject are shared.

Information about history learning and teaching is shared with parent-carers in a number of ways: through the school's annual report to parents, through weekly Celebration assemblies to which a child's parent-carers are invited to attend, through the weekly newsletter and through the school's online learning platform, Tapestry, an example of which with parent-carer responses can be seen below. Looking further beyond the immediate school community, the high status of history is further reflected in the school's links with local community groups such as a local residential home for the elderly which our KS1 classes correspond with on a regular basis.

**2.1: Evidence:** These examples of weekly Newsletters sent to the school community highlighting history achievements and activities.

**May 2018: Year 1 trip to the Forum shared with community**

**November 2017: Child sharing good work in assembly with parents/carers**




Friday 11<sup>th</sup> May  
2018



## Heather Avenue Infant School Newsletter

Volume 45, Issue 4

It was lovely to see all the children back to school after the long sunny bank holiday weekend! They have been busy as always in school completing lots of exciting work.

Year 1 enjoyed their trip to the Forum on Wednesday where they were able to look in the heritage part of the library and learn lots about the history of the circus along with some local history.

All of the classes have been doing lots of Art work in preparation for our Open Studio which will be open for you all to come and see in the week after half term. Please see the date's section for opening times to this event

It has been great to work with FOHA this morning as we continue to make arrangements for the Summer Fair which takes place on Friday 22<sup>nd</sup> June. We will have external stalls at this event – if you are interested in having a stall please do complete the form that has been sent out this week and return it to school as quickly as possible, also if you are able to help at this event please do see a member of the FOHA committee – Thank you!

**DIARY DATES**

- Week Beginning Monday 14<sup>th</sup> May 2018 – Sun safety awareness week
- Tuesday 15<sup>th</sup> May 2018 – Sun Safety Assembly
- Week Beginning 21<sup>st</sup> May 2018 – International week focused on St Lucia
- Thursday 24<sup>th</sup> May 2018 – 6.45pm. Governors

- Week Beginning 25<sup>th</sup> June 2018 – Healthy living week
- Friday 29<sup>th</sup> June 2018 – Sports Day
- Tuesday 24<sup>th</sup> July 2018 – Last day of Summer Term

**Think Wall Question.**  
Each week all classes discuss a question as

**Think Wall Question.**  
Each week all the KS1 classes discuss the same question as part of developing our philosophical reasoning skills. Next week classes will be discussing the question: **When you stand on a bridge are you standing on the ground?** Please take the time to discuss our Think wall question with your child and find out some of their interesting ideas.

**GREAT WORK**  
**FOXES CLASS (LA):**  
[redacted] showed us his excellent painting of Sunflowers.

**WOODPECKERS CLASS (CD):**  
[redacted] showed us his fantastic Sunflower painting.


**HEDGEHOGS CLASS (WH/AV):**  
[redacted] shared his outstanding facts about Victorian children and their health with us.

**OWLS CLASS (VM):**  
[redacted] shared her brilliant maths work on Counting Money with us.

**Safety Lesson**  
All classes have learnt about staying safe in the dark.

**Outside Awards**  
[redacted] was presented with her Multi-skills and Street Dance Certificates  
[redacted] was presented with his Swimming Certificate  
The whole school was presented with a certificate of appreciation from our local food bank – Thank you for all the Harvest donations!

**POPPY APPEAL**  
We have poppies available at school, for children who wish to donate some pennies to the Poppy Appeal.  
Please could the children bring their donation in a sealed envelope, labelled with 'Poppy Appeal' and the children's class teacher will arrange for the children to be taken to the hall to add their pennies to our poppy display and take a poppy.



**READING FOR LAST WEEK**

Owls	67%
Hedgehogs	75%
Woodpeckers	63%
Foxes	75%
Badgers	84%
Squirrels	36%

*Well Done to Badgers Class*  
The above percentages show the percentage of children who have read 3 times, in a week at home, in each class. The class with the highest percentage will have the trophy for this week.

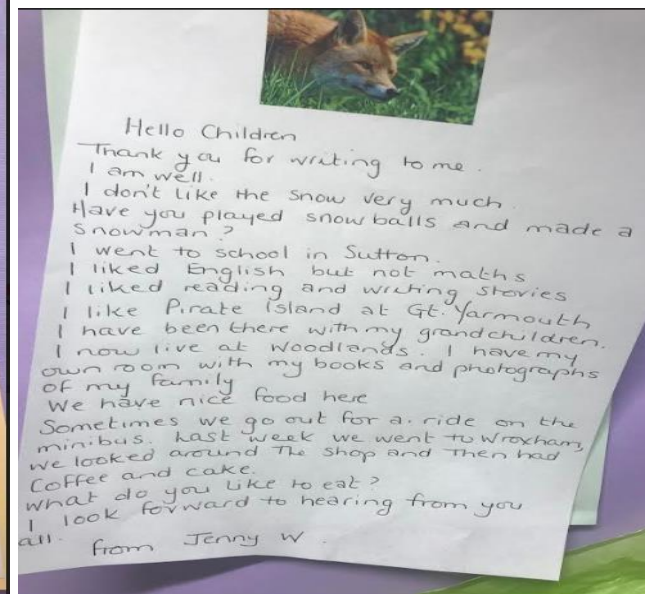
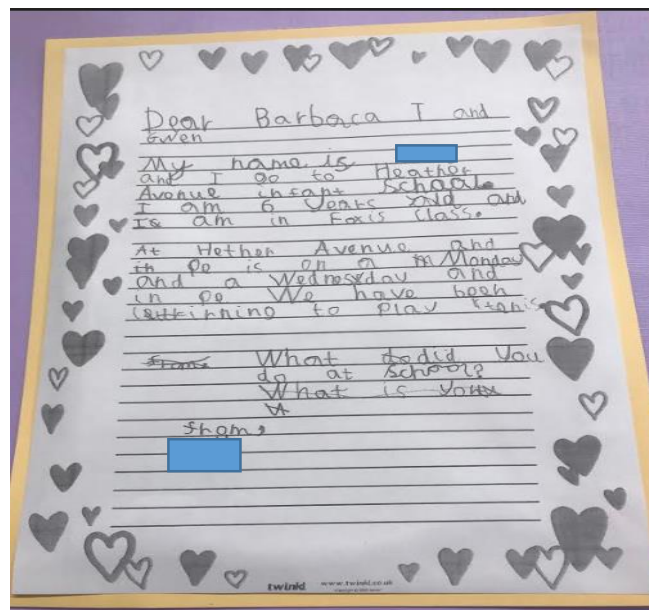
**ATTENDANCE AWARDS**

Owls	95%
Hedgehogs	87%
Woodpeckers	99%
Foxes	88%
Badgers	96%
Squirrels	93%

Government and Schools targets are for all children to achieve at least 96%.



**2.1: Care home for the elderly home link.** These photographs show a display in a communal school area celebrating the school's link with a local residential home for the elderly. This has been extremely useful in helping pupils develop an understanding of how life has changed for the residents since they were children.



**2.1:** Tapestry Observation and responses from Year 1 parents following their trip to the Local Heritage Centre show that parents appreciate being informed about their children's history learning and that history enjoys a high status with pupils and parents.



## 2.2 Organisation and Management: What structures for organising and administering history are in place?

There are clear structures for subject leadership at Heather Avenue Infant School. Subject leaders, including the subject leader for History, are well supported by the senior leadership team, including the allocation of non-class based time on a weekly basis for subject leaders to dedicate to their organising and developing the promotion and smooth running of their curriculum subject. The responsibilities of subject leadership include writing a policy for the subject and keeping it updated with curriculum changes, overseeing the long-term planning of the subject and ensuring that history has adequate timetabled time for each class to ensure access to a broad and balanced curriculum for all pupils. In recent years this has also included monitoring the strength of cross-curricular links between history and other subjects to ensure that opportunities to make meaningful links are in place.

Extracts from school's most recent Ofsted report (2012) comment upon the overall effectiveness of subject leaders, including the history subject leader, in ensuring the curriculum is delivered effectively. The full report can be found at:

<http://www.heatheravenue.co.uk/ofsted/>

- “Rigorous and regular assessment enables teachers to track pupils’ progress meticulously and to set targets which are both challenging and achievable. Pupils have an excellent knowledge of their targets and are ambitious to achieve them.”
- “In topic work, strong gains in scientific, artistic and cultural knowledge are enhanced by many opportunities to apply learning in literacy and numeracy”
- “Visitors enhance the curriculum effectively and display, such as the art work undertaken with a professional artist, attests to the stimulating environment for pupils’ learning. Close links to local churches and the ‘inter-generational’ club, which cultivates contacts to local people of all ages, ensure pupils’ understanding of community organisations is good.”

The role of the History subject lead also includes ensuring that CPD is skilfully planned to ensure that staff needs are met in terms of history knowledge and progression, this is achieved through a mixture of CPD and access to online resources.

**2.2 Evidence:** This class timetable shows the allocated time for history in a KS1 class. With the introduction of topic-based planning for year groups, the timetable will often be flexible in order to allow for more in-depth study in particular areas.

**Year 2 Hedgehogs and Owls Timetable Autumn Term**

	8.50-9.10	9.10-9.40	9.40-10.15	10.15-10.30	10.30-10.45	10.45-11.10	11.10-12.00	12.00-1.15	1.15-2.00	2.00-3.00
Monday	Registration and EMA	RWI Phonics	Literacy	Assembly	Playtime	Philosophy <u>Thunk Wall</u>	Numeracy	Lunch time	Science/ Computing	Sing a long
Tuesday						RE			PE	Handwriting
Wednesday Cooking						Circle time PSHE Citizenship			Art/ D&T	History
Thursday						Music			PE	Handwriting
Friday						Literacy (Big Writing)			PSHE/ SEAL	Geography

+ Literacy and Numeracy to contain meaningful, cross-curricular links to topic work being covered wherever possible.

## 2.2 Topic web extract showing provision for history through class discussion and continuous provision in an EYFS class

### Personal, Social and Emotional Development

SEAL: 1<sup>st</sup> half – Relationships. 2<sup>nd</sup> half – Changes

Staying Safe:

- > On a school trip
- > Whilst travelling
- > Near the coast/ water
- > In a busy environment such as an airport.
- > When crossing the road
- > When out with grown-ups
- > In the kitchen/ around the house
- > Keeping younger children safe
- > Near a building site
- > When using scissors, needles and other tools
- > Over the summer holidays/ sun safety

Healthy living week: why it is important to look after ourselves with a healthy diet, exercise, sleep and keeping clean.

Discussing caring for wild animals and pets.

Discussing our feelings and what to do if something is 'not fair'.

Simple goal setting for Year 1.

On-going: Story of ELLI (Effective Lifelong Learning Inventory)

– using the seven animals in our learning: strategic awareness (owl), changing & learning (chameleon), creativity (unicorn), resilience (tortoise), curiosity (cat), meaning making (spider) & learning relationships (bee).



## Reception: Squirrels Class & Badgers Class ~ Summer Term Topic Web~ 'Journeys' & 'The Teddy Bears' Picnic'



### Mathematics

Data handling: how did you get to school today?

Position using 'The Train Ride': making maps of the train's journey.

Number: sharing out loads to be transported by boat

Measurement: How far can your paper aeroplane fly?

Odd/Even Numbers: How many wheels on the car?

Measurement/Size: How tall is Daddy Bear's chair?

How long is Baby Bear's bed?

Capacity: measuring porridge recipes using different size containers.

Number: Solving problems related to doubles and halves. Double and half recipes for apple crumble.

Number Ordering: Order house numbers between 0-20 for Goldilocks to deliver her sorry letter.

Problem solving: word problems linked to the Teddy Bear's Picnic

Shape and Pattern: Explore, continue and create repeating patterns on picnic mats.

### Understanding the World

Learn about different methods of transport – link to school journey

Find out about journeys and how these have changed from the past. Learn about the Wright brothers and how resilient they were when designing planes.

Learn about travel by boat and under the sea e.g. submarines, Channel Tunnel Using Google Maps to locate coasts, oceans and rivers.

Understand and explain the Green Cross Code and how we travel safely. Learning about the origin of the teddy bear and describe their own teddies.

Making porridge – explore what happens when it goes in the microwave – discuss different tastes, i.e. sweet/salt.

Capacity through Water play – measuring with the tea set and different size jugs/containers

Explore technology by filming videos and taking photos whilst acting out the story 'Goldilocks and the Three Bears'.

Explore shadows and how these move by making a simple sundial and through Shadow puppet play of the Goldilocks story

Understanding how different games work- explore rules, similarities and differences and use these to create their own simple games.

Creating a scene using a paint program on the computer.

### Physical Development

PE: Multi-skills/games involving different types of movement e.g. jumping, throwing, catching, skipping.

Races – running, beanbag, moving in and out of cones, obstacle races.

Throwing and catching balls, bats and balls.

Weaving outside with natural colours

Making a poster about road safety– fine motor skills cutting.

Threading with bears.

Creating stick puppets of the characters from Goldilocks and the 3 Bears.

Cutting and sewing a teddy bear.

Cutting, sticking and joining to make homes out of shoe boxes for the bears.

Model making: flying machine and boat.

Observational drawing of teddy bears and natural environment

### Communication and Language

Describing types of movements used at the Dinosaur Park.

Explore descriptive language used in the story The Train Ride

Problem solving using the story The Lighthouse Keeper's Lunch

What do we like about where we live? Compare to other places the children have visited.

Exploring rhyming words.

What can you see from your flying machine?

Retell and act out the story of Goldilocks.

Discussing likes/dislikes of porridge.

Talk about feelings when things change

How could Goldilocks say sorry to the 3 Bears?

What are you looking forward to about Year 1?

### Literacy

Phonics: RWI groups

Class books to read:

- > Non-fiction book: books about travel and transport.
- > The Train Ride
- > The Lighthouse Keeper's Lunch
- > Percy's Bumpy Ride
- > Goldilocks and the Three Bears
- > Brown bear, Brown Bear
- > Where's my Teddy?

Literacy activities:

Description of a journey each child has been on in the holidays

Captions for photographs and artwork about trains

Planning and writing a story about a sea journey

Labels and description of a flying machine.

Creating a road safety poster

Sequencing the story of 'Goldilocks and the Three Bears'.

Hot seating Goldilocks/ Baby Bear: asking why/ what/ where questions

Speech bubble writing for the characters in the story.

Writing own porridge recipes

Creating a Goldilocks missing person poster

Writing a sorry letter from Goldilocks to the Bears

Writing an introductory letter for Year 1 teachers

### Expressive Arts and Design

Role play – Heather Avenue train station/ Airport/ 'The Three Bears House'.

Class collage of our favourite ways to travel.

Paintings of modern and historical trains

Exploring instruments which make long and short sounds.

Making travelling music for different vehicles e.g. trains, planes, boats.

Making boat models from paper mache.

Using instruments to accompany a journey story.

Create a model of a flying machine and paper aeroplanes

Use pastels to create road safety artwork.

Exploring fast and slow music – linked to different modes of transport

Making stick puppets of characters from

Goldilocks and the 3 Bears.

Making a teddy by sewing and adding felt body parts.

Learn the songs: 'Wheels on the Bus, How Did You get To School Today, When Goldilocks

Came to the House of the Bears and the Teddy Bears Picnic.

Adding music to the re-telling of Goldilocks.

Decorating a shoe box as a home for our teddy bears.

Building a new chair for baby bear using different resources.

Making hats for our teddy bears for a picnic.

Inventing games for bears to play at a picnic.

### Enrichment

Norwich Airport trip

International Week – St Lucia

Healthy Living Week including Sports Day

Challenge week – To organise a 'Teddy Bears Picnic' and invite a guardian to attend.

### Cooking

Pasta Salad

Picnic food

Crunchy cookies

Cheese and tomato twists

Lemon drizzle cake

Fruit salad

Trifle

Porridge

Apple crumble

Cheese and courgette scones

Cheese straws

Sandwiches

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2.2 The Skills progression document for History in Key Stage 1 shown below is provided to staff to ensure a balanced provision of history skills and their application is taught across the school, alongside the development of subject knowledge.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, [see 4a]</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing.. Using ICT...</li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their <b>knowledge and understanding</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

### **2.3 Self Evaluation and Monitoring: How does the school self-evaluate history? How does the SL contribute to the overall improvement in history?**

At Heather Avenue Infant School the role of self-evaluation forms a crucial part of the subject leader role. The history subject leader is instrumental in tracking the progress of all pupil groups in history and formulating an action plan for the subject accordingly. A range of evidence is used in the self-evaluation process including lesson observations, data analysis, work scrutiny and pupil interviews.

An example of how the subject leader self-evaluates history provision at Heather Avenue can be seen below where a lesson observation includes a planning scrutiny, observing the children at work and ensuring children's progress is effectively recorded either in books or on the school's VLE.

The action plan is used to set out how these next steps will be achieved and is used to feed into wider school planning, including the annually produced School Improvement Plan as required. An example of the inclusion of history on the SIP can be seen below.

The history subject leader gives termly updates to staff during dedicated CPD staff on progress towards targets and areas that remain outstanding. This is also used as time to plan next steps for the subject overall and to set out how these will be achieved. An example of a history subject leader report can be seen below, detailing progress towards targets and outstanding next steps still to be completed.

## 2.3 Evidence: Example of History action plan for 2017/18 drawn up by subject leader:

### Heather Avenue Infant School

Subject Area	History
Subject Leader	Louise Farrow
Date of Subject review	March 2017



Overall grading	Requires Improvement	<b>Good</b>	Outstanding
Reasons for overall grading	<p>Areas of strength</p> <ul style="list-style-type: none"> <li>• Use of historical vocabulary clearly explained, modelled. Children are encouraged to use the terms when explaining their ideas and opinions.</li> <li>• Photographs and online resources used well to illustrate teaching points such as the differences between children's lives now and in the past.</li> <li>• Evidence of links being made between history and other subjects, particularly maths (Time) and English in KS1.</li> <li>• Pupils in all year groups are encouraged and supported to express their ideas, questions and opinions about history. Children were able to talk about their learning and to recall information on topics covered.</li> </ul>	<p>Areas to improve</p> <ul style="list-style-type: none"> <li>• Use of display to celebrate and extend children's learning and understanding of history. <b>Topic display linked to History evident in all classes.</b></li> <li>• Use of artefacts and objects as well as pictorial/online sources when examining history. This could also include visits from/to educational settings. <b>Visits: Y2 Cathedral, Y1: Sainsbury's Art Centre Art/History, Reception: St Paul's Church</b></li> <li>• Pupil awareness and understanding of historical events, people and places within their own locality. Monitoring session shows main focus to be on national events/people/places across the school. <b>To Do: Contact local history groups and organisations to arrange visit to school e.g. for assembly.</b></li> </ul>	





### History Action Plan

Objective	Actions	Personnel responsible	Timescale	Resources/cost	Monitoring and evaluation	Success criteria
Create and embed links with local community groups and historical places of interest through visits to school and trips.	Develop links with local groups and places of historical importance.	LF, history subject leader to contact local groups and places to see what is available for the EYFS and KS1 age groups.  Class teachers to develop on visits and input given by ensuring that children are given opportunities for child-led inquiry.	Contacts made in Summer Term 2017 for trips and visits to be planned from beginning of Autumn Term 2017.	Dependent on visits and trips offered. Consider fundraising activities.	Book Looks Planning scrutiny Pupil interviews.	Pupil understanding of significant local historical events or people enhanced.
Increase use of real life objects and artefacts used in teaching historical concepts.	All topics planned contain use of at least one historical artefact that children can access. Children's learning enhanced through historical visits from or to educational	LF, history subject leader to research educational visits to the school or in the surrounding area for low cost. LF to contact local historical settings to enquire about use of artefacts with KS1. Class teachers:	Artefact to be planned for in History teaching for academic year 2017/18  Ideas for visitors for discussion at staff meeting.	Costs of artefacts used and trips to settings that classes wish to undertake.	History leader to monitor planning to find evidence of artefacts being used.  History leader to collate evidence of local history information to share with staff members.	Pupils use a wide range of sources to learn about the past.  Pupils can accurately describe historical artefacts from hands on experience.

	settings.	planning, sourcing artefacts to be used in teaching topics.				
HAIS to be awarded History Quality Mark from the Historical Association in the academic year 2017/18:  <a href="http://history.org.uk/ha-news/news/2329">http://history.org.uk/ha-news/news/2329</a>	Apply for the Quality Mark award, ensuring that all evidence towards the mark is recorded and submitted.  Raise funds from school community towards cost of applying.	History Subject Leader	Application process begun in Summer Term, 2017  Fundraising throughout the academic year.	£200 application fee  £300 on completion of application form.	Planning Pupil interviews Visit photographs and comments  Pupil portfolios.	Completed application process recognises high quality delivery of history teaching and learning.

## 2.3 Subject Leader mid-year update on progress towards action plan:

### History Subject Leader Report: Spring Term 2018



Strengths	Next Steps
<p>*In Reception classes the children's Tapestry accounts contain annotated observations of children discussing the passing of time and differences between 'now' and the past – both immediate and long ago.</p> <p>* Classroom Monitor up to date for The World in Reception and History in KS1 for all classes. Clear progress can be seen in coverage through Classroom Monitor from Year 1 to Year 2.</p> <p>* Computing resources being used in KS1 on a regular basis to access further information about topics.</p> <p>* Displays show areas children have covered and in the most effective cases are added to as the topic progresses.</p> <p>* Children at our school are enthusiastic about history and keen to talk about their knowledge, experience and things they enjoy about the subject.</p>	<p>*Ensure teaching coverage includes a focus on the skills needed for history (e.g. historical enquiry, investigation work) as well as building knowledge base</p> <p>*Complete application for History Mark over course of the next academic year</p> <p>*Apply to become a Local Heritage school; consider opportunities to study and promote local heritage in lessons and topics (e.g. Pablo Picasso for Y1 Circus topic could be supported by trip to Millennium Library local study centre)</p>



#### Other Information:

- Any further training requests or resource requests?
- Local Studies centre in Millennium library offers free sessions for KS1+ children based on local links – they are happy to incorporate topics wherever possible.
- Lesson observations due across school: ideally on a Tuesday. Please let me know a date/time before the Easter holiday ☺
- YouTube usage: Staff must watch all content to be shared with the children before the lesson to check suitability.

### 2.3: School Improvement Plan 2018-19 showing inclusion of history:

						and growth
To develop the skills of staff to meet children's learning needs in school  <b>Training and Performance management</b>	Read Write Inc. training through development days	LA	Autumn 2018- Summer 2019	Approx. £2000	Completion of training, information received by or cascaded to all staff	Skills learnt impact positively on children's achievement/well-being
	Safeguarding and Prevent refresher training  CPoms training for all staff	SC		Modules – Wensum Trust	Staff utilise elements to inform their own practice	
	First aid Training for all members of staff and updates as required	CK		£240 + Refresher Training £140		
	Local heritage training focused on Hellesdon and Norwich to develop children's understanding of local area	LS	Autumn 2018	n/a  Training accessed through Historic England		

**2.3: Example of subject leader monitoring in history:** The examples below give an example of how data triangulation is used by the history subject leader to monitor and evaluate the quality of history provision. The plans detail the expected coverage for the lesson,

Lesson observations show well children understand and respond to the learning objectives. The lesson is recorded on the school VLE, Tapestry, for parent-carers to comment upon and as a record of what the children have covered.


<p>L/O I can tell you about Victorian jobs for children</p>	<p>History Learn about Victorian places of work and the conditions of work factories and mills including <u>Hellesdon Mill image</u></p> <p>Short videos to watch about children at work - <a href="http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_factories/teachers_resources.shtml">http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_factories/teachers_resources.shtml</a></p> <p>Children to act out the jobs done by Victorian children</p> <p>TAKE PHOTOS for Tapestry</p> <p>Record reflections in book</p> <p>I was a ..... I liked my job because.....I didn't like it because.....</p>
	<p>Golden time Celebration Assembly</p>


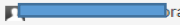



### Notes

This afternoon the children learnt about the hard jobs that children would have had in the Victorian times! We had street cleaners, domestic servants, chimney sweeps, factory workers and farm hands! I wonder if you can see who is acting out which job? We had a fantastic drama activity during our history lesson and the children were able to reflect on which jobs they would like and which jobs they wouldn't (with most children obviously wanting no job at all)!

### Comments

-  **Relative** - 22 Sep 2018 11:43 AM Like · 1 Like

Haha it is a great way to get the classroom clean! 😊  
 is loving learning about the Victorians and is always talking about it 😊
-  **Relative** - 28 Sep 2018 06:17 AM Like

 is loving learning about the Victorians! She's decided she'd like a domestic servant at home!

#### **2.4 Support staff: How effectively does the subject leader support specific staff? How is the subject leader supported?**

The History Subject Leader provides support for staff through weekly subject updates in staff meetings. These are minuted and sent to all teaching and support staff who are encouraged to approach the history subject leader with any further questions or comments they may have. CPD is provided for history based on staff discussions, lesson observations, changing curriculum requirements and data analysis (including lesson observations and work scrutinies) completed by the subject leader.

History is given a longer termly slot in staff meetings for the subject lead to discuss progress and next steps in the subject and to share priorities for the coming term. See history subject leader report in Section 2.3 for an example of a report circulated to staff detailing what has been completed and areas still outstanding for more information.

The subject leader is well supported by the school senior leadership team who have provided financial resources, time and staff support during the Quality Mark process. The SLT supported the professional development of the subject lead by enabling her to attend the Historic England CPD provided earlier in the year and by including this in the whole staff CPD schedule for the next academic year (see photographs and feedback below). The subject lead has been encouraged to pursue local history events that are of interest to the children such as the local castle museum's adopt an object scheme and partnership work with local community resources such as the local Heritage Centre. Leading history is included on the subject leader's performance management targets for the year to allow formal opportunities to discuss with SLT how the subject is progressing and to request further support or resources if needed.

Membership of the Historical Association allows the history subject lead to research topics and signpost staff to support available when beginning a new history topic or teaching a specific skill to their classes.

**2.4** Extract from history subject leader performance management document showing support identified for history subject leader by the headteacher and members of the SLT. This illustrates the importance the school places on allowing the history subject leader to effectively lead and manage history within the school.

**Methods in Computing**

**Extent, pattern and focus of monitoring:**

1. Record of well-being events and activities
2. Strategies for Well-being in place
3. History folder and evidence
4. Staff Meeting time and notes
5. Computing assessments recorded in identified format
6. Subject leader reports

**Other Evidence:**

1. Staff well-being
2. History Mark

**Support:**

1. Head teacher as required
2. Staff team
3. Any identified training

**Timescales for Completion**

1. July 2018

**2.4 Evidence:** example CPD provided for staff via email from history subject leader in order to ensure staff are kept up to date with history curriculum developments and to improve history provision across the school.

## History article: common confusions and misconceptions Inbox x



Stevens, Louise <[redacted]>

Fri 4 May, 11:48 ☆ ↶ ⋮

to Head, Senco, Wendy, avargo67rf, Victoria, Charlotte, Laura, rbailey8br4, klester4crl, me ▾

Hi all,

Please find attached the first part of an article from Primary History magazine about common misconceptions and confusions that primary aged children often have. The first and second are most relevant for our age and stage. Please have a quick look if you have the time as it has some useful advice.

If you would like to read the full magazine I have saved a copy on the server in the History file.

Thanks,  
Louise x

# What confuses primary pupils in history? Part 1

Tim Lomas

Warning: this is not an article about history howlers. Over the years, newspapers in particular are inclined to publish some findings into pupil ignorance especially relating to lack of awareness about the 'milestone' British personalities and events. While we can bemoan children's and adults' ignorance and confusion about history, this article is primarily concerned with how pupil progress is affected negatively by more general misunderstandings and confusions.

What are some of these confusions? Here is what some teachers felt were some of the main ones – though they do not attempt to separate pupils such as younger/older and higher and lower attainers.

- Muddling issues from one period or place with those of another place.
- People in the past must have been different to how we would not do this nowadays.
- I can't see how this links with anything else.

In the next edition:

- **Confusion 4:** Not understanding how sources can be used properly.
- **Confusion 5:** Not understanding that there can be several ways of looking at things in history (interpretations).
- **Confusion 6:** Pupils not understanding properly what teachers are asking them to do.

### Confusion 1:

**Pupils not having enough knowledge, with the result that they are unable to understand what is distinctive about a topic, society or theme and how it compares with others.**

### How and why children might get in a mess?

Children might have very fixed stereotypical views, e.g. about people of different heritages, women, countries and groups. Some of these might

**2.4 Evidence:** photographs and feedback from whole school CPD provided by History Association and tailored to the school's next step target of increasing knowledge about the local area.





1. Course date (dd/mm/yyyy) 01/09/18 & location (town/village) Hellesdon

2. Which best describes you? (Please tick  or shade one only)

Initial Teacher Training	<input type="checkbox"/>	Newly Qualified Teacher (NQT)	<input type="checkbox"/>
KS1 Teacher	<input checked="" type="checkbox"/>	Key Stage 2 Teacher	<input type="checkbox"/>
Secondary Teacher	<input type="checkbox"/>	Teaching & Learning Assistant/Tutor	<input type="checkbox"/>
Heritage & Cultural Education Provider	<input type="checkbox"/>	Other (please write in) _____	<input type="checkbox"/>

Please rate how much you agree with each statement using the scale below. Tick or shade one circle only for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)

Statement	Strongly Disagree	Disagree	Neutral / No opinion	Agree	Strongly Agree	Don't Know / Not Applicable (DK / NA)
	1	2	3	4	5	6
<b>After participating in CPD or training session:</b>						
3 I have a greater understanding of the value of using local heritage in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I have a greater understanding of how to embed local heritage into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I have a greater understanding of how local heritage connects to the national story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I have an increased awareness of and access to useful resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 I have developed skills that I could use in my teaching/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. What was most useful?

The resources and access to all the webpages - THANK YOU!  
Linking history in a cross curricular way

Please rate how much you agree with each statement using the scale below. Tick or shade one circle only for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)

Statement	Strongly Disagree	Disagree	Neutral / No opinion	Agree	Strongly Agree	Don't Know / Not Applicable (DK / NA)
	1	2	3	4	5	6
<b>After participating in CPD or training session:</b>						
3 I have a greater understanding of the value of using local heritage in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I have a greater understanding of how to embed local heritage into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I have a greater understanding of how local heritage connects to the national story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I have an increased awareness of and access to useful resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 I have developed skills that I could use in my teaching/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. What was most useful?

I enjoyed finding out alot more about Hellesdon

**2.4 Evidence:** Extract from staff meeting minutes showing history being discussed with staff team on a regular basis, ensuring teaching staff are up to date with subject developments:

**History - LS**

Inset days are organised.  
Actions have been completed from plan.  
Following Fathers Day questionnaire it was decided to do After school this time and In school next time. Sport was a popular option.

**History - LS**

Free inset in local area Hellesdon - presenting what she finds.

Learning in the local area is the area we need to have most evidence for.

Maps are now laminated and can be used now. They are also online from the server and can be used on the interactive whiteboards.

**History subject leader report - LS**

Handout was shared - see hard copy in the staff meeting file in the staffroom.

**Main points:**

Reception getting a sense of their place in time - events very recent (yesterday) or events a long time ago (birth of Jesus).

Computer resources are widely used.  
Displays are building as topics progress.

**Next steps:**

Not just learning facts but acquiring skills to develop such as asking questions.

**History Mark:**

Application is through - focus on local history. The local studies part of the Millennium library has many resources - circus posters, maps... Can email April for any advice or information - see LS for details or if you have any training / resources requests.

**History observations:**

13th March - Year1 pm. Year 2 LS to arrange.

**Utube:**

LS said to view all utube clips through to the end before showing to children.

**LS training:**

LS shared free samples, maps, census records, photos...

**Heritage schools:**

Free application - SC signed after all agreed. - CPD available

## **2.5 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching?**

The history subject leader is responsible for planning and overseeing the use of effective CPD in history, supported by the school leadership team. The school is a member of the Historical Association and receives their Primary History magazine, which is kept in a central location. Opportunities for meaningful CPD are identified through discussions with staff, analysis of data, lesson observations and through changes to the curriculum, such as the introduction of the revised National Curriculum in 2014.

The past academic year has focused on introducing more local heritage to lessons in order to give pupils a sense of place, as such the history subject leader attended local training organised by Historic England. As a result of this training this opportunity was extended to all teaching and support staff for a half day INSET session, run by Historic England.

The feedback received from staff following the local heritage training was overwhelmingly positive (See CPD feedback below) and led to new approaches being trialled in history lessons across the school; particularly work and on children formulating their own lines of enquiry for topics. It also led to the Year 1 classes learning about the work done at the Norfolk Local Heritage Centre in Norwich city centre (see <https://www.norfolk.gov.uk/libraries-local-history-and-archives/researching-family-and-local-history/norfolk-heritage-centre> for more information) and using this information to arrange and book a bespoke trip focusing on Norwich's history of hosting circuses. The children were able to visit and see the artefacts held by the Centre while centre staff explained how these are used to learn about the past. See Section 3.5 for photographs and more information about their trip.

**2.5** The school's membership of the Historical Association ensures that subject knowledge is kept up to date through the online resources available staff can access articles and resources that are appropriate to the needs of the children at our school.

Thank you for purchasing from the **Historical Association**.

Here are the details of your order. Please retain this email for your records.

**If you have ordered or renewed HA membership** - Thank you!

You can access all your membership resources including journals and podcasts right away by logging in to your membership account at

[www.history.org.uk](http://www.history.org.uk). Don't forget to take a few moments to personalise your profile including your interests and preferences. If you have any

 Home

My 

My Account Details

## My Resources



Teaching and learning through personal, family and local history



Early Years: Learning about the Past



History outside the classroom at Key Stage 1

[View all saved resources →](#)

2.5 Outline of CPD attended by history SL last academic year from Historic England and designed to improve History Subject Leaders knowledge of the local area, a key goal of the History action plan.



## Norwich Millennium Library

Explore, discover & be inspired  
Heritage Schools CPD

### Itinerary

#### Morning Session

9.00 am coffee/tea; register; welcome & introductions

9.15 am How the Heritage Schools Programme can help you.

How to make a start: Using historic maps and aerial photos to unravel the heritage in your area and link it to your curriculum

10.30 am Break

10.45 am A Journey through Time: Stone age to 21<sup>st</sup> century: How to use your local heritage to develop chronological understanding. The Loo Roll Challenge

How to do a unique local study in 4 easy steps: Using Historical Directories and Census returns to meet local people from the past

12.00 pm Lunch

#### Afternoon Session

1.00 pm Norfolk Heritage Centre at the Norfolk & Norwich Millennium Library: Who are we and how can we help?

1.30pm Behind the Scenes tour

2.00pm Changes within Living Memory: Discover national and local changes through our photographic collection and picture yourself in the past.

3.00 pm finish/break

## 2.5 Staff feedback from CPD attended from Historic England

17	Raise their aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	NA
18	Improve their sense of place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
19	Increase their sense of pride	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
20	Develop their self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Only complete this section if you are part of the Heritage Schools programme.

As a result of being part of the Heritage Schools programme					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	DK / NA
21	I have increased knowledge of the heritage and cultural offer in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
22	I have benefited from opportunities to share good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
23	I am more likely to make use of local services and resources linked to heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
24	I feel more confident about embedding local heritage into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
25	I have access to resources I could use in my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
26	The pupils I work with have increased their knowledge and understanding of local heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
27	The pupils I work with are more connected to the place they live in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				

28. Any other comments?

Thank you so much! Excellent!!!  
The amount of work you did to prepare for us is outstanding!

1. Course date (dd/mm/yy) 3 / 9 / 18 & location (town/city) \_\_\_\_\_

2. Which best describes you? (Please tick ✓ / shade one only)

Initial Teacher Training	<input type="radio"/>	Newly Qualified Teacher (NQT)	<input type="radio"/>
KS1 Teacher	<input checked="" type="radio"/>	Key Stage 2 Teacher	<input type="radio"/>
Secondary Teacher	<input type="radio"/>	Teaching & Learning Assistant/Tutor	<input type="radio"/>
Heritage & Cultural Education Provider	<input type="radio"/>	Other (please write in) _____	<input type="radio"/>

Please rate how much you agree with each statement using the scale below. Tick or shade one circle/score for each statement. If you are unsure mark the 'Don't Know / Not Applicable' option (DK / NA)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't know / Not Applicable	
1	2	3	4	5	DK / NA	
<b>After participating in CPD or training session:</b>						
3	I have a greater understanding of the value of using local heritage in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	I have a greater understanding of how to embed local heritage into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	I have a greater understanding of how local heritage connects to the national story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6	I have an increased awareness of and access to useful resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	I have developed skills that I could use in my teaching/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8. What was most useful?

Everything! Amazing knowledge, activities, resources and teaching!

9. Any suggestions how to improve the impact and effectiveness of the CPD training?

Nothing! More time with Kate! ;)

## **2.6 Views of parents and the Media: How effectively do views of parents and media support improvements in history provision:**

At Heather Avenue Infant School, the school operates an open-door policy in that parent-carers are able to make an appointment with class staff to discuss curriculum matters or other matters at any point in the school year. Parent-carers are given the opportunity to meet with their child's class teacher three times a year for a consultation on the individual progress of their child. Curriculum matters raised during these meetings are reported back to the headteacher and SLT for consideration and have been proved to be a valuable source of resources and ideas, for example following a consultation with one parent-carer the children were able to meet a thatcher and learn about how he completed his work and the history of thatching.

The school issues an annual pupil report with information on individual children's effort and attainment in each subject studied. Included in this report is a page for parents and carers to offer feedback on all subjects, including history, if they wish. All responses are passed to the headteacher and SLT for consideration.

The introduction of Tapestry online learning journals to the whole-school community has recently greatly improved the parental engagement in subjects covered in class and feedback from parents has suggested that they very much enjoy being able to see what their children have been covering in class in KS1 as well as in Reception where Tapestry was already being used.

The school has also recently introduced a Suggestion Box in the school playground to further gather school community members views on school matters, including views on curriculum coverage of subjects

**2.6** Tapestry software used to share children's work with parents and to offer a platform for parents to reply, this also offers an opportunity for parent-carers to talk with their child at home about their learning in school. This has been favourable received by the parents and carers in Key Stage 1 in particular where the use of the software is new.



Users with the "Download media" permission can download these photos and videos


## Notes

This afternoon the children learnt about the hard jobs that children would have had in the Victorian times! we had street cleaners, domestic servants, chimney sweeps, factory workers and farm hands! I wonder if you can see who is acting out which job? we had a fantastic drama activity during our history lesson and the children were able to reflect on which jobs they would like and which jobs they wouldn't (with most children obviously wanting no job at all) !

## Comments

  **Relative** - 22 Sep 2018 11:43 AM

 Like · 1 Like 

Haha it is a great way to get the classroom clean! 😂  
 is loving learning about the Victorians and is always talking about it 😊

  **Relative** - 28 Sep 2018 06:17 AM

 Like 

 is loving learning about the Victorians! She's decided she'd like a domestic servant at home!






## Notes

Today we learnt about the life of Victorian children working in the mill. We all decided we would not like to work in the mill. We then had a go at weaving.

## Comments

 **Relative** - 21 Sep 2018 06:50 AM

 Like 

 said that she would not like to have got up at 3am to work in the mill!.. 😊

Add a comment

**2.6** The school's Suggestion Box offers a forum for parent-carers and wider members of the school community to offer feedback and suggestions on any aspect of the school's provision, including subject coverage. All suggestions are considered by the SLT.



2.6 The school's annual pupil report proforma reports on pupil achievement in each subject area and gives an indication of each child's academic achievement and effort, there is also a reply page for parent-carers to feedback on the curriculum covered.

Subject	Attainment					Effort			
	Exceeding	Secure	Developing Plus	Developing	Working Towards	Outstanding consistently self-motivated	Good self-motivated most of the time	Requires Improvement occasionally needs motivating	Unsatisfactory consistently needs to be
	Exc.	Sec.	Dev. +	Dev.	WT	A*	A	B	C
Science	.					.			
Comments	[redacted] shows an interest in the world around her and has shown a secure level of knowledge and understanding. She independently plans investigations and offers thoughtful predictions of what she expects will happen and why. She interprets observations accurately.								
Computing		.				.			
Comments	[redacted] is able to independently browse an internet website to gather information. She has created interesting artwork using graphic programs and is confident at using a keyboard to type. She has successfully used the iPad to create and save a simple program.								
PE		.					.		
Comments	[redacted] participates well in all PE activities. She has particularly enjoyed dance and gymnastics and can confidently link several skills and actions in a short sequence. She has a good understanding of the need for fair play in team games and always sticks to the rules.								
Art		.				.			
Comments	[redacted] is able to persevere on a piece of artwork and make changes to it until she is satisfied. [redacted] is visually perceptive with good powers of observation. She is confident in the use of a range of materials and has mastered the technique of colour mixing.								
Design & Technology		.				.			
Comments	[redacted] has enjoyed designing and making products from a variety of materials. [redacted] produces detailed plans with diagrams and pictures. She makes sensible choices when selecting tools and materials to work with and always uses tools carefully.								
Geography	.					.			
Comments	[redacted] is able to name all four countries of the U.K and has used maps and a globe to find the different localities and can describe them using accurate geographical vocabulary.								
History		.				.			
Comments	[redacted] has demonstrated a keen interest in all our history topics this year. She makes knowledgeable contributions to class discussions and listens carefully to the information and facts given. She has used a range of resources to find out more information.								
RE	.					.			
Comments	[redacted] has listened with interest to stories from a range of religions and cultures; she considers								



Acknowledgement
Guardians are invited to make an appointment to see the class teacher in the week beginning 10th July 2017 to discuss any specific issues or concerns raised in the report.
Guardian Reply
If you wish to make a comment, please do so in the space below and return this acknowledgement to the school.

## Section 3: Curriculum

### **3.1 Curriculum Design: How innovative and engaging is the content of the history curriculum?**

The history curriculum at Heather Avenue Infant School is planned in accordance with the requirements of the revised National Curriculum (2014) for Year 1 and Year 2 classes and the Early Years Foundation Stage for the Reception classes. The history subject leader holds overall responsibility for ensuring that lesson coverage relates to these documents, as outlined in the school's history policy. An extract from the school's history policy, written by the subject leader can be seen below.

Class teachers are responsible for reviewing and revising the termly topics taught in class, in line with the curriculum maps provided by subject leaders. These are continually tweaked in order to support the needs and interests of the pupils as well to respond to national or local events. Having a topic based approach allows greater scope for meaningful links to be made between subjects as can be seen in the highlighted topic maps for each year group below. These links allow pupils to access history in the context of other subjects and has proved particularly useful in literacy lessons for Year 1 and Year 2 classes as it offers greater opportunities for extended writing.

The engagement of pupils in history learning is key to pupils achieving well and enjoying the subject, as such topic coverage is reviewed annually to ensure that it meets the requirements of the curriculum documents stated above but also will be of interest and relevance to our pupils specifically. This means that topics are reviewed and altered on an annual basis depending on the cohort of pupils. The introduction of a Circus topic in Year 1 was in direct response to pupil interest in a circus arriving locally while Year 2 pupils in the academic year 2017/18 altered their planned topic to include the World Cup.

### 3.1 Extract from history policy regarding curriculum design

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#### Planning

Our planning consists of these stages:

1. Long term planning

This takes place at whole staff level. Decisions have been made that we will use School's curriculum map based on the Curriculum 2014. Each year the Year 2 focuses on our Royal family. In Reception reference is made to Understanding the World area of learning from the Early Years Foundation stage curriculum.

2. Medium term planning

This is done on a termly basis by means of a topic web, where the skills from the History curriculum map and EYFS curriculum are used to plan the history element of the terms topic.

Plans are submitted to the Head Teacher on a termly basis and are made available to parents and other members of staff, including the curriculum co-ordinator.

3. Short term planning

Weekly overviews are used to ensure curriculum coverage. These are done by the class teacher with focus on learning objectives and assessment opportunities, and possible use of ICT to enhance both teaching and learning of this subject.

The curriculum map for History provides a useful basis for medium and short term planning and ensures progression throughout the school.

#### Differentiation

We aim to encourage all our children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

## 3.1 Curriculum overview redesigned annually

### Year 2 example: Autumn Term

Use our Garden plot for measuring and planting of seeds.

Week 3: Statistics: Count numbers in each category-Which Victorian job is most popular in Hedgehogs/Owls Class?

Week 4: Addition and Subtraction: Solve problems with addition and subtraction using concrete objects and pictorial representations-Victorian school problems.

Week 5: Measurement: Solve problems involving money-addition and subtraction-solve money problems using healthy foods.

Week 6: Statistics: Compare data –ask and answer questions-Look at statistics for Victorian Harvest.

Week 7: Statistics: Compare data –ask and answer questions -Look at statistics for Victorian health and hygiene.

Week 8: Geometry, position and direction: Identify properties of 2D shapes-including lines of symmetry-Find shape and symmetry in Japan architecture [Japan week].

Week 9: Number and place value: Compare and order numbers from 0-100 using signs and number lines-Timeline of inventions.

Week 10: Geometry, position and direction: Order and arrange combinations of objects in patterns and sequences-create pattern using plants/leaves.

Week 11: Measurement: Recognise and use symbols for money and combine to make particular values, find different combinations of coins to equal the same amount of money-Create values for Christmas items.

Week 12: Addition and Subtraction: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100-Victorian holiday word problems.

Week 13: Measurement: Compare and order mass, choose and use appropriate standard units-Weighing amounts of cooking ingredients.

Week 14: Fractions: Find, name and write fractions of length, shape or a quantity-Making and sharing Christmas cake.

#### History

- Investigate a timeline and find out when the Victorian times were and what defined them.
- Learn about the Royal Family in Victorian times.
- Using various sources of information learn about life in Victorian times and compare with our lives today.

#### P.E Games/Dance:

- Learn to play various Victorian games including; quoits, skittles and hoop and stick.
- Create a dance to a piece of Victorian music.
- Learn to variety of Victorian action rhymes.
- REAL PE follow programme to develop Fundamental skills.

#### R.E

- Listen to stories from the Bible and reflect on what they are teaching us about the world in which we live, incorporating Victorian morals.
- Find out about Christmas in Victorian times and the Nativity Story.

#### Citizenship/PSHE

SEAL –New Beginnings, Getting on and falling out and Say No to Bullying.

Core theme 3-Living in the Wider World

Use our learning about the Victorians to help us consider our lives today and our place in the world as a Global Citizen.

- Listen to traditional tales told in Victorian times.
- Dramatise events in stories.
- Write traditional tales in our own words.
- Write Explanations about how Victorians kept clean, their health and hygiene.
- Write an Explanation of a Victorian Harvest.
- Read and write Recounts of various events including our learning about Victorian bath nights and the life of a Victorian child.
- Write poems about Victorian Inventions and Plants.
- Write reports about Victorian Holidays.
- Create a Power Point presentation about the Victorians, writing a factual report on different areas of Victorian life such as; the Victorian home and garden, Victorian places of work, Victorian inventions.

## The Time Traveller



#### Computing

Use the programme, 'Word' to create a Victorian timeline of inventions.

Create a 'Power Point' presentation about the Victorians.

Create instructions for growing herbs in our herb garden.

Design and create signs for a Christmas fair.

Write a report about seaside holidays in Victorian times.

Create a Victorian Christmas card using Computing technology.

Find out information using a variety of websites such as:

[http://www.bbc.co.uk/schools/primary/history/victorian\\_britain/](http://www.bbc.co.uk/schools/primary/history/victorian_britain/)

<http://primaryhomeworkhelp.co.uk/victorians.html>

<http://www.vam.ac.uk/page/v/victorian-furniture/>

#### Music

Learn the Victorian songs- In an English Country Garden and Ring a Ring a Roses.

Learn a Victorian Work song.

Create music compositions linked to Victorian stories, poetry and ideas.

Learn Victorian rhymes.

Learn about music for entertainment in the Victorian times.

Investigate a variety of instruments that would have been used in the Victorian times.

#### Art

Introduce Art and Design in Victorian times, focus on William Morris and look at samples of his work- recreate in sketchbooks.

Look at Victorian samples, how they are created and what they represent.

Design and make clay pot for a herb garden.

Look at corn dollies and how they are created.

Design and make a bathing hut.

Create and design own stamp.

Design and create Victorian Christmas decorations.

- Investigate which materials conduct electricity.
- Learn about 'Fair Testing'.
- Find out about Electrical Items invented in Victorian times.
- Investigate the requirements for Health and hygiene-how today's requirements compare to Victorian times.
- Investigate how materials can be changed.
- Find out about the plants grown in the gardens of a Victorian home and the best conditions for a herb garden to grow.
- Create a profile of a material and its properties.

#### DT

- Create a card based on designs by Sir William Morris.
- Design and make a Victorian weaving project.
- Create fridge magnets.
- Investigate the ways in which different Victorian Games worked.
- Design, make and evaluate Victorian Christmas decorations and cards.
- Cook a variety of food dishes.



#### Geography

- Create a map of oceans and continents-find out which countries belonged to the British Empire.
- Find out about some of the different countries that were part of the British Empire.
- Learn about Victorian holidays in the past, the destinations, methods of travel and traditional holiday events of the Victorian age.

## Hedgehogs and Owls Class

Autumn term 2018  
Year 2  
Key Stage One

# Year 1 example:

<p>treasure coins</p> <p>Week 5: <b>1.7 Multiplication and division</b> – solve problems involving multiplication and division using arrays. - Multiplication and division of food in the lighthouse keeps lunch box.</p> <p>Week 6: <b>1.7 measurement – know the value of coins and notes.</b> Identify and use the coins in the pirate treasure chest to buy food for the ship.</p> <p>Week 7: <b>1.8 measurement – capacity.</b> - Measure the capacity of our treasure chests how much gold will fit in each chest?</p> <p>Week 8: <b>1.8 measurement – length.</b> Measure the length of our planks and boats.</p> <p>Week 9: <b>1.8 measurement – weight.</b> - Measure the weight of gold in our treasure chests.</p> <p>Week 10: <b>1.9 addition and subtraction – add one digit and two digit numbers to 20.</b> – add two contents of treasure chests together.</p> <p>Week 11: <b>1.9 measurement – language of months.</b> - Add in the missing months of the year.</p> <p>Week 12: <b>1.10 Geometry, properties of shape – identify props of 3D shapes</b> - Sort the 3D treasure by their properties.</p>	<p>why they are used.</p> <ul style="list-style-type: none"> <li>• Designing our own boats.</li> <li>• Investigating which materials are waterproof?</li> <li>• Decorating our boats for a competition, and we will compare shiny/dull materials with smooth/rough materials.</li> <li>• Making portholes for our boats so the captain and crew can see out.</li> <li>• Investigating which materials are opaque and transparent?</li> <li>• Making some mops to scrub the decks of our boats and we will investigate which kitchen roll is most absorbent.</li> <li>• Making rigging which is strong enough for our crew to climb up to the birds nest and we will investigate structures and strength with art straws.</li> </ul>	<p>(Rhyming Couplets), P3 -Vocabulary building.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Reading and retelling 'The Night Pirates'.</li> <li>• Sequencing the story of 'The Night Pirates'.</li> <li>• Reading 'How to be a Pirate'.</li> <li>• Writing a report on how to be a good pirate.</li> <li>• Fact file based on 'How to be a pirate'.</li> <li>• Reading 'How deep is the Ocean' by Celia Warren.</li> <li>• Writing a free verse about the sea.</li> <li>• Reading 'The Snail and the Whale'.</li> <li>• Writing a poem about a pirate ship using rhyming couplets.</li> <li>• Writing a poem about a pirate using rhyming couplets.</li> <li>• Reading a Treasure cookies recipe.</li> <li>• Writing the recipe of how to make treasure cookies.</li> <li>• Writing the Easter Story.</li> </ul>
<p><b>History</b></p> <p>In History we will be learning about the lives, achievements and lifestyles of two famous sailors who lived in two different periods of time. They are Lord Horatio Nelson and Dame Ellen MacArthur.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Comparing the different sailing lifestyles of the two sailors such as the type of boats they sailed and the journeys they took</li> <li>• Writing a report about the life achievements of both sailors.</li> </ul>	<p style="font-size: 2em; text-align: center;">Land Ahoy!</p>	
<p><b>Geography</b></p> <p>We will be learning about the four countries which make up the UK. We will also be learning about the different seasons and weather found in the UK.</p> <p>Activities will include:</p> <p>For each country of the UK we will be looking at:</p> <ul style="list-style-type: none"> <li>• The Capital city</li> <li>• Famous landmarks</li> <li>• The countries flag</li> </ul>	<p><b>Computing</b></p> <p>We will be learning how to keep ourselves safe on the internet and computing devices. We will also be learning to recognize uses of information technology beyond school.</p> <p>Activities will include:</p> <p>Find images to help learning about our topic. Talk about who they belong to and how we can show that we are using something that somebody has 'made'.</p>	<p><b>DT</b></p> <p>We will be designing, making and evaluating lighthouses</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Researching different types of lighthouses.</li> <li>• Design their own lighthouse.</li> <li>• Following their design, they will create, decorate and finish their lighthouse using different materials, patterns and colours.</li> <li>• Taking a photo of their lighthouse and comparing and evaluating their own and others work.</li> </ul> <p>Cooking:</p> <p>Buried treasure buns, Scottish fudge, shortbread treasure, Challah bread, simple sushi, fishcake fingers, tuna melt, treasure cookies, lighthouse biscuits.</p>
<p><b>P.E</b></p> <ul style="list-style-type: none"> <li>• Talk about the importance of a warm up and cool down in keeping us safe for a P.E session - create moves to demonstrate.</li> <li>• Learn about the links between diet and exercise and the ways in which we can encourage healthy living.</li> <li>• Create new warm-ups based on the 'sailing theme' for different warm-up actions.</li> <li>• Create dances and gymnastic routines based on the sea and sailing.</li> </ul>	<p><b>Music</b></p> <p>We will be learning about tempo and dynamics.</p> <p>We will also be creating our own composition based a sailing boat.</p> <p>Activities will include:</p> <p>Playing speed boats and rowing boats. Each child has an instrument and plays it depending on the type of boat they see.</p> <p>Sorting boats by their volume. Are they loud or quiet?</p>	<p><b>R.E</b></p> <p>We will be learning about what Jewish people remember about Shabbat? And why some Christians share bread and drink wine together in a special way?</p> <p>Activities will include:</p> <p>Learning about the importance of the Kiddush and Challah, the special bread which is eaten on Shabbat.</p> <p>Learning about the candles lit at home and also in the synagogue during Shabbat.</p> <p>Learning what the bread and wine mean to a Christian.</p>
<p><b>P.S.H.E</b></p> <p><b>Citizenship:</b> Core theme 2: Relationships</p> <p><b>SEAL:</b> Going for Goals, Good to be Me</p> <p><b>Go givers:</b> All about me, Stairs, Be a goodwill ambassador, The golden statue, Please help Mitali, The clown of God, Recipe.</p>	<p style="text-align: center;"><b>Foxes Class</b> Spring term 2017 Key Stage One Year 1</p> 	<p><b>Art</b></p> <p>We will be focusing on creating artwork with fabric and different materials. The textile designer we will be learning about is Jody Roberts.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Weaving the sails for our boats with a focus on using different materials.</li> <li>• Creating and decorating material bunting using different colours and patterns.</li> <li>• Printing their own sea inspired fabric to be used in our mural.</li> </ul> <p><b>Class trip:</b> Visit to Sainsbury's Centre Religious Educational Trip</p>

## EYFS: Reception example

### Personal, Social and Emotional Development

SEAL: 1<sup>st</sup> half – New Beginnings. 2<sup>nd</sup> half – Getting on and falling out.

Staying Safe:

- in the classroom.
- on the playground.
- when tasting new foods.
- in the home.
- in Design and Technology.
- on wheeled toys.
- on the internet.
- with scissors.
- during the school holidays.

Getting to know our classroom - What can we find and where can we work in our classroom?

Our classroom rules.

Circle Time: Taking turns, working as a group and learning the five circle time skills.

**Discussing people who help us.**

Learning what a baby needs to be healthy.

Learn about 'The Rights of the Child' focussing on wants and needs.

Discuss taking care of our toys.

How can we be good friends?

Discussing emotions and making others happy, being sensitive.

### Physical Development

Using the outdoor area: climbing skills, bat and balls etc.

Using Space and travelling in different ways.

Using the Trim Trail safely

REAL PE: Exploring movement and space, moving in different ways, i.e. galloping skipping, hopping. Exploring balance.

Making things:

- a model of their face using play dough.
- toys with cogs and wheels.
- clothes and shoes for the elves.

Feely bag guessing game – describing textures.

Practise sewing skills with threading shapes.

Shaving foam: explore the five senses.

Weaving a pattern for a scarf.

Discussing food preferences. Sorting healthy and unhealthy foods – link to cooking.

### Communication and Language

Talk for Writing: Handa's Surprise & Dogger – story maps and role play

**What did you do during the holidays? Sharing treasure bags.**

Letters and Sounds Phase 1, i.e. listening walk.

Read and discuss stories linked to the golden rules/friendships.

Sharing facts about ourselves.

Describing what's in the feely bag and underneath the cloth.

Discussing people who help us.

Discussing favourite tastes.

Coming up with WOW words for things we sense.

**What do you do as a family? Discuss celebrations.**

Discussing emotions.

Asking questions to a visitor.

Discuss what you would like to do when you are older.

Reading 'You Choose' and describing our choices.

Show and tell: My favourite toy.

## Squirrels & Badgers ~ Topic Web~ Reception Magical Me and Celebrations!



### Mathematics

Counting and recognising numbers.

**Recognise our age – 4 or 5**

Identifying numbers on birthday cards.

Recognising numbers and counting with candles.

Numbers in the local environment.

Numerals and quantities related to people who help us.

Park correct wheeled cars in number bays.

Describe and name 2D shapes, including using the sense of sight to locate shapes in our environment.

Designing a repeating pattern scarf for Titch.

Sequencing the height of the characters in the story 'Titch'.

**Solving number problems related to birthday parties.**

Match baby toys and numbers.

Addition and subtraction with toys.

Measuring different sized shoes.

Discuss 3D shapes linked to toys.

Directional language – controlling bee-bots.

Racing wind-up toys – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc.

Solving real life problems involving money.

Sort and match pairs of shoes, comparing lengths.

Twelve days of Christmas – ordering numbers.

Ordering the reindeer in height order.

**Discussing days of the week in relation to Christmas, holidays etc.**

### Literacy

RWI Set 1 sounds.

Books to read:

- Rainbow Fish
- Funnybones
- Handa's Surprise
- Titch
- You Choose
- Dogger
- The Elves and the Shoemaker
- The Christmas Story
- 'Twas the Night Before Christmas

Children to find/ write their names.

**People who help us stories and making our own 'People who help us' book.**

Sequence pictures from 'Handa's Surprise' - act out in small world. Label fruits for Handa.

Mark making in foam.

**Write about your family.**

**Listen and discuss stories about different traditions/ write about a special celebration.**

**Make a thank you card for a visitor.**

**Write about what you would like to do when you are older.**

**Writing captions about our favourite toys.**

Making certificates and medals for toy races.

### Understanding the World

**Role playing our own experiences in the home corner.**

**Talking about what we like, understanding differences in people.**

Discuss greetings from different countries.

Answer the register in different languages.

Label parts of the body.

Match body parts to the different senses.

**Learn about the different people who help us.**

**Learn about what to do in an emergency.**

Learn about Harvest.

Explore ice with small world toys in.

Explore smell pots and describe likes and dislikes.

Experiment with magnifying glasses, telescopes, colour filters etc.

Taste fruits from 'Handa's Surprise'.

Make graphs of likes and dislikes of fruit.

**Family recipes - What makes our families similar and different?**

**Learn about and create a family tree.**

**Learn about different celebrations, including Diwali.**

**Learn about what a baby needs.**

**Compare people of different ages.**

**Investigate a range of toys, including toys from the past.**

Use bee-bots: How do they move?

Look at different shoes and what they are made of.

Which materials are waterproof? Explore the best material for waterproof shoes.

Make Christmas decorations and learn about materials.

**Explore Christmas traditions around the world - What is the importance of Christmas to Christians?**

### Expressive Arts and Design

**Role play: Home Corner, Toy Shop, Santa's**

Grotto.

Collages of class animal.

Hand prints for class tree.

Painting – colour mixing.

Painting our faces.

Sing songs linking to body parts.

Using different body parts to make sounds.

Create a picture of someone who helps us.

Exploring paint - Finger painting, blow painting, bubble painting etc.

Explore Musical instruments: different sounds.

Messy/Sensory play: Gloop and play dough

with different smells.

Sing shape related songs.

Create a self-portrait.

Guess the instrument.

**Draw what you would like to do when you are older.**

Drawings of our favourite toys.

Make a puppet.

### Enrichment

**International Week – Japan**

Challenge week

My Money week

Harvest Festival

Christmas Performance

**TRIP: St Paul's Church**

### Cooking

Play dough

Delightful dips

Super smoothie

Tasty toast

Plant salad

Biscuits



### 3.1 Lesson Observation feedback extract (Reception, November 2017)

#### History Subject Leader Learning Walk Feedback: 20.11.17

#### Reception

<b>Areas of Strength</b>	<b>Areas to Develop</b>
Pupil voice recorded in learning journey books with comments that show new learning and enthusiasm for subject. Contributions from parents (e.g. the work done with children's baby photos illustrating how the children have changed as they have grown.	Ensure comments are recorded on Tapestry for parents.
Seasonal displays	Enhance displays with photographs of school/ local environment in different seasons as time passes Use a timeline display, which can be added to throughout the year with significant events.
Topic map displayed showing pupils current learning in all areas.	
Children involved in their learning and very keen to express their views, opinions and ideas while examining photographs of old and new toys.	Use of a real artefact (both old and new) for children to observe/touch etc. This would strengthen links with children's materials learning
Books were organised into fiction and non-fiction.	Book corner could be used to provide children with age and stage relevant books about changes over time or areas of history linked to children's interests e.g. transport, dinosaurs

### 3.1 Annotated subject leader plan showing progress towards history curriculum design

	Children's learning enhanced through historical visits from or to educational settings.	LF to contact local historical settings to enquire about use of artefacts with KS1. Class teachers: planning, sourcing artefacts to be used in teaching topics.	for discussion at staff meeting.			<ul style="list-style-type: none"> <li>of artefacts being used.</li> <li>History leader to collate evidence of local history information to share with staff members.</li> </ul>	<p>tips, book and artefacts such as toys in use in EYFS. This can be updated on request for specific items.</p> <p>Pupils can accurately describe historical artefacts from hands on experience.</p> <p>Local historical settings (Norfolk Museums) no longer offer artefact boxes on loan for schools but happy to provide experiences through planned visits to the museums.</p> <p>Castle Museum contact to discuss workshops on offer. Possible dates for Summer Term 2017 being investigated.</p>
History learning and teaching contains purposeful, high-quality links to core subjects.	Planning includes a specific History objective where cross-curricular teaching is used. Objectives to be taken from the National	Class teachers to review planning to ensure opportunities for cross-curricular learning contain a specific History objective relevant	Planning updated from Autumn Term 2016	Currently n/a	<ul style="list-style-type: none"> <li>History leader to monitor planning to find evidence of History learning</li> </ul>	<p>Pupils receive high-quality History teaching while making strong links between other subjects, particularly Maths and English.</p> <p>Book looks show evidence of cross-</p>	



	Curriculum 2014 or EYFS materials as appropriate.	to the age and stage of pupils.  LF, History subject leader to share good examples of planning for others to use.				<ul style="list-style-type: none"> <li>and teaching being planned for in a systematic way.</li> <li>History subject leader to monitor coverage to ensure progression and lack of repetition.</li> </ul>	<p>curricular learning in English for example: stories in Y1 based on sea voyages and pirates, Y2 work on Victorian children's lives . Next step: extending this beyond story recount e.g. comparative work and strengthening links in Maths e.g. statistics. This has been seen in Y2.</p> <p>Pupils do not repeat learning unnecessarily in subsequent years. Topics organised for 2016/17 so that dinosaurs are not repeated twice (retained in Reception but altered to Circus for Year 1.).</p>
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### **3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?**

At Heather Avenue Infant School we strongly feel that the most effective way to make history relevant and accessible for our pupils is through an enquiry based approach. As such, all topics covered begin with a class discussion about what pupils already know about a topic before moving on to pupils coming up with their own key questions that they would like to find answers to, guided by their class staff as necessary, particularly in the Early Years classes. As pupils progress through the school they are taught to become increasingly more independent in formulating lines of enquiry and suggesting how they might reach conclusions to their hypotheses and answers to their questions so that by the time they reach Year 2 pupils are beginning to conduct their own research and present their findings. An example of this in each year group can be seen below.


The children's enquiry skills are developed through the use of artefacts, visits, cross-curricular links with other subjects, talks with others and research skills. Lesson observations carried out by the history subject leader show that pupils are engaged and interested in history learning which leads to them becoming curious and confident independent learners.

### 3.2 Pupil work samples from the EYFS and Year 2 showing historical research and enquiry skills at different levels.

EYFS child writing about their own experiences:

Year 2 child using historical sources to formulate lines of enquiry:

L.O I can describe a special celebration.  
wrote 'b' but knew 'd' sound. 18.10.17.




daddy Mummy

"Mummy and daddy at my party".

"I had my cake and I opened my presents. I remember my slime. It was a strawberry cake, a Trolls one with Poppy. At my party my mummy got my cake."  
😊 Well done [redacted]

L.O: To look at historical sources.

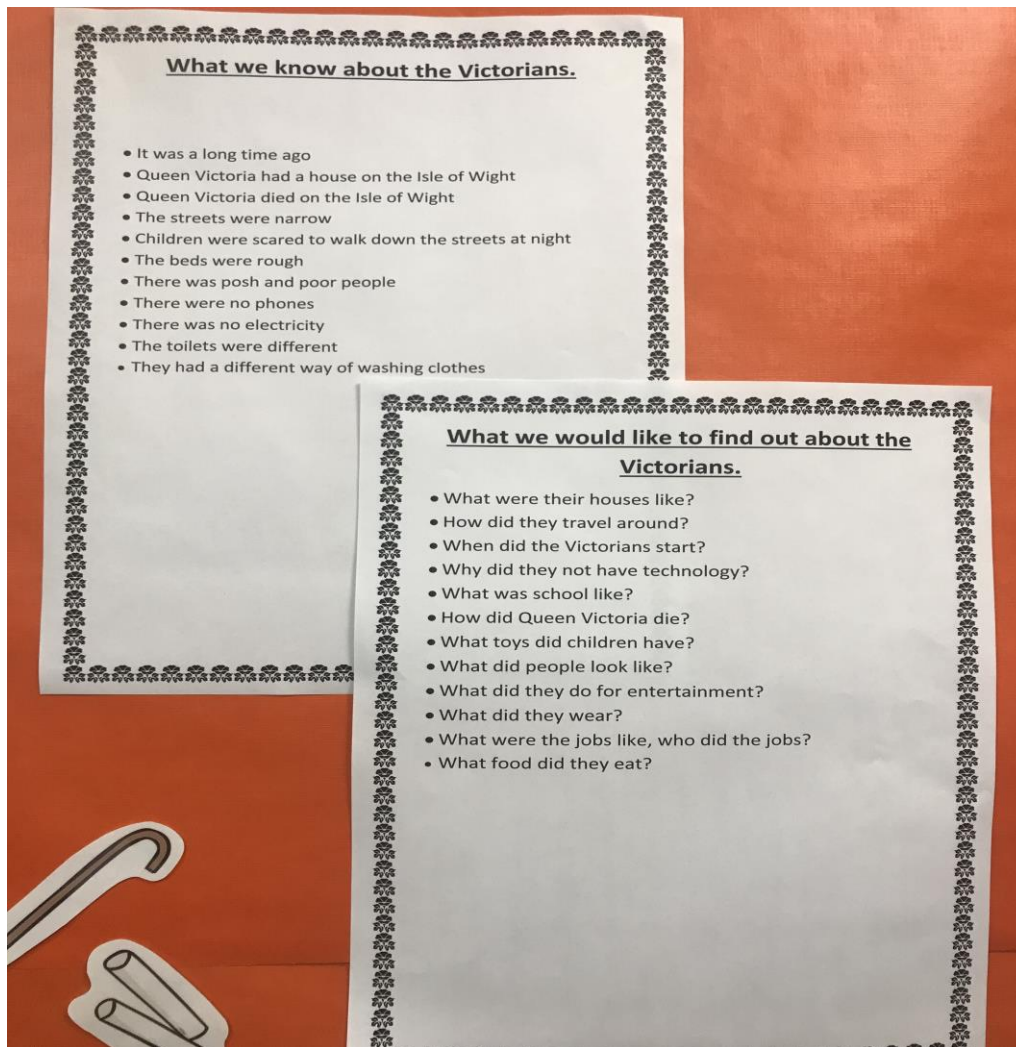


In the Owls class we looked at this photograph a Victorian Child, we discussed what she was doing, if she was rich or poor and how we could tell.

Do you think she is rich or poor, why? ↓

I think she is rich because she got <sup>has</sup> some ~~too~~ lace <sup>where?</sup> and she <sup>has</sup> got <sup>has</sup> overalls. <sup>has</sup> also got some dolls. In the house it dark. ~~in the house~~ ✓

### 3.2 Examples of lines of enquiry and observations in a Year 2 and Reception Class.



Mummy feeds me with a baby bottle, now I feed myself.

My mum helped me to crawl I couldn't crawl I learned to eat my mummy gave me pasta.

I couldn't cross the road mummy helped me I couldn't hold my water or milk when I was a baby mummy helped me she feeded me, now I can eat my food that's coz grown ups eat their food by their selves.

I was a baby and mummy feed me I got a milk and my daddy came back and we have cuddles together. I can do the slide by myself

who helped you

Daddy and mummy

I can stand up

Daddy

I did it by myself.

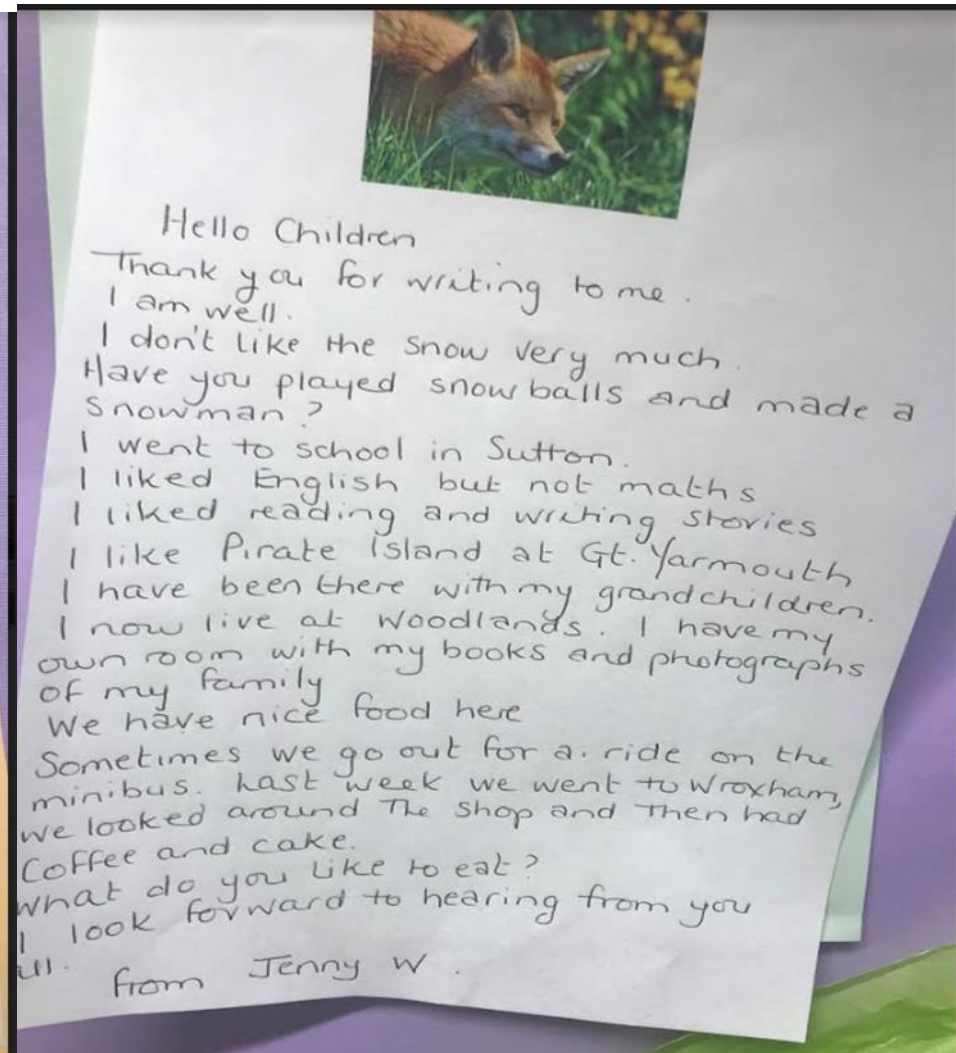
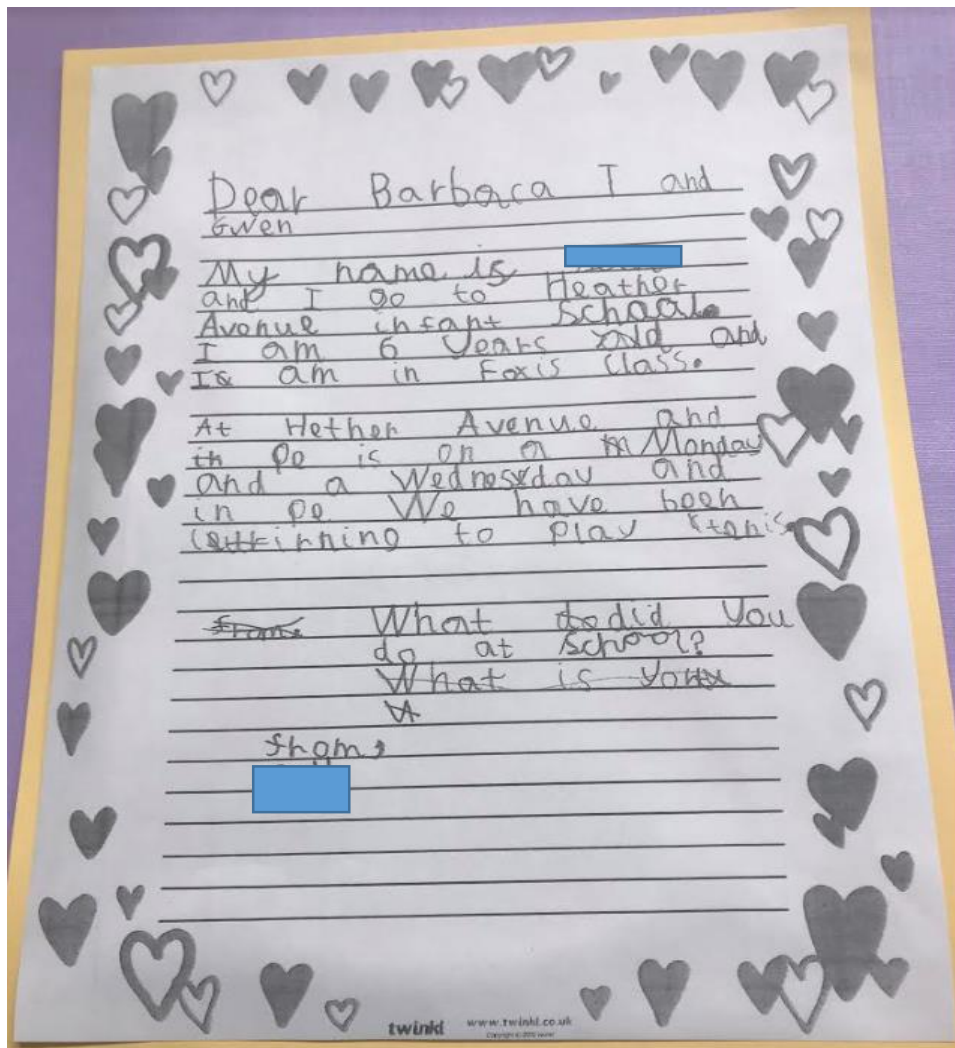
I can't ride my bike when I'm little, daddy teached me now I can ride it by myself daddy had to teach me how to push and pedal Eil

I used to climb all over daddy and he used to give me piggy backs because I couldn't walk in my leg because my leg was sore and I hurt my leg I was 16 months sienna and grandad used to pick me up. Now I too big to carry

Questions formulated by pupils at the beginning of topic for pupil research as topic progresses showing the lines of enquiry they wish to pursue.

EYFS pupils focus on changes in their own development from when they were first born to the present day as they begin to understand the concept of the past in relevance to their own lives.

3.2 Pupil-led enquiry: A pupil in a Year 1 class independently formulates questions for an elderly person in a local residential home about their own childhood and provides information about his schooling.



### 3.2 Levels of challenge in historical enquiry across year groups showing progression in children's skills:

#### EYFS children using objects and experiences to explore changes



Paleontology investigation using tools

Exploring melting ice

Observing planes and helicopters at Norwich Airport

#### Year 1 children formulating lines of enquiry for their Circus topic



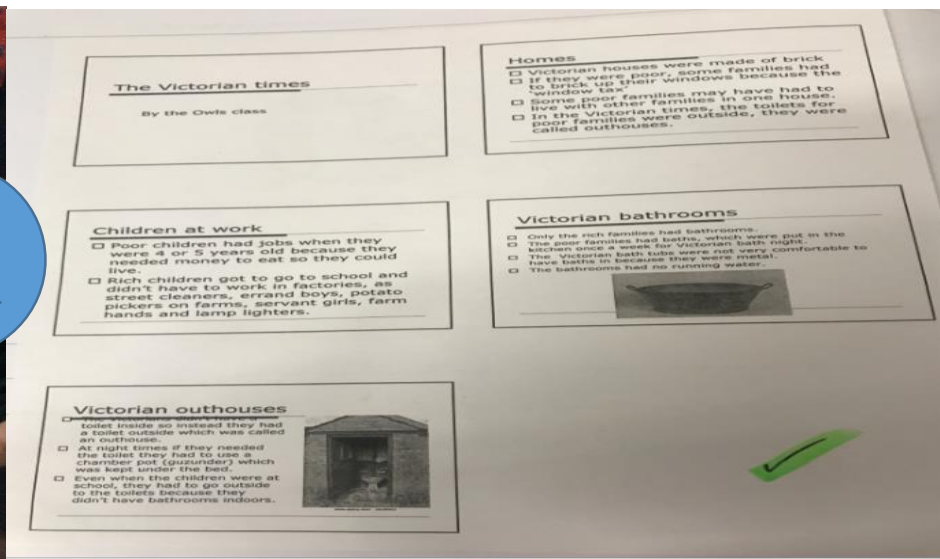
Year 1 trip to to investigate Pablo Fanque

Using artefacts to learn about circuses in the past Making their own circuses based on research

### 3.2: Year 2 children developing historical thinking through enquiry and historical thinking



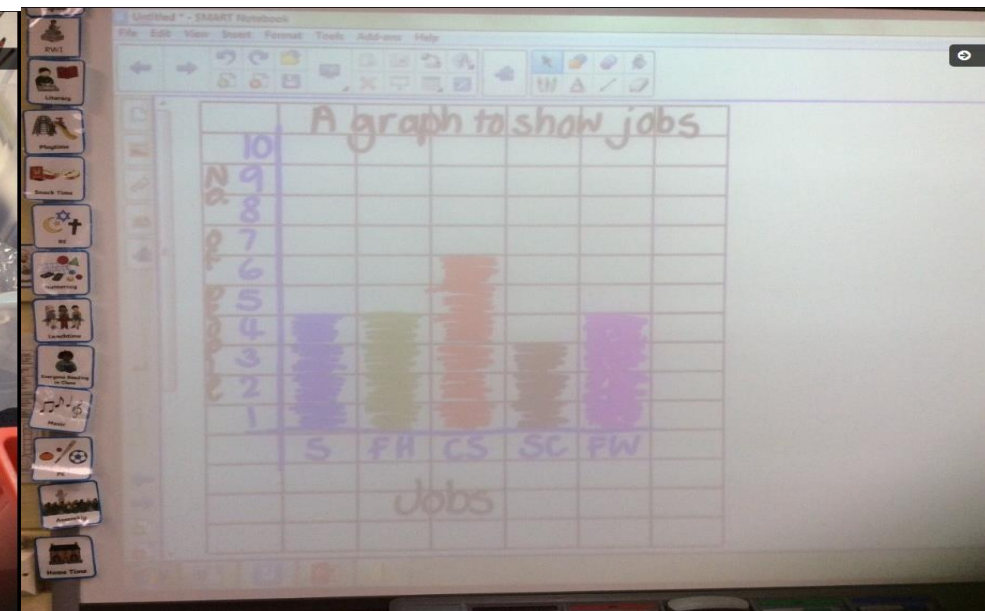
Year 2 children researching answers to their questions



Year 2 class present findings in a powerpoint



Year 2 children collecting information about Victorian jobs to present as a graph





### **3.3 Broad and Balanced Curriculum: How does history contribute to the delivery of a broad and balanced curriculum? How broad and balanced is the history curriculum?**

At Heather Avenue Infant School, class teaching staff work under the guidance of subject leaders to ensure that curriculum coverage for each year group meets the statutory requirements of the revised National Curriculum (2014) and Early Years Foundation Stage. Each year group produces a termly overview for topics covered within a term and ensure that subject coverage is clearly laid out as such, this document shows subject provision for all national curriculum subjects and how these will develop over the course of the topic. Class staff work in conjunction with the history subject leader to ensure that a range of concepts, chronological periods and skills are covered across the academic year. In the EYFS classes, the history curriculum relates to developing children's understanding of the world and beginning to develop their awareness of their own history and how this compares with that of others. This begins to allow children to develop their understanding of the past. By Year 2, at the end of Key Stage 1 children are studying chronological periods such as the Victorians in order to prepare them for the beginning of the Key Stage 2 curriculum the following academic year.

In order to accurately reflect the cultural diversity of the pupils at our school, the school plans termly International Weeks to celebrate cultural diversity, wherever possible these International Weeks reflect the pupils' own backgrounds. The school also ensures that events of national historic importance are celebrated and commemorated with the children such as the recent Royal Wedding which pupils celebrated with a tea party.

### **3.3 Wider cultural make-up of Britain: International Weeks and Focus Days designed to reflect pupils' cultural heritage in Britain and the wider world:**

## Reception learning about St Lucia during a whole school International Week



### Squirrels & Badgers International Week

Topic Web ~ w/c 20<sup>th</sup> May 2018



#### Personal, Social and Emotional Development

Learn about life in St Lucia – look at pictures of schools in St Lucia and homes. Compare to Norwich/ Heather Avenue.]

Learn about The Rights of the Child focussing on wants and needs

#### Communication and Language

Listen to and discuss St Lucia jazz music

Learn some simple French language

Discussing map of St Lucia and UK – where it is and size

#### Literacy

Look at non-fiction books about St Lucia

Write facts about St Lucia

Write fact files of animals in St Lucia

#### Mathematics

Subtraction: link to fishing/ underwater animals.

2D shape pictures of volcanoes/mountains in St Lucia

Weighing ingredients for banana loaf

#### Understanding the World

Learn about similarities and differences between England and St Lucia including weather, animals, traditions i.e. Pitons (volcanic cones), waterfalls, market, hotel chocolat, rainforest walk, iguanas, parrots, boa constrictor etc. National bird: St Lucia parrot, sea turtles etc. St Lucia carnival – music and colour. <https://www.twinkl.co.uk/resource/t2-g-527-st-lucia-lesson-teaching-powerpoint>

Locate St Lucia on Google Earth – discuss similarities and differences to England and Norwich

Watch clips from Dr Dolittle – discuss location.

#### Physical Development

Discuss cricket/football and teach the children basic skills.

St Lucia jazz festival – listen to and dance to jazz music.

Coloured paper – cutting out and exploring triangle based flags.

#### Expressive Arts and Design

Create a tropical underwater scene – large scale collage

Paintings of underwater animals

Role play travelling to St Lucia

Paintings of waterfalls and rainforests

Drawings of wildlife looking at patterns and colour, i.e. parrots

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**3.3 Skills progression document:** The document below is used in planning history coverage within topics to ensure skill progression is developed in a linear manner as children progress through the school. In the EYFS where history is not included as a distinct area of learning, history skill progression focuses on children developing their understanding of the past in relation to their own lives.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their <b>knowledge and understanding</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

**3.3 Topic overview showing history development within a termly topic (Year 1)** History is studied and applied in a number of ways including using the internet to research, presenting findings and contrasting a historical figure of note with a modern day counterpart.

Spring 2018: Land Ahoy: Everyday Materials/ Boats/ Pirates

Week beginning	Numeracy PRN	Literacy CLL	Science KUW	DT CD	Art CD	History KUW	Geo KUW	R.E KUW	ICT KUW	P.E PD	Music CD	Cit/PSHE PSED
Monday 2 <sup>nd</sup> (BH) 3-4 <sup>th</sup> (Inset) 5 <sup>th</sup> Art Day 6 <sup>th</sup> Echo day												
Monday 9 <sup>th</sup> January 9 <sup>th</sup> Maths Day 10 <sup>th</sup> English Day 11 <sup>th</sup> Science Day  Start topic with thought web- what the children know and the questions they would like to answer	<b>Maths Assessment</b>  <b>Raising Star Test 2</b>	Big writing: What is your favourite curriculum day and why?	Science day	English Day	Research pirate ships (ICT) and discuss the properties	<b>Challenge:</b> Children given a photo of Lord Nelson and write why they think he is famous. What questions would you like to ask him?	English Day	Maths Day	Research pirate ships (ICT) and discuss the properties	Science Day	Maths Day	Children will take part in Class Council.

<p>Monday 16<sup>th</sup> January</p>	<p><b>1.6 Number and place Value- Compare and describe weight and mass</b></p> <p>Compare treasure chest, anchor, parrots and pirate themed objects. Children to estimate heaviest/lightest. Measure using non standard/standard units of measure.</p>	<p>N2 – Contemporary fiction.</p> <p><b>Focus Text: 'The Night Pirates'.</b></p> <p>RWI (groups to be set)</p> <p><b>Retell the story of 'The night pirates'.</b></p> <p>B/W: sequence the story of "The Night Pirates".</p> <p>Library- Look at the organisation, learn how to use Cracking the code, and search for fiction topic books.</p>	<p>What do we know about Boats?</p> <p>What materials are they made from?</p> <p>Create a thought shower of our knowledge.</p>	<p>Research how lighthouses protect boats and ships out at sea to keep them safe from the coastline.</p> <p>Children will research different types of lighthouses.</p> <p><b>Cooking: buried treasure buns.</b></p>	<p>Weaving the sails for our boats with a focus on using different materials.</p> <p>Outside children to do 'big weave' with skipping ropes.</p> <p>Inside</p> <p>Test materials which are suitable for weaving a sail (tissue, straw, wood, paper)</p>	<p><b>Using the internet we will find out information about Lord Horatio Nelson and will create a thought shower of key events.</b></p>	<p>Pirate Pete has been on an adventure around the UK. Each week we will receive a new postcard from a different country. We will also receive a parcel with some photos of each place.</p> <p>Using these objects/pictures as talking points for each country we will be looking at:</p> <ul style="list-style-type: none"> <li>• The Capital city</li> <li>• Famous landmarks</li> <li>• The countries flag</li> </ul> <p>A parcel will arrive for Year 1- look at the postage stamp where's it from? Where's the Port of Dover? Map work. Look in Atlases.</p> <p>Provide children with a template of the UK to draw around for label. Will add to information to this as we</p>	<p>Children will learn which days of the week are involved in the Jewish special day of Shabbat.</p>	<p>Label uses of technology around the classroom and around the school. 9in books- children to draw and label ICT and technology objects classroom. HAPs to write why they are important and what they are used for)</p>	<p>Dance: create own dance sequence based on movement of the sea.</p> <p>Gym Children to begin a sequence of a performance</p> <p><b>Remind children about safety in P.E and in the hall.</b></p>	<p>Introduce music vocabulary linked to Tempo.</p> <p>We will then sort boats by their speed.</p>	<p>SEAL: going for goals.</p> <p>Go Givers: All about me.</p> <p>Core Theme 2: Relationships</p> <p>Children will discuss the difference between secrets and surprises</p>
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							learn more about the UK.  Can the children identify the UK on our globe in the outdoor area?					
Monday 23 <sup>rd</sup> January  Multiskills Day 26/1/2017	<b>1.7 Number and place value – count in multiples of two's and tens</b>  Counting treasure coins in twos and tens. Use arrays to count in twos and tens.	Focus text: The Night Pirate  RWI  B/W: Change the ending of the story  Library- Look at the organisation, learn how to use Cracking the code, and find an atlas and books about Scotland.	Identify the different weather found in Scotland and compare with our weather.  Take photograph of our school grounds. Compare the seasonal changes with the photographs we took last term.  We will log the amount of daylight hours ready to compare at the end of the term.	What food is traditionally eaten in Scotland?  Remind children about safety in the kitchen.  Cooking: Scottish fudge	We will learn about weaving (warp and weft) and will focus on tartan fabric.  Create own interpretation of Cairngorms picture	Learn about the traditional dress of the people who live in Scotland.  Design their own kilt and say why it is important to Scottish people	Locate Scotland on a map. How would you get there? Look at its climate and the lives of some people who live there.  Learn about the Scottish flag.	What religions are followed in Scotland.	Research facts / pictures of Scotland using the internet.	Dance  Highland dancing.  Remind children about safety in P.E and in the hall	Listen to traditional Scottish music.  Using drama techniques, how does this music make you feel?	Children will take part in Class Council.  SEAL: going for goals.  Go Givers: Stairs.  Core Theme 2: Relationships  Children will discuss how their behaviour affects other people.
	Numeracy  PRN	Literacy  CLL	Science  KUW	DT  CD	Art  CD	History  KUW	Geo  KUW	R.E  KUW	ICT  KUW	P.E  PD	Music  CD	Cit/PSHE  PSED

<p>Monday 30<sup>th</sup> January</p>	<p><b>1.7 Multiplication and division – solve problems involving multiplication and division using arrays.</b></p> <p>Multiplication and division of food in the lighthouse keepsers lunch box.</p>	<p>NF3 – Report.</p> <p>Focus Text: How to be a Pirate (guided reading)</p> <p>Each day focus on: famous pirates, clothing, food.</p> <p>RWI</p> <p>B/W: write a pirate fact file</p> <p>Library- Look at the organisation, learn how to use Cracking the code, and share books about lighthouses.</p>	<p>Describing the material properties of a variety of boats – using the correct vocabulary and sorting boats into groups using the material they are made from.</p>	<p>Design their own lighthouse.</p> <p>Keeping in mind the criteria needed for it to be effective at keeping ships safe both in the day and night.</p> <p><b>Cooking: Shortbread treasure</b></p>	<p>Weaving the sails for our boats with a focus on using different materials.</p> <p><b>Care when using scissors cutting the different materials for their weaving.</b></p>	<p><b>Write a report about the life achievements of Nelson.</b></p>	<p>England; Children will look at a postcard sent from London with St George's flag on. We will look at Pirate Pete's photos around London and identify some of the famous landmarks. (Buckingham Palace, The London Eye, Big Ben, The London Bridge)</p> <p>Using the information from the IWB and books in pairs children will create a fact page about one of London's famous landmarks.</p> <p>Children to draw St Georges flag in EMA the following day.</p>	<p>Children will learn about the importance of the Kiddush on Shabbat.</p> <p>They will decorate their own special cup.</p>	<p>Create a thought shower of different uses of technology in a shopping area.</p>	<p>Dance: create own dance sequence based on sailing boats on the sea.</p> <p><b>Remind children about safety in P.E and in the hall.</b></p>	<p>The children will listen to 4 excerpts of music and will sort them by there tempo.</p>	<p>Children will take part in Class Council.</p> <p>SEAL: going for goals.</p> <p>Go Givers: Be a goodwill ambassador.</p> <p>Core Theme 2: Relationships</p> <p>Children will discuss the opposites of fair/unfair, kind/unkind, right/wrong.</p>
	<p>Numeracy</p> <p>PRN</p>	<p>Literacy</p> <p>CLL</p>	<p>Science</p> <p>KUW</p>	<p>DT</p> <p>CD</p>	<p>Art</p> <p>CD</p>	<p><b>History</b></p> <p><b>KUW</b></p>	<p>Geo</p> <p>KUW</p>	<p>R.E</p> <p>KUW</p>	<p>ICT</p> <p>KUW</p>	<p>P.E</p> <p>PD</p>	<p>Music</p> <p>CD</p>	<p>Cit/PSHE</p> <p>PSED</p>

<p>Monday 6<sup>nd</sup> February</p> <p>(Parents Evening)</p>	<p><b>1.7 measurement – know the value of coins and notes.</b></p> <p>Identify and use the coins in the pirate treasure chest to buy food for the ship (focus on change).</p>	<p>NF3 – Report.</p> <p>Focus Text: 'How to be a Pirate'.</p> <p>RWI</p> <p>B/W: write a report on how to be a good pirate.</p> <p>Library- Look at the organisation, learn how to use Cracking the code, and find non-fiction books about pirates.</p>	<p>Labelling materials on a boat and suggesting why they are used.</p> <p>Can we find any of the same materials on our school playground?</p> <p>Discuss safety on boats.</p>	<p>The children will look at a range of materials they could use to construct their light house.</p> <p>They will then add a sample of the material they plan to use and will label their designs.</p> <p>Cooking: Challah.</p>	<p>Weaving the sails for our boats with a focus on using different materials.</p> <p>Care when using scissors cutting the different materials for their weaving</p>	<p>Learn about the Battle of Trafalgar.</p> <p><a href="http://www.thekidswindow.co.uk/Homeework_Help/Trafalgar">http://www.thekidswindow.co.uk/Homeework_Help/Trafalgar</a></p>	<p>Northern Ireland; We will look at the postcard and pictures of Pirate Pete's adventures, identifying the capital city and some of its famous landmarks (Belfast castle, Ulster museum, Belfast zoo, Giants causeway.)</p> <p>Children will be learning about the animals that Pirate Pete has met on his visit to the Belfast zoo (one of Northern Irelands most popular attractions).</p> <p>We will also be finding out about Pirate Pete's friend 'Peter the polar bear' who was the first Polar bear to live in Belfast and died in 1972.</p> <p>Children will draw and colour Northern Irelands flag in EMA.</p>	<p>Children will learn about Challah the special bread which is eaten on Shabbat.</p> <p>The children will cook and taste Challah during their allocated cooking slot.</p>	<p>Bring pictures of uses of technology at home, or save them in an on-line learning space.</p>	<p>Dance: create own dance sequence based on a journey across the ocean. Thinking about the effects the weather would have.</p> <p>Remind children about safety in P.E and in the hall.</p>	<p>Play speed boats and rowing boats.</p> <p>Each child has an instrument and plays it depending on the type of boat they see.</p>	<p>Children will take part in Class Council.</p> <p>SEAL: going for goals.</p> <p>Go Givers: The golden statue.</p> <p>Core Theme 2: Relationships</p> <p>Children will share a topic with a partner about something which is important to them.</p>
<p>Monday 13<sup>th</sup> February 2017</p>	<p>HALF TERM</p>											
	<p>Numeracy</p>	<p>Literacy</p>	<p>Science</p>	<p>DT</p>	<p>Art</p>	<p>History</p>	<p>Geo</p>	<p>R.E</p>	<p>ICT</p>	<p>P.E</p>	<p>Music</p>	<p>Cit/PSHE</p>



	PRN	CLL	KUW	CD	CD	KUW	KUW	KUW	KUW	PD	CD	PSED
<p>Monday 20th February</p> <p>INTERNATIONAL WEEK</p>	<p><b>1.8 measurement – capacity.</b></p> <p>Measure the capacity of our treasure chests how much gold dust will fit in each chest?</p> <p>Teacher in role as captain of the ship needing help to find which is the biggest treasure chest for all of his gold.</p>		<p>Identify the different weather conditions in Spain.</p> <p>Take photographs of our school ground and compare it to a Spanish school.</p> <p>We will log the amount of hours day light ready to compare to the end of term</p>	<p>What food is traditionally eaten in Spain?</p> <p>Cooking: paella Tbc</p>	<p>We will focus on recreating a Picasso piece of art</p>	<p>We will focus on the life of Picasso</p>	<p>Draw a map of Spain and look at their coastal areas. Recreate the flag. How would we get there? Look at the lives of people and climate of Spain</p>	<p>What religions are followed in Spain?</p>	<p>Research facts about Spain</p>	<p>Dance: Famous Spanish dancing</p>	<p>Listen to traditional Spanish music</p>	<p>Children will take part in Class Council.</p> <p>Compare our lives to a street child in Spain?</p>
<p>Monday 27<sup>th</sup> February</p> <p>WORLD BOOK WEEK</p>	<p><b>1.8 measurement – length.</b></p> <p>Measure the length of planks, boats.</p>	<p>P3 - Vocabulary building.</p> <p>Focus Text: 'How deep is the Ocean' by Celia Warren.</p> <p>RWI</p> <p>B/W: write a free verse about the sea.</p>	<p>We are going to be designing our own boats.</p> <p>We will investigate which materials are waterproof?</p> <p>Water experiments to take place in the outdoor area.</p>	<p>Following their design the children will construct the main building of the lighthouse.</p> <p>Using their cutting and joining techniques (tape).</p> <p>Cooking: simple sushi.</p>	<p>Cut out a boat shape and collage.</p> <p>Fasten their sail to the boat with their chosen material</p>	<p>Act out and write a creative piece as a sailor in the past.</p>	<p>Scotland: We will look at the postcard and pictures of Pirate Pete's adventures, identifying the capital city and some of its famous landmarks.</p> <p>As a class we will be creating a fact file about Scotland. Children will use books and the internet to find out information about Ben Nevis,</p>	<p>Children will learn about the candles lit at home and also in the synagogue during Shabbat.</p>	<p>Consider different uses of technology. Talk about what a computer does. Talk about what other devices can be used for.</p>	<p>Dance: create own dance sequence based on pirates working on a pirate ship.</p> <p>Remind children about safety in P.E and in the hall.</p>	<p>Play conductor with the children controlling the tempo of the whole class.</p>	<p>Children will take part in Class Council.</p> <p>SEAL: Good to be me.</p> <p>Go Givers: Please help Mitali.</p> <p>Core Theme 2: Relationships</p>

		Library-  Look at the organisation, learn how to use Cracking the code, and find poems about the sea.	<a href="#">Safety when investigating using water.</a>				Stonehenge, Loch Ness and Edinburgh castle and create a tourist information style page for people who would like to visit Scotland. <a href="http://resources.woodlands-junior.kent.sch.uk/customs/questions/britain/scotland.htm">http://resources.woodlands-junior.kent.sch.uk/customs/questions/britain/scotland.htm</a>					Children will discuss how everyone is different and yet also similar to each other.
Monday 6 <sup>th</sup> March 2017  Book Breakfast	<b>1.8 measurement – weight.</b>  Measure the weight of gold in our treasure chests.	P4 – Structure (Rhyming Couplets).  Focus Text: ‘The Snail and the Whale’.  RWI  BW: write a poem about a pirate ship using rhyming couplets.  Library-  Look at the organisation, learn how to use Cracking the code, and find	Our boat needs to be decorated for a competition.  We will compare shiny/dull materials with smooth/rough materials.  Which materials should we use to decorate our boats?  <a href="#">Can we find shiny/dull materials on our outdoor environment?</a>	Children will continue to build the main structure of their lighthouse and will join all components they wish to use.  <a href="#">Safety when cutting and joining materials.</a>  <a href="#">Cooking: fish cake fingers.</a>	We will learn about the textile designer Jody Roberts.  <a href="http://www.jodyroberts.co.uk/jody.html">http://www.jodyroberts.co.uk/jody.html</a>  We will tie dye our fabric to create a base colour for our sea mural.	Compare boats <a href="#">in the past and present.</a>  <a href="#">(Cutty Sark, HMS Victory )</a>	Wales Our postcard is very difficult to read! Pirate Pete has been learning how to speak Welsh. Children will be learning some simple words in Welsh as well as identifying where Wales is on the map of the UK and its capital city.	Children will look at pictures of the last supper. What do all of the images have in common ?	Open resources stored on the school public drive to investigate our topic on boats.	Gymnastics  Warm up based on boarding a boat.  <a href="#">Remind children about safety in P.E and in the hall</a>	Introduce music vocabulary linked to dynamics.  We will then sort boats by their volume. Are they loud or quiet?	Children will take part in Class Council.  SEAL: Good to be me.  Go Givers: The clown of God.  Core Theme 2: Relationships  Children will discuss about physical contact such as kind and unkind hands and feet etc. How to we tell people how this makes us

		poems about Pirate ships.										feel and who do we tell?
	Numeracy	Literacy	Science	DT	Art	History	Geo	R.E	ICT	P.E	Music	Cit/PSHE
	PRN	CLL	KUW	CD	CD	KUW	KUW	KUW	KUW	PD	CD	PSED
Monday 13 <sup>th</sup> March  Trip to Sainsburys Centre	<b>1.9 Additive Reasoning: Add one digit number and two digit numbers to 20.</b>  Add two treasure chest of coins, jems and treasure together.	P4 – Structure (Rhyming Couplets).  Focus Text: 'The Snail and the Whale'.  RWI  BW: write a poem about a pirate using rhyming couplets.  Library-  Look at the organisation, learn how to use Cracking the code, and find poems about Pirate ships.	Our boats need windows so the captain and crew can see out.  Which materials are opaque and transparent?  <b>Teacher in role as Captain sets the challenge - How many layers of a material do you need to make it opaque?</b>	Following their design they will decorate and finish their lighthouse using different materials, patterns and colours.  <b>Cooking: Tuna melt pizza baguettes.</b>	Trip to the Sainsbury centre (Tuesday)	<b>Write a report about the life achievements of Dame Ellen MacArthur.</b>	We will be looking at the national flag of the UK, the Union Jack, summarising what we have learnt about the countries that make up the UK. Children will layer coloured strips of paper to make the Union Jack and label the different parts.	Children will learn about the importance of the altar in a church and how they are used.  Watch the video clip.	Explore Infant Encyclopaedia finding the different icons and talk about their purpose.  Exploring our topic on boats further.  <b>Remind children about safety in P.E and in the hall.</b>	Gymnastics  Warm up based on moving like a wave.  <b>Remind children about safety in P.E and in the hall.</b>	The children will listen to 4 excerpts of music and will sort them by their volume.  Discuss how did it make you feel? Which piece did you prefer?  <b>Safety when listening to music related to volume.</b>	Children will take part in Class Council.  SEAL: Good to be me.  Go Givers: Recipe.  Core Theme 2: Relationships  <b>Children will discuss that there are different types of teasing and bullying and that these are unacceptable. Teacher to role play this with TA on the playground.</b>

	Numeracy	Literacy	Science	DT	Art	History	Geo	R.E	ICT	P.E	Music	Cit/PSHE
	PRN	CLL	KUW	CD	CD	KUW	KUW	KUW	KUW	PD	CD	PSED
Monday 20 <sup>th</sup> March	<p><b>1.9 measurement – language of months.</b></p> <p>Add in the missing months of the year.</p>	<p>NF4 – Instructions.</p> <p>Focus text: Treasure cookies recipe.</p> <p>RWI</p> <p>B/W: write the recipe of how to make treasure cookies.</p> <p><b>Include safety messages in their recipe.</b></p> <p>Library- Look at the organisation, learn how to use Cracking the code, and find recipe books.</p>	<p>We need to make some mops to scrub the decks of our boats.</p> <p>We will investigate which kitchen roll is most absorbent?</p>	<p>Finish off decorating our lighthouses.</p> <p><b>Cooking: Treasure cookies.</b></p>	<p>We will look at the different colours we can see when looking at other artists interpretations of the sea.</p> <p>The children will explore colour mixing and will create a mood board of different shades they could use for their textile design.</p>	<p><b>Changes in the coastline of Great Yarmouth (Trip to Time and Tide).</b></p>	<p>We will put together our map of the UK labelling the countries and capital cities we have been looking at over the term. Children will draw on some of the famous landmarks found in the UK and add a fact about each using the information they have found out over the last few weeks.</p>	<p><b>Conscience alley with Judas should he betray Jesus?</b></p>	<p>Follow web links provided by an adult to find information about our topic on boats. [Talk about the reliability of information]</p>	<p>Gymnastics</p> <p>Warm up based on putting on a sailors uniform.</p> <p><b>Remind children about safety in P.E and in the hall.</b></p>	<p>Children choose a boat and create a piece of music using their knowledge of tempo and dynamics.</p>	<p>Children will take part in Class Council.</p> <p>SEAL: Good to be me.</p>

Monday 27 <sup>th</sup> March	Challenge	Read and sequence the Easter Story.	Teacher in role as Captain sets the challenge - Our Boats need rigging which is strong enough for our crew to climb up to the birds nest.	The children will take a photo of their lighthouse and will compare and evaluate their own and others work.	Pattern features highly in the work by textile designer Jody Roberts. The children will emulate this when printing their own sea inspired material.	Make a timeline of photograph of the changes at Cromer.	Using atlases we will identify the seas that surround the UK and add these to our maps.	Children to learn the Easter Story	Watch an adult find images to use to help learning about our topic. Talk about who they belong to and how we can show that we are using something that somebody has 'made'.	Gymnastics  Warm up based on first steps on a dessert island.  Remind children about safety in P.E and in the hall.	Children perform and record their boat composition	Children will take part in Class Council.  SEAL: Good to be me.
Church Visit	<b>1.10 Geometry, properties of shape – identify props of 3D shapes.</b>	RWI		Cooking: lighthouse biscuits.								
Easter Bonnet Parade		B/W: Retell the Easter Story.  Library- Look at the organisation, learn how to use Cracking the code, find the Easter story..	We will investigate structures and strength with art straws.		Can we find any natural patterns in our outdoor area?							

### 3.3 Celebrating cultural events in Britain: The Royal Wedding Pupils recognise events of cultural importance and celebrate these.



Users with the "Download media" permission can download these photos and videos

## Notes

we've had a party in Foxes complete with a decorated crown biscuit, crisp, cake and lots of dancing to celebrate Prince Harry's wedding to Megan tomorrow.

### **3.4 Time Allocation: How effectively is the status of history reflected in the curriculum?**

At Heather Avenue Infant School, time is allocated for history through topic planning. For some topics with a specific historical focus such as The Victorians in Year 2 this is taught discretely in afternoon topic lessons, while for other topics such time is set aside to teach history through a cross-curricular approach. Medium term plans specify clearly how history is to be taught throughout a topic and encourage the use of cross-curricular teaching, for example teaching history through literacy, maths or the use of technology. An example of this is Year 1 children learning about Lord Nelson as part of a cross-curricular literacy and history sequence of lessons.

Each year group completes at least one history-focused topic per academic year in which they explore historical skills and concepts. Please refer to the topic overview documents for each year group to see how the history curriculum requirements are delivered throughout the year.

The documents below show how time for teaching history is allocated throughout the school in Key Stage 1 and the Early Years Foundation Stage. The timetables are flexible to allow class staff the freedom to pursue a particular topic area or concept in greater depth over the course of a week as needed.

### 3.4 Weekly timetables showing history allocation in KS1 classes

Year 2 timetable

Year 2 Hedgehogs and Owls Timetable Autumn Term

	8.50-9.10	9.10-9.40	9.40-10.15	10.15-10.30	10.30-10.45	10.45-11.10	11.10-12.00	12.00-1.15	1.15-2.00	2.00-3.00
Monday	Registration and EMA	RWI Phonics	Literacy	Assembly	Playtime	Philosophy Thunk Wall	Numeracy	Lunch time	Science/ Computing	Sing a long
Tuesday						RE			PE	Handwriting
Wednesday Cooking						Circle time PSHE Citizenship			Art/ D&T	History
Thursday						Music			PE	Handwriting
Friday						Literacy (Big Writing)			PSHE/ SEAL	Geography

+ Literacy and Numeracy to contain meaningful, cross-curricular links to topic work being covered wherever possible.



# EYFS weekly timetable with allocation for topic as well as cross-curricular application

Squirrels & Badgers Class Timetable Autumn Term 2018												
	8:50 – 9:10 a.m.	9:10 – 9:30 a.m.	9:30 – 10:30 a.m.	10.30 – 10.45	10.45 – 11.30	11.30 a.m. - 11:50 a.m.	11.50 a.m. – 1.00 p.m.	1.00 p.m. – 1.05 p.m.	1.05 p.m. – 1:25 p.m.	1.25 p.m. – 2:35 p.m.	2:35 p.m. – 2:50 p.m.	2.50 p.m.- 3 p.m.
Monday	Registration	RWI Phonics/ Handwriting	Continuous Provision with observations + adult led literacy & maths focus groups	Topic input	Continuous Provision with observations + adult led literacy & maths focus groups	Talk for Writing	LUNCHTIME	Registration	Maths input	Continuous Provision with observations + adult led literacy & maths focus groups	Singing as a year group	Bookbags / coats/ hand out letters
Tuesday				Talk for Writing		Phonics games + hand washing			Maths input		Philosophy	Bookbags / coats/ hand out letters
Wednesday				Topic input		Safety lesson			Maths input		Talk for Writing	Bookbags / coats/ hand out letters
Thursday				Talk for Writing		Citizenship			Maths input		Circle Time/ SEAL	Bookbags / coats/ hand out letters
Friday				Big Talk		Maths rhymes + hand washing			Maths input		Talk for Writing	Bookbags / coats/ hand out letters

**3.4 Medium term plan extract: Year 1** The extract below shows the allocated time for dedicated history input on a weekly basis in a Year 1 class during their summer term topic. As well as being taught in standalone lessons as needed, history is incorporated in a cross-curricular approach to other subjects such as studying extracts from the film 'Dumbo' in literacy.

### Summer Term 2018 – Year 1 Clowning Around - Circus

+

Week beginning	Numeracy PRN	Literacy CLL	Science KUW	DT CD	Art CD	History KUW	Geo KUW	R.E KUW	Computing KUW	P.E PD	Music CD	Cur/PSHE PSED
Monday 16 <sup>th</sup> April  Start topic with thought web-what the children know and the questions they would like to answer	1.10 Geometric reasoning  Use mathematical vocab to describe direction.  Use Circus props/map do describe position and directions.	N3 – Traditional Tales  Focus Text... 'Dumbo'  Character description  RWI  Library- Look at the organisation, learn how to use Cracking the code, find and share fiction and non-fiction books related to our circus topic.	Identify, name, draw and label the basic parts of the human body. Compare our bodies to circus animals. What are the similarities and differences?	Complete lighthouses from spring term for open studios and evaluate.  Cooking: Popcorn	Explain to the children that the focus of our artwork this term is <b>Portraits</b> . Discuss what they think is a portrait is. Show the children some portraits and famous Rusty Rust and Rosy Fernandez Diaz.  Compose questions to ask.	Who is Philip Astley, why is he famous? Why is he important to the circus?  Create a list of what the children know about circuses.	Introduce the children to Colin the clown. He travelled from the circus and has no idea where he is and would like to find out all about where we live. Use google maps to locate the area where we live. Give children a template of the UK to draw around and locate Norfolk.  Use pictures of famous landmarks to add to the map.	How do Jews/Christians talk to God?	Demonstrate how to open a web browser.  Discuss with the children, different websites that they use and how they find what they are looking for.	Real PE – Circus week 1  Remind children about safety in P.E and in the hall.	Ben and Bella song	Children will take part in Class Council.  SEAL: Relationships  Core theme 1: Health and Well-being
Monday 23 <sup>rd</sup> April	1.11 number sense Number and place Value  Count in multiples of 5.  Juggling Balls and clowns.	N3 – Traditional Tales  Focus Text: 'Dumbo'  RWI  B/W Story map the story of Dumbo and act it out	Learn which part of the body is associated with each sense. Did the circus animals have the same senses as us?	Look at the different types of circuses. What are they made from, what do they look like, <b>whats</b> , inside them, which animals may you find, <b>what colours</b>	Research famous artists Rosy FD and Rusty Rust. What can we find out? How is their work similar and different? Compare	Retell the story of Philip Astley and how he invented the circus.	Explain to the children that we are going to be teaching Colin the Clown about the physical geography of the county we live in Norfolk England and that we will be comparing it to Norfolk Island which is located	Islam Exploring Islamic artefacts and resources	Lead children through a tour of google earth  Can you find Canada, France and Norfolk and identify the similarities.	Real PE – Circus week 2  Remind children about safety in P.E and in the hall.	As a class create a new verse for the circus song using a different circus act that we have learnt about.	Children will take part in Class Council.  SEAL: Relationships  Core theme 1: Health and Well-being

**3.4 Topic coverage maps for each year group:** The topic included below show how history teaching is allocated throughout the year in each year group. For KS1 classes this includes a focus on one element of the history national curriculum per term to be studied in greater depth.

Topic Map: EYFS

**Yearly Overview: Reception**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Magical Me	Festivals and Celebrations	Winter Wonderland	Dinosaur Roar!	Journeys	Teddy Bears' Picnic
<b>Key Learning Areas from EYFS:</b> Self confidence and self awareness Speaking	<b>Key Learning Areas from EYFS:</b> People and communities Making Relationships	<b>Key Learning Area from EYFS:</b> Understanding the World	<b>Key Learning Area from EYFS:</b> Understanding the World	<b>Key Learning Areas from EYFS:</b> Technology Moving and Handling	<b>Key Learning Areas from EYFS:</b> Being Imaginative
<p><b>Embedded throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Speaking, Listening and Attention and Understanding</li> <li>• Managing feelings and behaviour</li> <li>• Health and Self Care</li> <li>• Literacy: Reading and Writing</li> <li>• Maths: Number and Shape</li> <li>• Creative Development: Exploring media &amp; materials and Being imaginative</li> </ul>					
Visitors to school – people who help us, i.e. police, firemen	Church / Christmas story	Snow Walk	Dinosaur Park  Easter crafts at local church	Transport museum (Kessingland) or Norwich airport	Local environment: Library visit  Teddy Bear's picnic in school grounds

Topic Map: Year 1

**Yearly Overview: Year 1**

	Mini Beast World	Land Ahoy	In the Circus
Literacy	N1: Stories with predictable phrasing. NF1: Labels, lists and captions NF2: Recount P1: Vocabulary building P2: Structure-Rhyming couplets N2: Contemporary fiction (3Wks)	N2: Contemporary fiction (1 WK) NF3: Report P3: Vocabulary building P4: Structure-rhyming couplets NF4: instructions 3 weeks to fill	N3 Traditional Tales NF5 Reports NF6 Explanations P5 Vocabulary Building P6 Take One Poet
Maths	1.1 number sense 1.2 additive reasoning 1.3 geometric reasoning 1.4 number sense 1.5 additive reasoning 1.6 number sense	1.6 number sense 1.7 multiplication reasoning 1.8 number sense 1.9 additive reasoning 1.10 geometric reasoning 1.11 number sense	1.8 number sense 1.11 number sense 1.12 additive reasoning 1.13 multiplication reasoning 1.14 geometric reasoning
Science	Plants Seasonal changes Easton College Visit	Use of Everyday Materials Seasonal changes	Animals including Humans Seasonal changes
Computing	Algorithms Create simple programs Computer Safety	Recognize use of information technology beyond school. Computer Safety	To use technology to create and store digital content. Computer Safety
Design and Technology	Cooking Design, Make and Evaluate-Home (clay)	Cooking Design, Make and Evaluate-School (levers and sliders)	Cooking Design, Make and Evaluate-Circus (building structures)
Art and Design	Famous Artist	Famous Designer	Famous Sculpture Gallery Visit
Geography	Human and Physical Geography	Location Knowledge	Place Knowledge

History	Vincent van Gogh David Attenborough Global Events-Beyond living memory, significant individuals		Nelson, Dame Ellen MacArthur Local Events-People and Places in locality		National Events-Beyond living memory, significant individual	
Music	Sing songs, chants and rhymes Play untuned instruments, listen to music Composition-pitch		Sing songs, chants and rhymes Play untuned instruments, listen to music Composition-tempo and dynamics		Sing songs, chants and rhymes Play untuned instruments, listen to music Composition-duration	
PE	Games	Dance	Gym	Dance	Gym	Games
RE	How do Christians belong to their faith family?	Why is light a symbol for different religions?	What do Jews remember on Shabbat?	Why to some Christians share bread and drink wine together in a special way?	How do Jews/Christians talk to God?	Why is meeting together important for Christians?
PSHE and Citizenship	SEAL: New Beginnings, Getting on and Falling out, Say No to Bullying  Core theme 3: Living in the Wider World		SEAL: Going for Goals, Good to be Me  Core theme 2: Relationships		SEAL: Relationships, Changes  Core theme 1: Health and Well-being	

# Topic Map: Year 2

## Yearly Overview Year 2

	Turn Back Time Victorians	On your Marks, Get Set, Go	Let's Go On A Super Safari
Literacy	N1: Traditional Tales-Fairy Tales NF1: Explanations NF2: Recount P1: Vocabulary building P2: Structure-Calligrams N2: Stories with recurring literacy language (2Wks)	N2: Stories with recurring literacy language (2 Weeks) NF3: Report P3: Vocabulary building P4: Structure-Calligrams	N3: Traditional Tales-Myths NF4: Instructions NF5: Explanations P5: Vocabulary Building P6: Take One Poet
Math's	2.1: Number Sense 2.2: Additive Reasoning 2.3: Geometric Reasoning 2.4 Number Sense 2.5 Additive Reasoning 2.13 Multiplication Reasoning	2.6 Number Sense 2.7 Multiplication reasoning 2.8 Number Sense 2.9 Additive Reasoning	2.10 Geometric Reasoning 2.14 Geometric Reasoning 2.11 Number Sense 2.12 Additive Reasoning 2.13 Multiplication Reasoning
Science	Use of Everyday Materials	Animals including Humans	Plants Living things and their habitats
Computing	Technology to create, organize, store, manipulate and retrieve data Computer Safety	Algorithms Debugging Computer Safety	Logical Reasoning Computer Safety
Design and Technology	Cooking Design, Make and Evaluate-Garden	Cooking Design, Make and Evaluate-Industry Design, Make and Evaluate-Wider Environment	Cooking Design, Make and Evaluate-Local Community

Art and Design	Famous Designer		Famous Sculpture Gallery Visit		Famous Artist
Geography	Location Knowledge		Place Knowledge		Human and Physical Geography
History	British Royal Family National Events-Beyond living memory, significant individual		Global Events-Beyond living memory, significant individual		Local Events-People and Places in locality
Music	Sing songs, chants and rhymes Play instruments, listen to music Composition-timbre, texture, structure		Sing songs, chants and rhymes Play instruments, listen to music Composition-timbre, texture, structure		Sing songs, chants and rhymes Play instruments, listen to music Composition-timbre, texture, structure
PE	Games	Dance	Gym	Dance	Gym   Games
RE	Why are the stories told important to Christians?	What can we learn about Jesus from the Nativity Story?	What happens at Pesach and why is it important for Jews?	What does the cross mean to a Christian?	How and why are sacred texts used in Worship?
PSHE and Citizenship	SEAL: New Beginnings, Getting on and Falling out, Say No to Bullying  Core theme 3: Living in the Wider World-My Money Week		SEAL: Going for Goals, Good to be Me  Core theme 1: Health and Well-being		SEAL: Relationships, Changes  Core theme 2: Relationships

### **3.5 Historical Thinking: How well does the school develop historical thinking?**

At Heather Avenue Infant School, history is taught through a topic based approach. These topics are tailored to meet children's interests and to meet the curriculum requirements of either the Early Years Foundation Stage for Reception or the National Curriculum (2014) for Year 1 and Year 2. Each new topic begins with the children sharing information that they already know about their topic focus and in formulating questions that they would like to find out the answers to over the course of their learning.

Good use is made of a range of historical sources including artefacts, trips and visitors to supplement the development of historical thinking. As children progress through the school, the emphasis moves on to pupils being able to come up with their own questions and suggest how they may be able to find answers to these. Pupils apply their knowledge in a range of ways including through art, dance, writing and drama.

When planning topic coverage, teaching staff make great efforts to incorporate the local, national and international picture in children's experiences. National events such as Royal weddings, Remembrance Day or Bonfire Night are incorporated into planning to help children develop their understanding of significant events in the past. The school includes a termly international week which focuses on learning about the culture of the selected countries through a topic based approach, this includes learning about the history of the country and the significant figures who have lived there.

Please also see the skills progression document in section 2.2 for more information about the teaching of skills progression in KS1.

### 3.5 Historical thinking: EYFS

EYFS children coming up with their own questions about babies following a visit from a baby as part of a topic investigation into how they have changed and grown.

#### Notes

This week our topic is all about babies Mrs B's sister kindly brought in baby Cooper the children enjoyed asking lots of questions about baby cooper.

F: "I think he might be teething because his fingers are in his mouth." Baby cooper hasn't got any teeth yet.

A: "does he needs to sleep with a dummy when he goes to bed?" No he sucks his thumb instead of having a dummy.

E: knew that baby cooper wouldn't need shoes until he could walk.

L: "does cooper likes milk and have it before he goes to sleep?" Yes he loves his milk and he eats food too.

M: "has he got a bed I have a bed and I can get in it by myself" baby cooper has a cot but when he's a bit bigger her will have a bed too.

M: "do you have to talk quietly to him?" Baby cooper is used to noise as he has a big brother.

B: finds a baby toy for Cooper and hands it to him " for baby" she says.

#### Early Years Foundation Stage

##### Communication and Language

###### Speaking

40-60+ No Refinement

- ✓ Links statements and sticks to a main theme or intention.
- ✓ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

##### Understanding the world

###### The world

40-60+ Emerging

- ✓ Looks closely at similarities, differences, patterns and change.

#### Characteristics of Effective Learning

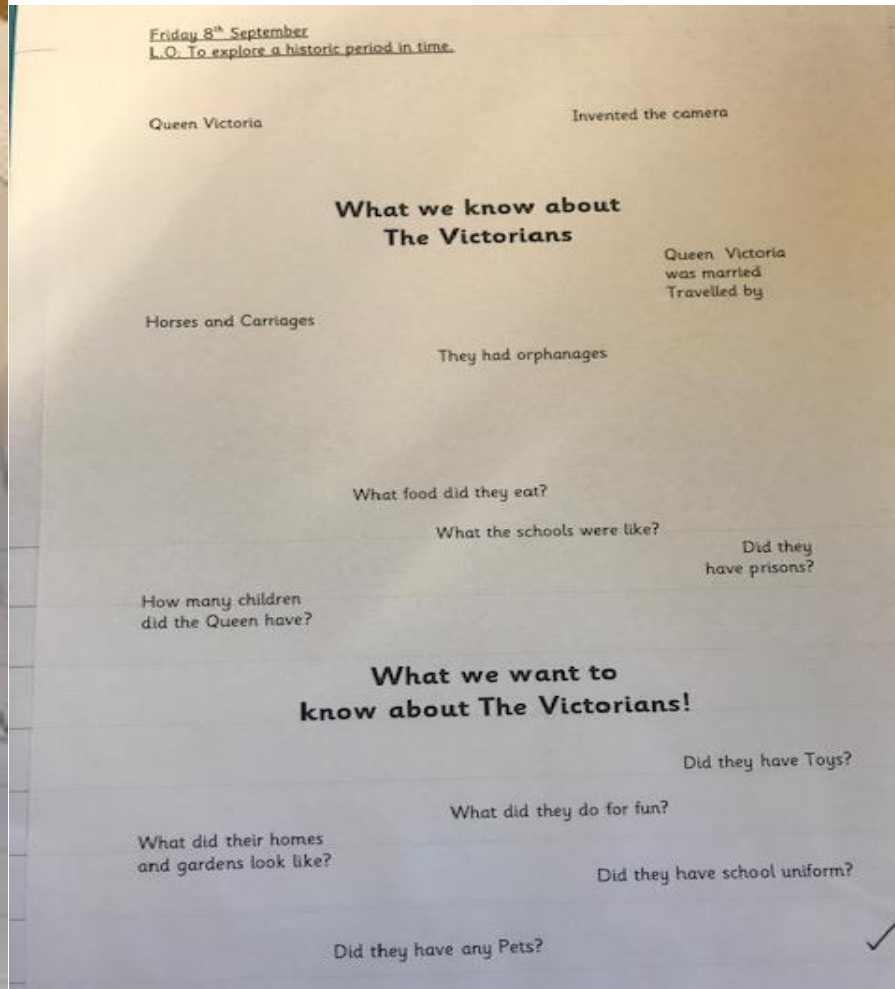
##### Playing and Exploring

##### Finding out and exploring

### 3.5 Historical thinking: KS1

A Year 1 pupil's work asking questions of a historical figure at the beginning of a topic before researching answers and participating in a role play activity.

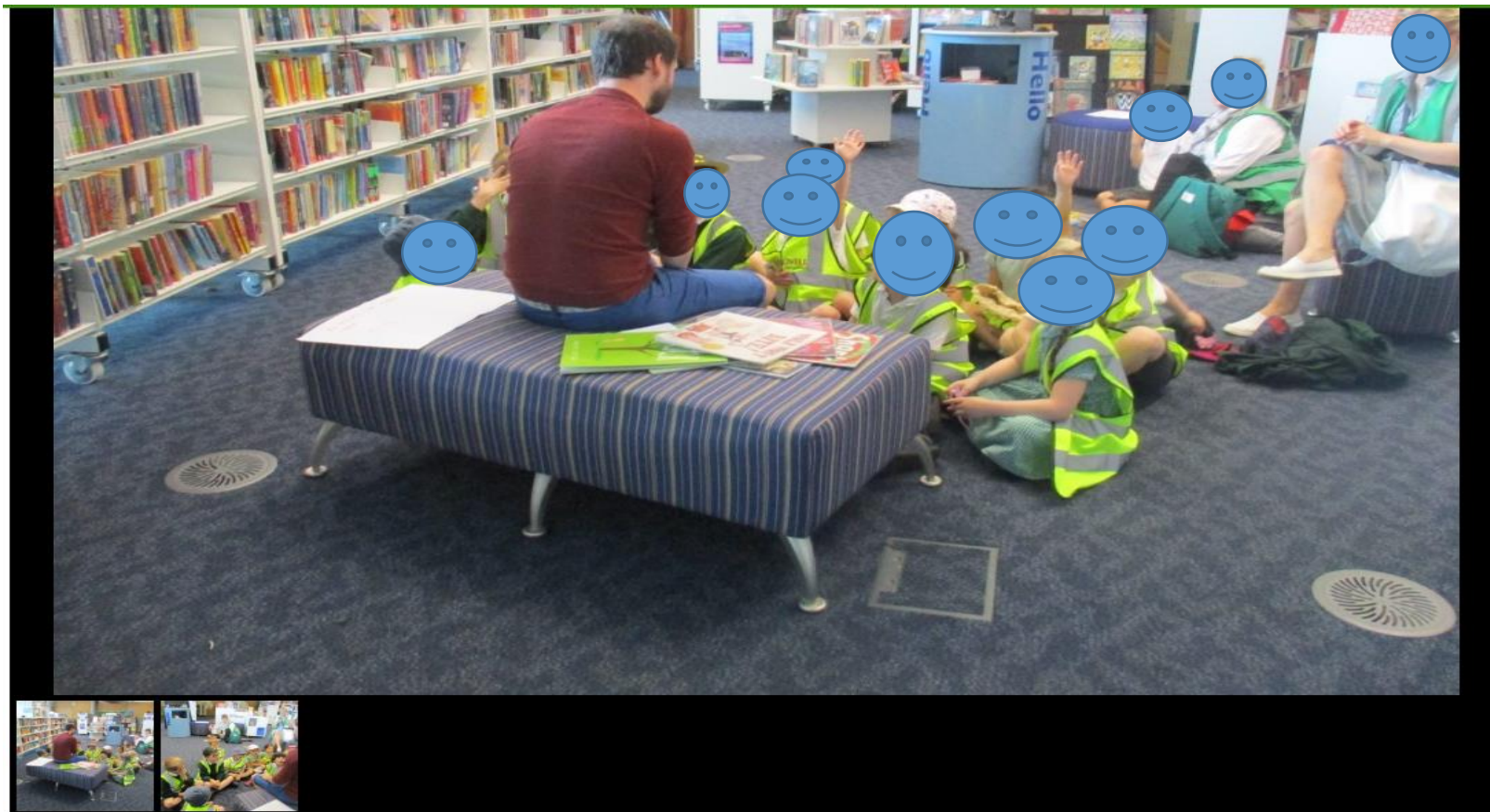
Notes from a Year 2 class discussion at the beginning of a topic on the Victorians showing facts they already know and questions they would like to find answers to.





### 3.5 Local, national and international picture

**Local:** Year 1 visiting Local Heritage Centre to learn about Norwich's history of circuses and Pablo Fanque.

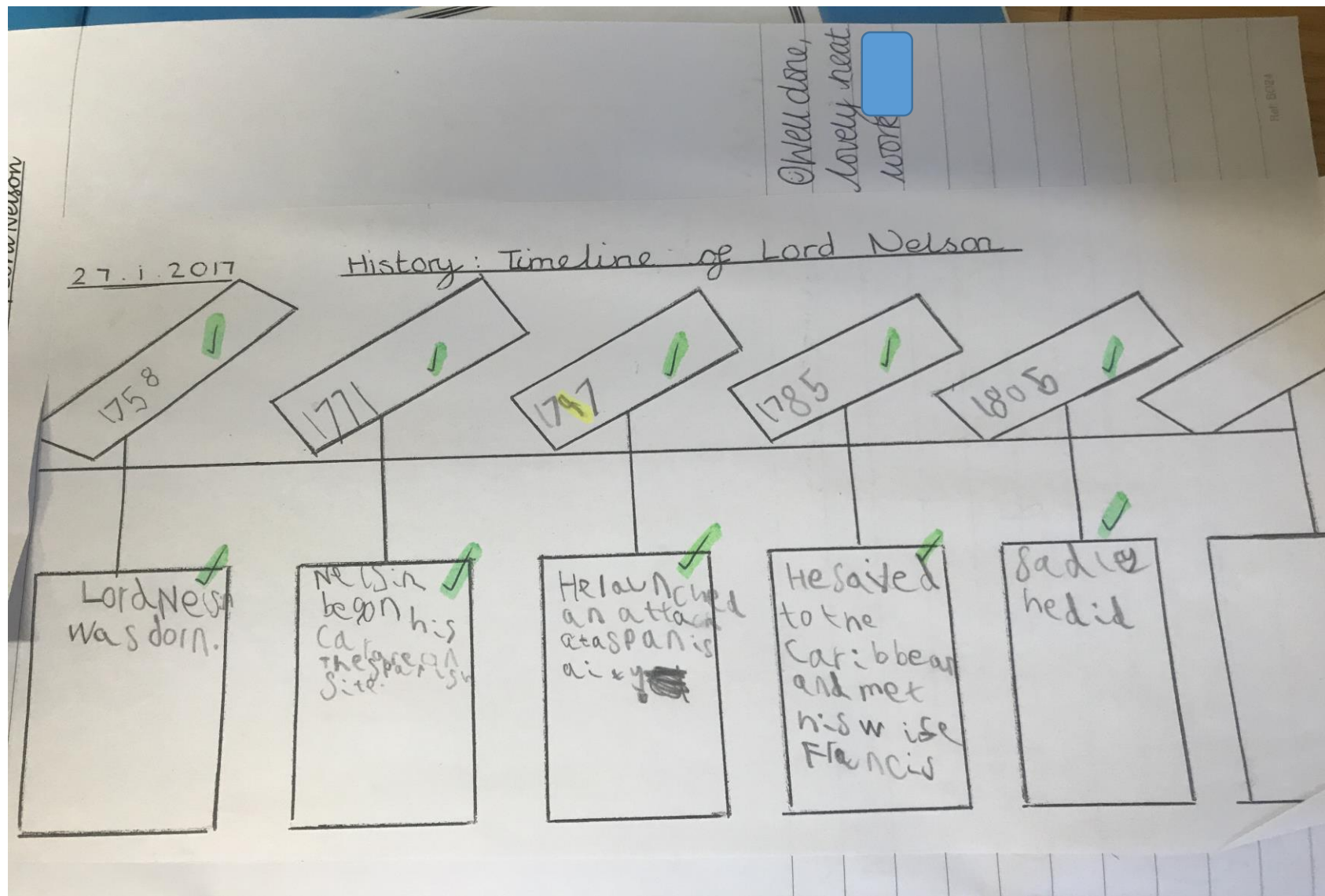


Users with the "Download media" permission can download these photos and videos

#### Notes

Year one went to the Forum last week as part of their history project to learn about the circus. They got to explore all the different parts of the library.

**Local: Year 1 Lord Nelson:** extract from a Year 1 pupil's work creating a time line of local historical figure Lord Nelson in response to a historical question.



**National:** Whole school celebrations took place to mark the recent wedding of Prince Harry and Meghan Markle, this was also used as an opportunity to explore and learn more about the Royal family.

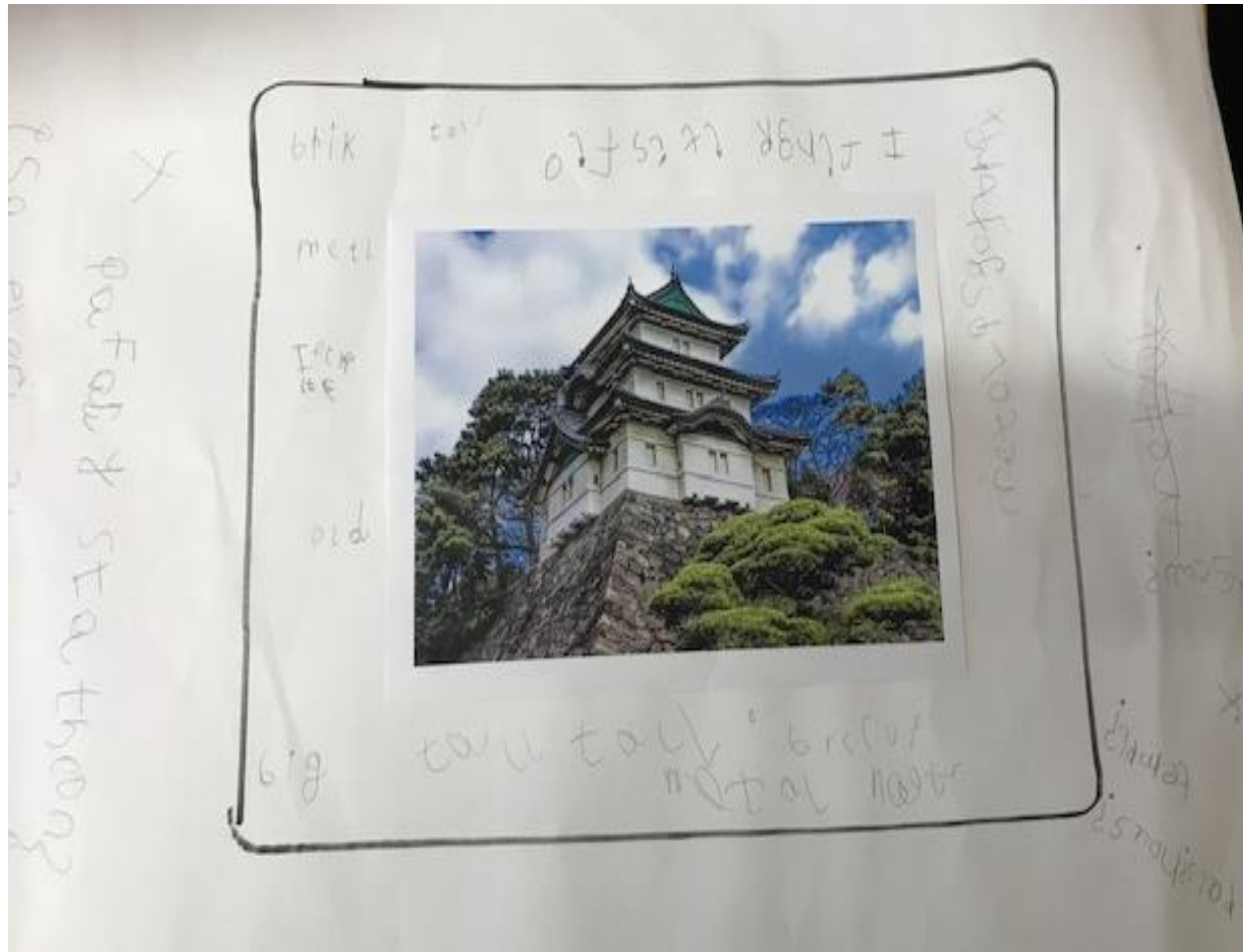


Users with the "Download media" permission can download these photos and videos

## Notes

we've had a party in Foxes complete with a decorated crown biscuit, crisp, cake and lots of dancing to celebrate Prince Harry's wedding to Megan tomorrow.

**International:** A Year 1 class formulate questions and record observations about a Japanese building -Tokyo Imperial Palace - before learning more about its history as part of a whole school International Week learning about Japan.



### **3.6 Local Dimension: How effectively is the local environment used to support learning in history?**

At Heather Avenue Infant School history teaching incorporates a focus on the local environment as part of the history curriculum in order to enhance learning and increase pupils' understanding of their local history and sense of place. Due to the pupils' age and curriculum stage, much of this learning focuses on changes within living memory and discussions with elderly people about their childhood experiences and how these compare to those of the children. An annual 'Bridging the Gap' club is run in partnership with two local charities to offer children the experience of meeting local elderly people to learn more about their lives. All KS1 children communicate with elderly residents of a local care home via letter and visits in order to learn more about their lives and experiences. See Section 3.2 for more information about the school's link with the local care home.

The curriculum is well supported by trips to various locations within the local environment including the local airport, local heritage centre, local libraries and Norwich Cathedral, Holt Hall, Sainsbury's Art centre and the local circus. The same applies to the rest of the years within the school, topics are planned by teachers for the entire term and trips, activities and learning outside the classroom experiences are planned alongside the curriculum to enhance the learning for all children, for example this year, the year 2 children were learning all about the Victorians during the autumn term and their main offsite trip was to Holt Hall to experience a Victorian Christmas while later in the year, our Reception classes were learning about transport and so took their entire cohort to the local airport (Norwich international) for their offsite visit!

In September 2018 all teaching and support staff participated in bespoke half day INSET training from Historic England on Hellesdon's local heritage following the History subject leader attending a day's training earlier in the year.

### 3.6: Local Environment: Castle Museum - Choosing an artefact to sponsor and visit at Norwich Castle Museum to support the preservation of local history.



Users with the "Download media" permission can download these photos and videos

#### Notes

We are hoping to adopt an object at Norwich Castle museum! Today we looked and discussed the artefacts available to adopt, we then voted on which one we liked the best- the majority was... The Falchion Sword

Year 1 class taking part in a class discussion and vote to select an artefact to adopt at our local Castle Museum.

The artefact chosen by classes as a result of their class discussions.

### 3.6: Local environment supporting learning in history

#### Bridging the Gap club:

KS1 pupils participate in Bridging the Gap club learning about local life in the past from elderly residents of the local area:

## Bridging the Gap Club

Home >> Children >> School Clubs >> Bridging the Gap Club

Bridging the Gap club will run on Thursdays from 3:15 - 4:15 pm. We are really excited to be able to offer another half term's Bridging the Gap after school group from Thursday 19th April. See letter for more details.

ENYP (Equipping, Nurturing Young People) and Age UK Norwich have come together to offer all Heather Avenue pupils the opportunity to get involved in this fabulous project.

During the club your child will get to meet and make friends with a group of local residents and a member of staff from ENYP. They will explore different themes such as shopping or games and share experiences of how these activities are different today than they were in the past.

All sessions involve a variety of activities including making objects, talking, playing games and singing songs. They often involve looking at objects from the past and dressing up.

In the past the children who have participated in this club have developed their confidence and have learnt a lot about the past in a fun and exciting way.



**3.6: Bespoke INSET training:** Historic England on Hellesdon's local heritage for all teaching and support staff organised by the History SL in order to increase staff confidence and understanding in teaching pupils' about their local heritage. The training incorporated

learning about Hellesdon's history and local landmarks and how these have changed and developed over time. Delivering the session during a whole school INSET session meant that support staff as well as teaching staff were able to attend.





## Section 4: Achievement

### **4.1: Comparisons to relative starting points: how well do pupils learn and achieve in history compared to their relative starting points?**

Progression in History is also monitored by class teachers and overseen by the subject leader for history through work/ planning scrutinies and lesson observations. Feedback is given to staff in staff meetings and in subject leader update documents.

In the EYFS for the academic year 2017/18, 96% of pupils achieved at least Expected in The World and People and Communities with those pupils who did not achieve this area being previously identified as SEN. This is in line with previous the past three year's performance in this area. For the academic year 2018/19, 91% of pupils are currently identified as being on track to achieve the Understanding the World ELG.

In KS1 for the academic year 2017/18, 90% of Year 2 pupils achieved the expected standard for History at the end of KS1 with pupils who did not achieve this standard having been previously identified as being EAL or having SEN. For the academic year 2018/19, 82% of Year 2 pupils are currently identified as being on track to meet the expected standard at the end of KS1. The drop in figures from the previous year is currently attributed to an influx of new pupils for whom the previous year's data is currently unavailable.

The introduction of the skills progression document for the KS1 classes has assisted teachers in planning for pupils' skills progression in order to ensure a logical progression in skill development from their starting point.

The class teachers input assessment data for each of their pupils against the history learning objectives using Classroom Monitor, an online tracking tool which highlights areas of strength and areas of development for individual pupils and allows effective monitoring of the performance of different groups of pupils.

**4.1: EYFS attainment:** the extract from end of year attainment analysis for the academic year 2017/18 shows the progress made by pupils in the EYFS in the Early Learning Goals for Understanding the World, these are the areas of learning with the greatest correlation to history teaching and learning in the Early Years.

**Understanding the World**

	EME	EXP	EXC	EXP + EXC number	EXP + EXC %
People and Communities	2	36	7	43	96%
The World	2	37	6	43	96%
Technology	0	30	15	45	100%

**Overall % EXP + EXC in Understanding the World strands**

	2014 - 2015	2015 -2016	2016 - 2017	2017-2018
<b>HAIS</b>	96%	94%	96%	96%
<b>National</b>	82%	83%	84%	TBC

**Understanding the World Analysis and Actions for 2017/18**

- Continue topics from current academic year as they were successful.
- Plan activities around topics based on new children’s interests.
- Continue home visits for new intake in Summer Term 2018 in order to better understand the interests and personalities of the children starting school.
- Continue to expand Magical Me topic to include visits from people in the community who help us e.g. firemen, police etc.
- Continue International Weeks to develop children’s awareness of cultures and communities.
- Greater use of technology such as Beebots in the classroom provision.
- Use cross-curricular links in Maths and Literacy to incorporate Understanding the World strands as appropriate.



#### **4.2: Mechanisms for Monitoring, Tracking & Intervention. How effectively does the school monitor progress to ensure that all pupils achieve their potential?**

Progress in history at Heather Avenue Infant School is tracked through progression of objectives specified in the revised National Curriculum (2014) for pupils in Years 1 and 2 and through the Early Years Foundation Stage: Understanding The World document for children in Reception. This is completed by class teachers using an online monitoring programme called Classroom Monitor which shows progress for individual children and groups. Anonymised examples can be seen below showing individual pupil progress and highlighting areas of strength and areas for development. Class teachers ensure that coverage is given equally to all areas with priority given to areas where children do not achieve as well.

Pupils are given opportunities to independently apply their knowledge and skills in lessons in order to demonstrate their progress. In the EYFS this is often through pupil observation and activities available in the classroom continuous provision. In KS1 this can be through class discussion and independent class-based work. An example of a Y2 pupil's independent writing can be seen below, with teacher written response.

Marking was previously identified as an area for development for staff in order to ensure that pupils understand their next steps in history specifically. As part of this area of development a whole school focus on high-quality links between core subjects (specifically Maths and English) and ensuring that children are given time to respond to their identified in next steps in KS1. A new marking scheme was introduced for all subjects and time has been built into the curriculum for children in KS1 to be able to respond to their next steps. More information on the development of cross-curricular links can be seen in section 5.4.



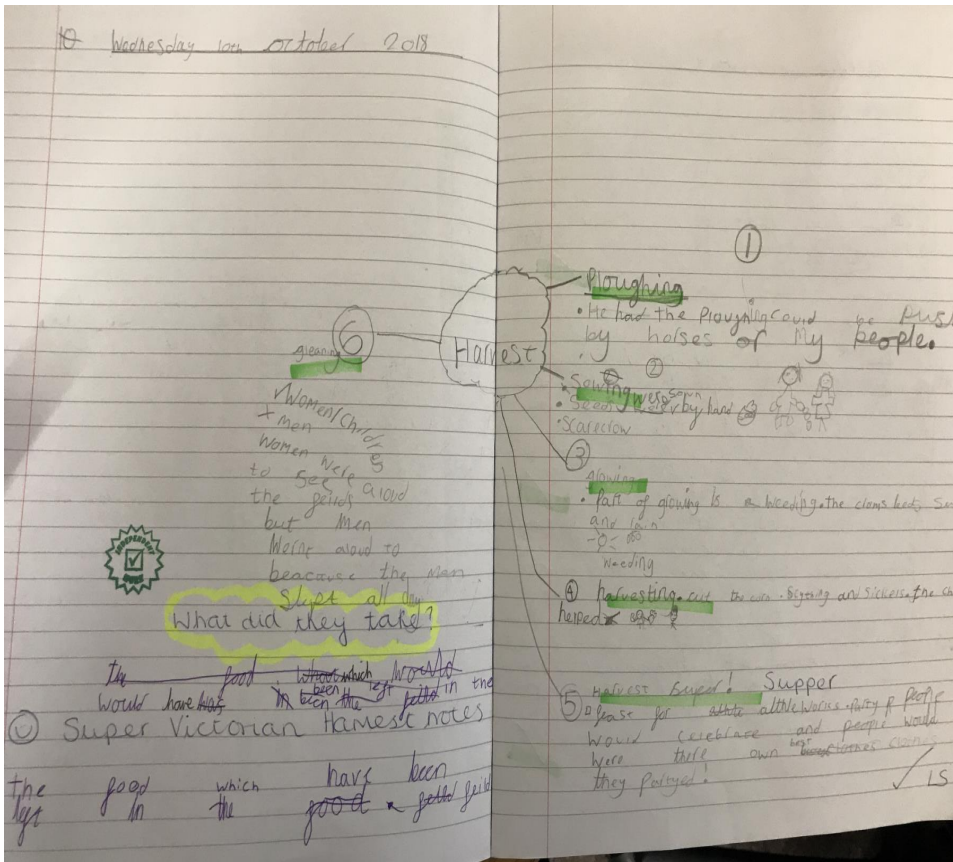


## 4.2 Pupil response:

A Y2 pupil responds in purple pen to the next steps given by their class teacher in order to close a learning gap.

This work was completed independently in order for the pupil to show their understanding of the historical objectives covered.

A Reception pupil creates their own timeline based on their interest in the Romans and Dinosaurs.



**4.2 Book Scrutiny feedback, April 2018:** The history subject leader carries out work scrutinies in order to triangulate the data available on the school's online tracking system with the evidence produced in pupils' books and on the school's VLE. Feedback is given to staff to ensure that the best possible progress is being made.

#### **KS1 History Work Scrutiny: April 2018**

##### **Areas of Strength**

- Thank you for having all your books clearly labelled in the classroom and easily accessible.
- Literacy: a range of writing tasks evident, including fiction and non-fiction that incorporated history concepts e.g. Big Writing describing child work conditions in Victorian Britain in Year 2, description of Lord Nelson in Year 1.
- Topic Book: clear coverage of NC subjects through topic based approach.
- Differentiation in tasks shown in Year 2 through resources provided e.g. word banks, structure given to tasks. Differentiation in Year 1 shown through use of adult support, group tasks/ discussion for less able pupils.
- Some evidence of next steps being linked to History objectives specifically
- Lovely examples of learning being shared with parents via Tapestry in Year 1. Parent comments are very positive and show that they very much enjoy being able to see what their children are working on.

##### **Next Steps**

- Some pieces of work have next steps, which the children haven't responded to. Please find some time for them to go back and respond to these – such as EMA.
- If children are working on mini-whiteboards/ engaged in practical tasks find some way to record this in their books or on Tapestry through photocopying/photographs etc.
- Topic Book marking – most pieces of work were well-marked according to the Marking Policy, but there one or two rogue pieces with just a tick; please check all adults in class are following the scheme.
- Consider opportunities for extended writing in other subject areas e.g. History as well as the dedicated English/Maths work. There was some evidence of this in Literacy books but this is not yet evident in Maths books.



#### **4.3: Achievement is celebrated. How well is achievement celebrated within the school?**

At Heather Avenue Infant School, achievement is celebrated for all subjects and skills in a number of ways. Due to the age and stage of the pupils, celebrations are often focused on the skills needed to be an effective learner in all subjects and areas. Pupils achievements can be celebrated in class in a number of ways; through the use of stickers in the Reception classes and team points in KS1 classes, visits to the Headteacher to share good work and through effective feedback whether verbally or in writing.

We strive to share and celebrate pupil achievements with parents and carers wherever possible. This has been made more effective through the recent introduction of Tapestry, an online resource which allows staff to upload observations, photographs and comments to a child's account for their parent-carers to access. This was initially introduced in Reception in 2016 but has been expanded to incorporate the Year 1 and Year 2 classes in September 2018. More information can be found Section 5.3.

A weekly Celebration Assembly where a pupil from each class is selected to share a piece of good work with the rest of the school. The pupil's parent-carers are invited to attend the event to join in the celebration of their child's achievement. The child's name is also included in that week's newsletter with a brief description of their achievement.

The classroom and wider school environment is well utilised to celebrate the achievement of pupils across the school. Each classroom has a display dedicated to that term's topic which is gradually added to over the course of the term as children progress through the topic. Communal areas are used to showcase high quality work. The school holds an annual Open Gallery art event for the local community to attend which includes children's artwork linked to their topic work they have been covering in class. This is a very effective celebration of all that our pupils have achieved.

**See also 5.3: Website and Communications for examples of sharing a pupil's excellent work with their parents.**

**4.3 Celebrating children's achievements:** the extract from a weekly newsletter below shows children's excellent work and achievements in history being celebrated in a weekly Celebration Assembly. The child's parents-carers are also invited to attend to see their child sharing their work with the school.

- Tuesday 18<sup>th</sup> December 2018 – Last day of Autumn term
- Thursday 3<sup>rd</sup> January 2019 – Children return to school for Spring term

**READING FOR LAST WEEK**

Owls	75%
Hedgehogs	57%
Woodpeckers	44%
Foxes	48%
Badgers	86%
Squirrels	69%

*Well Done to Badgers Class*

The above percentages show the percentage of children who have read 3 times, in a week at home, in each class. The class with the highest percentage will have the trophy for this week.

**ATTENDANCE AWARDS**

Owls	100%
Hedgehogs	96%
Woodpeckers	94%
Foxes	97%
Badgers	96%
Squirrels	99%

*Well done to Owls class*

Government and Schools targets are for all children to achieve at least 96%.



**Awards**

[redacted] and [redacted] were presented with their swimming certificates.  
 [redacted] and [redacted] were presented with their Reading Egg certificates.  
 [redacted] was presented with his Ju-Jitsu certificate and badge.  
 [redacted] were presented with their Library challenge certificates

**GREAT WORK**

**FOXES CLASS (LA):**

[redacted] shared her excellent questions from History.

**WOODPECKERS CLASS (CD):**

[redacted] shared her brilliant writing about her Summer.

**HEDGEHOGS CLASS (WH):**

[redacted] shared his superb Big Writing – a retelling of The Princess and the Pea.

**OWLS CLASS (VM):**

[redacted] shared his fantastic Big Writing – a retelling of The Princess and the Pea.

**Suggestion Box**

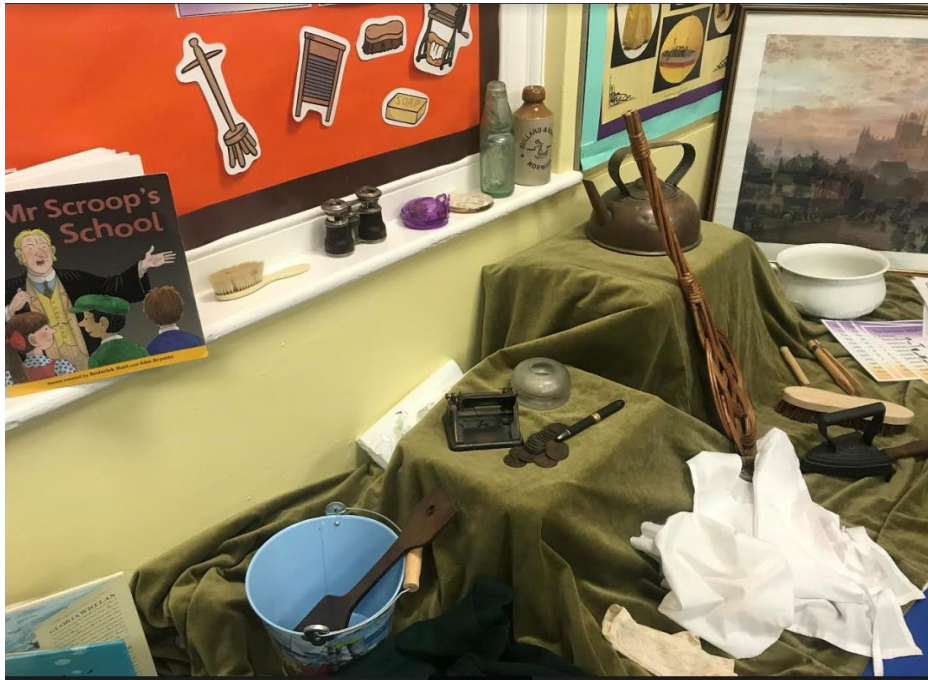
You will see on our playground that we have a small post box by the purple gate (between the car park and gazebo). This is a place where you are able to post any suggestions you may have to help improve our school. This box is checked regularly so please do

**4.3 Annual Open Studios event showcasing high quality examples of children's work:** The school hall is open to the public for a week for them to view the children's work and find out about the processes involved in putting the displays together.

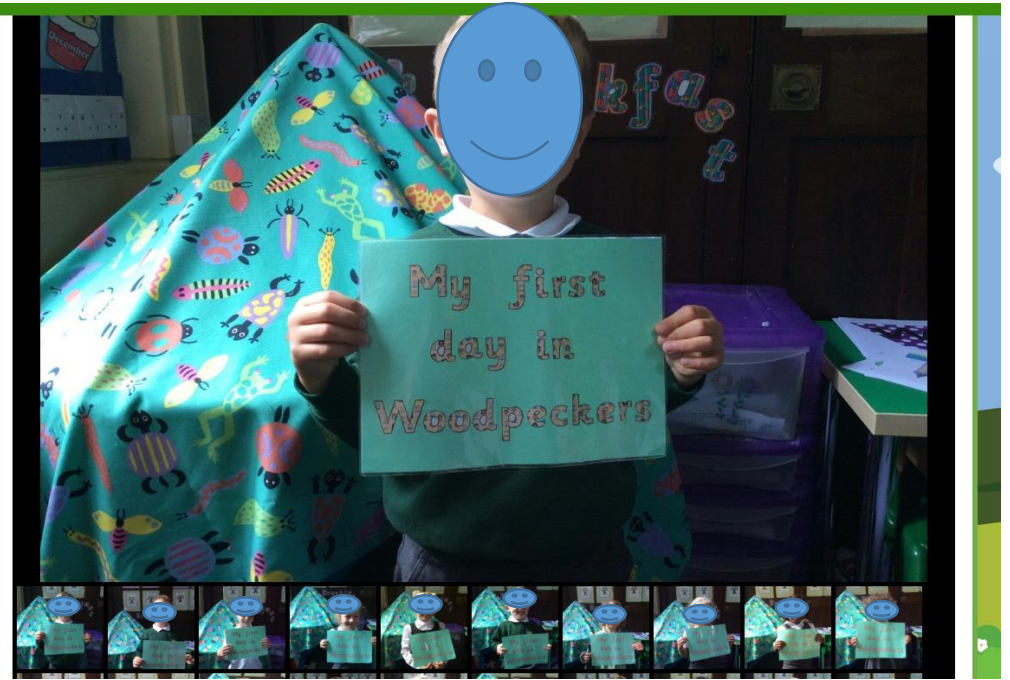


This Year 1 display includes children's circus tents that the children have made in class and posters completed from their visit to the Local Heritage Centre to research Norwich's history of circuses. The lighthouse work displayed was created in response to learning about the story of Grace Darling.

### 4.3 Classroom display showcasing high quality examples of children's work



Artefacts brought in by pupils to support history learning



Pupils in Year 1 begin to create their own personal timelines of their year.

A Reception pupil's independent timeline work is displayed in the classroom and added to the school VLE to share with the child's parents.



## Section 5: Enrichment

### **5.1: History Enriching the Curriculum: How does history enrich the whole curriculum life of the school?**

History is used as an important way to enrich the life of the school as a whole throughout the school. The topic based approach used at the school means that effective cross-curricular links are made between history and other curriculum subjects; this is explored further in section 5.4. (See 5.4: Curriculum Overview)

Real life experiences are of vital importance to our pupils due to their young age and stage of development, as such staff seek to utilise the knowledge of local visitors and locations in order to help pupils learn more about their historical and cultural heritage. In the EYFS pupils learn about how they have changed over time and begin to understand similarities and differences between their lives and the lives of others, as part of learning about themselves in their 'All About Me' topic pupils meet with a local parent and her baby to find out how the baby is looked after and to think about the skills they have learned since being born. Pupils in KS1 correspond with residents of a local care home for the elderly in order to learn more about recent history and to compare their experiences to those of others born before them. See section 3.5 for more evidence. As part of their history learning about the Olympics during their 'Ready Steady Go' topic, Year 2 pupils met with Laura Samuel, British championship triple jumper to learn about her experiences and contrast these with the experiences of the Ancient Greek athletes at the first Olympics. They were also able to try out their triple jump skills with Laura and to consider the physical and mental attributes needed to be an Olympic level athlete.

Trips to the local community are planned carefully by staff in order to enrich pupils' cultural, physical and educational experiences. A schedule of trips can be seen below with a brief explanation of the purpose of each. History is well represented in these trips with each year group taking part in at least one history specific trip per year.

**5.1: History-based clubs/ Extra-curricular community projects:** Bridging the Gap club members meet with older members of the local community to learn about life in the past and make comparisons with their own lives. The club is organised in conjunction with two local charities.

## Bridging the Gap Club

[Home](#) >> [Children](#) >> [School Clubs](#) >> [Bridging the Gap Club](#)

Bridging the Gap club will run on Thursdays from 3:15 - 4:15 pm. We are really excited to be able to offer another half term's Bridging the Gap after school group from Thursday 19th April. See letter for more details.

ENYP (Equipping, Nurturing Young People) and Age UK Norwich have come together to offer all Heather Avenue pupils the opportunity to get involved in this fabulous project.

During the club your child will get to meet and make friends with a group of local residents and a member of staff from ENYP. They will explore different themes such as shopping or games and share experiences of how these activities are different today than they were in the past.

All sessions involve a variety of activities including making objects, talking, playing games and singing songs. They often involve looking at objects from the past and dressing up.

In the past the children who have participated in this club have developed their confidence and have learnt a lot about the past in a fun and exciting way.



**5.1: Enrichment:** Visitors and guest speakers are used effectively in school to gain further knowledge and give children opportunities to ask questions and try new experiences.



A Year 2 class participate in a visit from triple jumper Laura Samuel, as part of their topic on the Olympic Games.



A Reception class take part in a palaeontology workshop and learn about fossils as part of their Dinosaur topic.

## 5.1 Schedule of trips used to enrich History and other subject provision at Heather Avenue Infant School.

Trips linked to topic based learning will have a direct correlation with history teaching in school, for example the EYFS classes visit the local Dinosaur Park as a way to begin their Dinosaur topic with an exciting start.

### Trip Schedule at Heather Avenue Infant School

This is updated annually to incorporate current topics and availability. It is possible that trips may be rescheduled at short notice.

Reception Classes	Year 1 Classes	Year 2 Classes
<p><b>Autumn Term:</b>            [redacted]: small world role play centre            [redacted] Church: cultural enrichment</p> <p><b>Spring Term:</b>            [redacted] Church: cultural enrichment            [redacted] Park: topic based enrichment</p> <p><b>Summer Term:</b>            [redacted] Norwich Airport: topic based enrichment            Sports Day at University [redacted]            Multiskills Sports at [redacted] High School: physical skill development</p>	<p><b>Autumn Term:</b>            [redacted] Farm: topic based enrichment            [redacted] Art Centre: cultural enrichment            [redacted] chapel: cultural enrichment            Cinema trip: cultural enrichment</p> <p><b>Spring Term:</b>            Theatre Royal trip (pantomime): cultural enrichment            Multiskills Sports at [redacted] High School: physical skill development            [redacted] chapel: cultural enrichment</p> <p><b>Summer Term:</b>            Circus trip: topic based enrichment            Local Heritage Centre at the Forum: topic based enrichment            Sports Day at University of East Anglia: physical skill development</p>	<p><b>Autumn Term:</b>            [redacted] Cathedral: Cultural enrichment            [redacted] Hall residential: topic based &amp; cultural enrichment            Multiskills Sports at [redacted] High School: physical skill development            Cinema trip: cultural enrichment</p> <p><b>Spring Term:</b>            Theatre Royal trip (pantomime): cultural enrichment</p> <p><b>Summer Term:</b>            Theatre trip to London: cultural enrichment            Sports Day at University [redacted] physical skill development</p>



## **5.2: Classroom Environment: How does the classroom environment encourage enthusiasm for history, learning and reflect the high status of history within the school?**

At Heather Avenue Infant School, the classroom environment is used to enhance children's learning experiences, encourage independence and support the development of new skills and vocabulary. The school's teaching and learning policy is written by the senior leadership team in conjunction with the teaching staff who hold responsibility for ensuring this is implemented within their classroom. The teaching and learning policy states that *"Each classroom is stimulating, attractive, and informative with displays which value each child's work. Displays should also be seen as an interactive learning tool which reflects the class topic.*

The History subject leader ensures that history is represented within the classroom environment both within individual classrooms and other school areas such as corridors, foyers and the hall. Last academic year's history action plan included a focus on the use of real life artefacts in displays and history lessons to help children develop their understanding of history further. The development of timeline work with the children is a current focus of this year's history action plan. This has included the children developing their own timelines and building up a sense of their personal history, particularly for the youngest pupils in Reception and the first term of Year 1. An example of a class timeline can be seen below. The history subject leader has included looking at displays and classroom environments during learning walks in order to ensure that displays are being used effectively. An example of artefacts in use in a Year 2 classroom and a Reception role play area have been included below.

Key questions are used in displays to encourage children to think about possible answers to history topics that have been covered that children would like to answer in the future (**See Section 1.1 - Year 2 questions for evidence**) Communal areas such as corridors are used to showcase high quality examples of children's work from across the curriculum, including history, an example of which can be seen below.

**5.2: Artefacts in use to support history learning:** the use of artefacts to support stimulating and engaging teaching in class is in place throughout the school both in display and for practical activities, particularly in the EYFS where continuous provision is in place to support the development of new skills.



Included within the artefacts displayed in this Year 2 classroom are a Victorian hairbrush brought in a pupil which used to belong to her great-grandmother and a clay beer bottle from a local Norwich brewery.



Reception class children use nappies and baby care equipment in the role play as part of their topic on how they have grown and changed.

**5.2: Learning Walk feedback commenting on classroom environment from the history subject leader:** The history learning walk feedback identifies where the classroom environment is being used effectively to support history learning and teaching as well as making further suggestions for improvement.

**EYFS feedback:**

**History Subject Leader Learning Walk Feedback: 20.11.17**

**Reception**

<b>Areas of Strength</b>	<b>Areas to Develop</b>
Pupil voice recorded in learning journey books with comments that show new learning and enthusiasm for subject. Contributions from parents (e.g. the work done with children's baby photos illustrating how the children have changed as they have grown.	Ensure comments are recorded on Tapestry for parents.
Seasonal displays	Enhance displays with photographs of school/ local environment in different seasons as time passes Use a timeline display, which can be added to throughout the year with significant events.
Topic map displayed showing pupils current learning in all areas.	
Children involved in their learning and very keen to express their views, opinions and ideas while examining photographs of old and new toys.	Use of a real artefact (both old and new) for children to observe/touch etc. This would strengthen links with children's materials learning
Books were organised into fiction and non-fiction.	Book corner could be used to provide children with age and stage relevant books about changes over time or areas of history linked to children's interests e.g. transport, dinosaurs

## Year 1 feedback:

### + Year 1

WWW	EBI
Evidence of history linked to other topics: PSHE newspaper cutting, studies of Vincent Van Gogh, English links to William Wordsworth.	Ensure history links are taken from NC objectives to move children's learning forward.
Seasonal displays	Enhance displays with photographs of school/ local environment in different seasons as time passes Consider a timeline display to help children's understanding
Topic Map displayed with explanation of planned History coverage (lives of artists: VVG and GO'K).	Ensure history information are taken from National Curriculum objectives for Key Stage 1.
Book Corners had a range of fiction and non-fiction books available for children to access.	Book corner could be used to provide children with age and stage relevant books about changes over time or areas of history linked to children's interests e.g. transport, dinosaurs. Ensure fiction and non-fiction books are separated and that History books are classified as <i>non-fiction</i> to develop children's understanding of history as a concept.
Children are encouraged to compare and make distinctions between their lives and those of children in the past.	Children have completed work comparing the modern day with Victorian children, replicating learning covered in Year 2. It was not clear how this linked with the specified History coverage on the topic map displayed on class.

## Year 2 feedback:

### Year 2

WWW	EBI
Links to other subjects: <u>maths</u> (timelines, number sequencing), History (letter writing, information writing) evident in children's books.	
Dedicated History display linked to Victorians display, containing a range of artefacts, texts, artwork and questions.	Find a way to all pupils to contribute to displays such as answering and asking their own questions or recording observations.
Reading Corners contained age and stage appropriate information texts linked to historical events e.g. History Encyclopedia for children, History of Football, Space Race information.	

5.2: Display - A Year 1 Circus display showcasing the results of their Circus topic.




### **5.3: Website and Communications: How does history contribute to the school's online communications?**

At Heather Avenue Infant School we use an online learning journal system called tapestry to share pupils' work with parent-carers. Each parent-carer has their own log-in and are only able to view their own child's work or observations that the child's whole class has been tagged in. Parent-carers are also able to leave comments on the observations that they view and to use the observations as a basis to discuss with their child what they have been learning in school. Tapestry was first introduced in Reception in the academic year 2016/17 as a way to record the children's learning and progress towards the Early Learning Goals. Feedback from parent-carers at the end of the year was extremely positive and many commented in Year 1 that they missed being able to see what their child was doing in class. As a result of this feedback, it was decided to introduce Tapestry to the Key Stage 1 classes across the school, with Year 1 being added in the spring term of 2018 and Year 2 in September 2018. Examples of completed learning observations in History and parent-carer comments can be seen below. Parent-carers can also upload their own observations of activities they have completed at home with their children, particularly if they are related to the topic that the children have been studying. These can then be used in class to support class discussion. An example of this can be seen below.

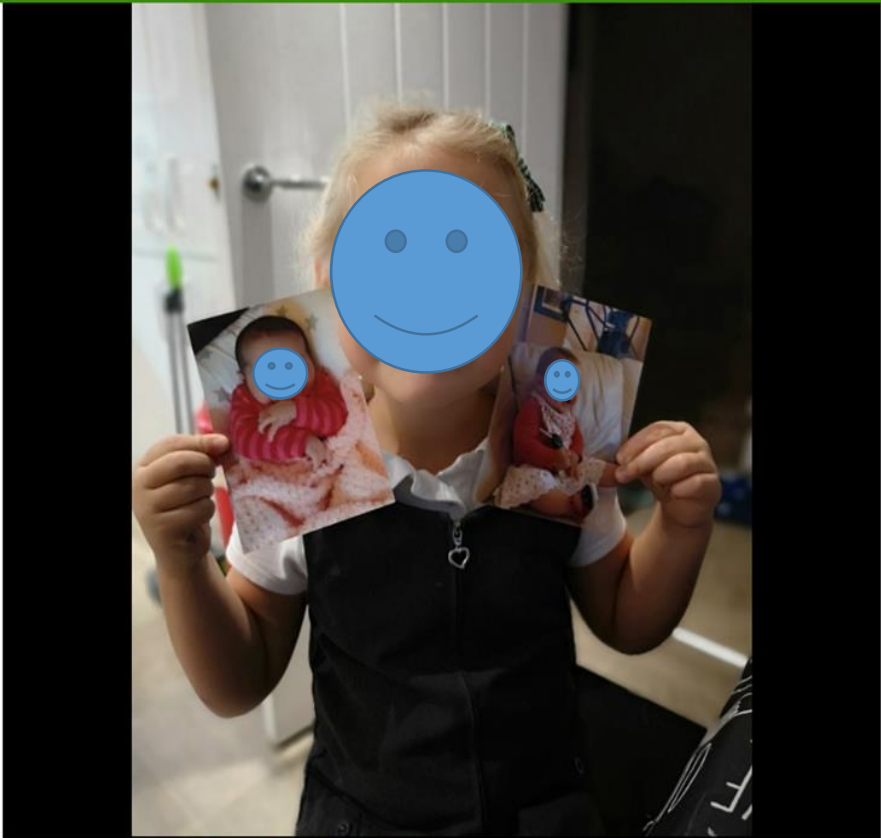
In addition, the school has its own website with dedicated class pages which are used to share information about topics covered in all subjects, including history with the wider school community. The school website is also used to share news about school events with the wider school community and to provide information about upcoming events. Examples of history subject information being shared can be seen below.

**5.3: Tapestry online learning journal:** History work that the children have completed in class is shared with parent-carers via the secure online system, Tapestry. The parent-carers respond positively to the information.

	<h3>Notes</h3> <p>This afternoon the children learnt about the hard jobs that children would have had in the victorian times! we had street cleaners, domestic servants, chimney sweeps, factory workers and farm hands! I wonder if you can see who is acting out which job? we had a fantastic drama activity during our history lesson and the children were able to reflect on which jobs they would like and which jobs they wouldn't (with most children obviously wanting no job at all)!</p> <h3>Comments</h3> <p><b>Relative</b> - 22 Sep 2018 11:43 AM <span>Like · 1 Like</span></p> <p>Haha it is a great way to get the classroom clean! 😊 loving learning about the Victorians and is always talking about it 😊</p> <p><b>Relative</b> - 28 Sep 2018 06:17 AM <span>Like</span></p> <p>loving learning about the Victorians! She's decided she'd like a domestic servant at home!</p>
<p>This photograph shows information that has been shared with parent-carers about the history work their children have been completing in school, in this example a Year 2 class are role playing the jobs that Victorian children might have completed.</p>	<p>This photograph shows the explanatory information that has been written by the class teacher and comments that have been left by parent-carers about the discussions that they have had with their children as a result.</p>



**5.3: Tapestry online learning journal:** The photographs below show observations that parent-carers have uploaded of activities they have completed with their children at home in order to support their history learning in school.




Observations Children Tracking Care Diary Mrs Stevens

Users with the "Download media" permission can download these photos and videos

Notes

really enjoyed looking through her baby album and choosing photos to bring into school.

A Reception pupil looks through her baby photos at home so she can choose which one she would like to bring into class to share as part of Reception's 'All About Me' topic.



Users with the "Download media" permission can download these photos and videos

Notes

loved Osborne house on the Isle of Wight. She was particularly fascinated by the nursery with the old toys and little furniture.

thought this Indian inspired dining room was beautiful.

A Year 2 pupil's parent uploads photographs and information about her visit to a stately home while on holiday.

**5.3: School website:** The photographs below show information about history topic learning that classes will be completing over the course of the term. More information can be found at <http://www.heatheravenue.co.uk/>



The screenshot shows a web browser window with several tabs open. The active tab is titled 'Squirrels | Heather Avenue Infant School'. The browser address bar shows 'quirrels/'. The website header features the school's name 'HEATHER AVENUE INFANT SCHOOL' in large green letters, a crest with a tree, and the 'WENSUM TRUST' logo. A navigation menu includes buttons for 'HOME', 'ABOUT US', 'OUR SCHOOL', 'GUARDIANS', 'CHILDREN', and 'COMMUNITY'. A 'Log in' button is visible in the top right corner of the header area. The main content area is titled 'Squirrels' and contains a breadcrumb trail: 'Home >> Children >> Class Pages >> Squirrels'. Below this is a heading 'Welcome to Squirrels Class!' followed by three paragraphs of text.

Home >> Children >> Class Pages >> Squirrels

### Welcome to Squirrels Class!

We are really looking forward to the Autumn Term 2018 in Squirrels Class. Our topic this term is 'All About Me and Celebrations'. During this term we will be learning all about ourselves, including our emotions and feelings, our bodies and our families. This topic will be supported through stories such as You Choose, Titch and the Rainbow Fish. Our role play area will be a family home corner to develop the children's role play skills, followed by a toy shop. We will be producing artwork on both a large and small scale to display in our classroom.

After the half term break we will have our first International Week which will be focusing on Japan where we will be looking at similarities and differences between cultures, including food, school, buildings and celebrations.

We will be cooking in our kitchen classroom making delicious recipes related to our topics, including smoothies, dips, biscuits and salads. For a full list of foods on our cooking menu please refer to our Autumn Term Topic Web which is on display in the cloakroom in Squirrels Class and has been sent home via your child's bookbag.

#### **5.4: Links across subjects and schools: How effectively does history link with other subjects within the school and beyond?**

History is taught at Heather Avenue Infant school using a topic-based approach. Under the guidance of subject leaders, class teachers plan high-quality links between subjects in order to allow pupils to make meaningful links between subjects. This information is planned using the revised National Curriculum (2014) for Key Stage 1 and 2 and the Early Years Foundation Stage for Reception classes.

A curriculum overview document for each topic is produced showing the links between subjects and the work that will be covered, this is updated annually in order to best reflect children's needs and interests. An extract from a Year 1 topic about the Circus can be seen below. In addition, the links made between subjects are shared with parent-carers using a topic map at the beginning of each topic, an example of this for the same topic can be seen below.


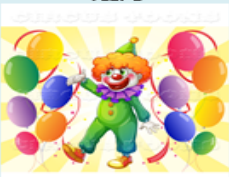
A current area of focus for the history subject leader action plan is making high quality effective links between history and the core subjects, specifically maths and English. An example of a Year 2 maths and history lesson focusing on data can be see below. Class teachers also plan in opportunities for children to complete extended pieces of writing in Year 1 and Year 2 during weekly 'Big Writes', wherever possible these incorporate the current topic being taught.

## 5.4: Topic Overview: A topic overview for Year 1's Circus topic showing history links to other subjects as part of the cross-curricular topic

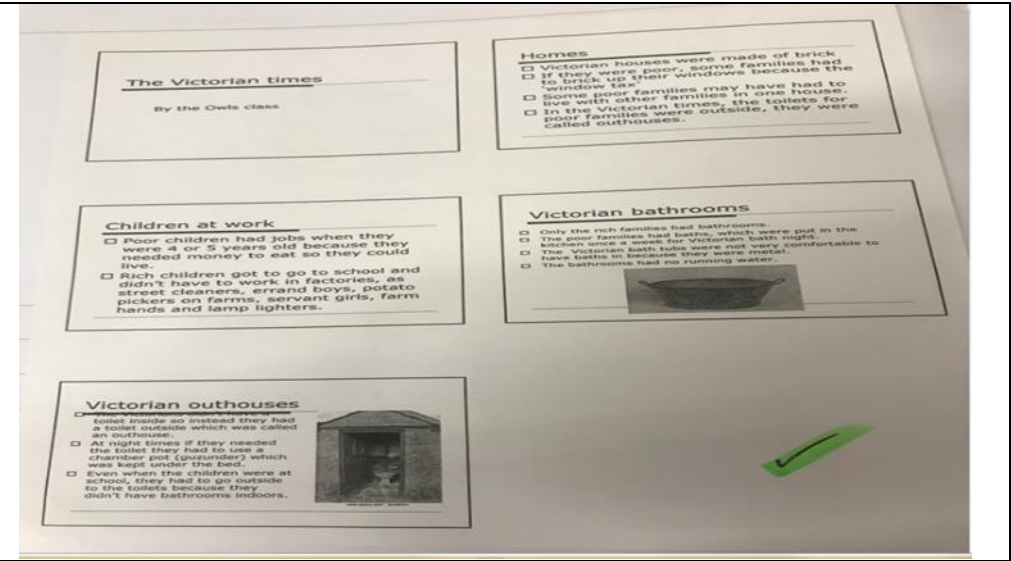
### Summer Term 2018 – Year 1 Clowning Around - Circus

Week beginning	Numeracy PRN	Literacy CLL	Science KUW	DT CD	Art CD	History KUW	Geo KUW	R.E KUW	Computing KUW	P.E PD	Music CD	Cur/PsHE PSED
Monday 16 <sup>th</sup> April  Start topic with thought web-what the children know and the questions they would like to answer	1.10 Geometric reasoning  Use mathematical vocab to describe direction.  Use Circus props/map do describe position and directions.	N3 – Traditional Tales  Focus Text: 'Dumbo'  Character description  RWI  Library- Look at the organisation, learn how to use Cracking the code, find and share fiction and non-fiction books related to our circus topic.	Identify, name, draw and label the basic parts of the human body. Compare our bodies to circus animals. What are the similarities and differences?	Complete lighthouses from spring term for open studios and evaluate.  Cooking: Popcorn	Explain to the children that the focus of our artwork this term is Portraits. Discuss what they think is a portrait is. Show the children some portraits and famous Rusty Rust and Rosy Fernandez Diaz.  Compose questions to ask.	Who is Philip Astley, why is he famous? Why is he important to the circus?  Create a list of what the children know about circuses.	Introduce the children to Colin the clown. He travelled from the circus and has no idea about where we live. Use google maps to locate the area where we live. Give children a template of the UK to draw around and locate Norfolk.  Use pictures of famous landmarks to add to the map.	How do Jews/Christians talk to God?	Demonstrate how to open a web browser.  Discuss with the children, different websites that they use and how they find what they are looking for.	Real PE – Circus week 1  Remind children about safety in P.E and in the hall.	Ben and Bella song	Children will take part in Class Council.  SEAL: Relationships  Core theme 1: Health and Well-being
Monday 23 <sup>rd</sup> April	1.11 number sense Number and place Value  Count in multiples of 5.  Juggling Balls and clowns.	N3 – Traditional Tales  Focus Text: 'Dumbo'  RWI  B/W Story map the story of Dumbo and act it out.	Learn which part of the body is associated with each sense. Did the circus animals have the same senses as us?	Look at the different types of circuses. What are they made from, what do they look like, what's inside them, which animals may you find, what colours	Research famous artists Rosy FD and Rusty Rust. What can we find out? How is their work similar and different? Compare	Retell the story of Philip Astley and how he invented the circus.	Explain to the children that we are going to be teaching Colin the Clown about the physical geography of the county we live in Norfolk England and that we will be comparing it to Norfolk Island which is located	Islam Exploring Islamic artefacts and resources	Lead children through a tour of google earth  Can you find Canada, France and Norfolk and identify the similarities.	Real PE – Circus week 2  Remind children about safety in P.E and in the hall.	As a class create a new verse for the circus song using a different circus act that we have learnt about.	Children will take part in Class Council.  SEAL: Relationships  Core theme 1: Health and Well-being

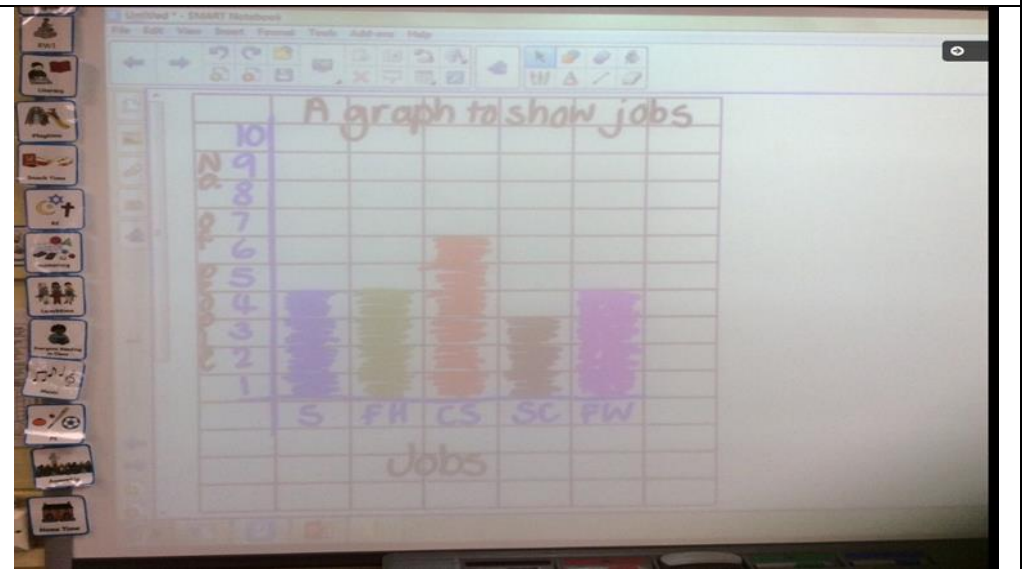
## 5.4: Topic Overview: Information shared with parents-carers about links between subjects during a topic. This example shows subject links planned in Year 1's Circus topic.

<p><b>Numeracy</b></p> <p>We will follow the new curriculum 2014 using Rising Stars for our longer term planning.</p> <p><b>Summer 1</b></p> <p>Week 1: <b>1.10 Geometric Reasoning</b>, geometry, direction and positioning. Directing a clown around the circus. Directions around a circus.</p> <p>Week 2: <b>1.11 Number Sense</b> – Number and place value, counting in 5's. Count the juggling balls grouped in 5's.</p> <p>Week 3: <b>1.11 Number sense</b> – Number and place value- Reading and writing numbers from 1-20 in words and numerals.</p> <p>Week 4: <b>1.11 Number sense</b> – Measurement, time. Circus themed time word problems.</p> <p>Week 5: <b>1.12 Additive Reasoning</b> – addition and subtraction, finding the difference between two amounts.</p> <p>Week 6: <b>1.12 Additive Reasoning – International week St Lucia</b></p> <p><b>Summer 2</b></p> <p>Week 1: <b>1.12 Additive reasoning</b> - add and subtract two digit numbers together. Circus ticket word problems.</p> <p>Week 2: <b>1.13 Multiplication reasoning</b> – solving one step problems involving multiplication and division using concrete objects.</p> <p>Week 3: <b>1.13 Multiplication reasoning</b> - fractions, recognizing finding and naming halves as one of two equals. Halving circus equipment.</p> <p>Week 4: <b>1.10 Geometric Reasoning</b> – tell the time to the hour and half past</p> <p>Week 5: <b>1.14 Geometric Reasoning</b> – fractions, recognise and find a quarter as one of four equal parts of an object/shape.</p> <p>Week 6 and 7: <b>1.14 Geometric Reasoning</b> – geometry, position and direction. Describing movement of the</p>	<p><b>Science</b></p> <p>We will be learning about animals including humans. We will be learning about seasonal changes.</p> <ul style="list-style-type: none"> <li>• Labelling body parts of a clown</li> <li>• Naming the senses of a clown</li> <li>• Grouping carnivores, herbivores and omnivores of circus animals</li> <li>• Learning about maintaining a healthy diet and body as a circus performer</li> <li>• Identifying food chains of circus animals and of common animals</li> <li>• Planning, hypothesizing and experimenting</li> <li>• Look and compare the seasonal changes that occur in</li> </ul> 	<p><b>Literacy</b></p> <p>We will follow the Curriculum 2014 and include daily lessons of Read Write Inc. Big writing sessions will reflect the work covered in Literacy and across the curriculum. Units covered are; NS- Traditional Tales, NF5 Reports, NF6 Explanations, P5 Vocabulary Building, P6 Take One Poet.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Reading and sequencing 'Leon and the Place Between' and writing a book review</li> <li>• Reading and retelling Dumbo.</li> <li>• Writing a sequel of Dumbo</li> <li>• Writing a character description of Dumbo and creating a poster/advert</li> <li>• Using a variety of non fiction text to write a fact file about circus animals</li> <li>• To debate circus animals and if circus' should use animals in their acts</li> <li>• Write and retell the story 'Claude at the Circus'</li> <li>• Predict and write and ending for 'If I Ran the Circus'</li> <li>• Innovating our own circus poem</li> <li>• Read the story 'See the Circus' and create a leaflet for a circus</li> <li>• Write captions of our visit to the circus</li> <li>• Writing our own autobiography of our time in Year 1.</li> </ul>	
<p><b>History</b></p> <p>In History we will:</p> <ul style="list-style-type: none"> <li>• Be learning about Phillip Astley and why he is important to the world of circus</li> <li>• Be making a time line of Phillip Astley's life</li> <li>• Be making a time line of circus' throughout the years</li> <li>• Compare old and new circuses</li> <li>• Learn about Norfolk circuses in the past</li> </ul>	<p><i>The Big Top Circus</i> Summer 2018</p>		<p><b>DT</b></p> <p>We will be making and evaluating a circus.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Researching different types of circus'</li> <li>• Designing a specification</li> <li>• Designing props and staging</li> <li>• Exploring a range of materials</li> <li>• Designing a mechanism to attach the doors and windows</li> <li>• Design and make a big top</li> <li>• Decorating the circus</li> <li>• Evaluating their final design</li> </ul> <p>Cooking: Currant clown cakeo, fruity pudding, candyfloss, hotdogs, clown cones, homemade fresh lemonade, clowning around coleslaw, sausage and apple puffs and a circus salad.</p>
<p><b>Geography</b></p> <p>In Geography we will:</p> <ul style="list-style-type: none"> <li>• Use Google Earth to locate and compare areas</li> <li>• Draw maps of our own location and link to Norfolk, France and Canada</li> <li>• Investigate physical/natural features of the land</li> <li>• Evaluate Norfolk coastline and compare to other coastlines</li> <li>• Identify main rivers in UK</li> <li>• Explore human geography of natural and manmade features</li> <li>• Compare climates and cities around the world</li> <li>• Gather items from the local area on a journey stick and analyze them</li> <li>• How circuses are similar/different in Norfolk, France and Canada</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• We will be learning how to keep ourselves safe on the internet and computing devices.</li> <li>• We will be exploring how to use a web browser and search for information</li> </ul> <p>Activities will include;</p> <ul style="list-style-type: none"> <li>• Using the internet to find images relating to our topic.</li> <li>• Researching our topic</li> <li>• Taking video/photo of our work</li> <li>• Learning how to use PowerPoint</li> <li>• Improving keyboard/typing skills</li> </ul>	<p><b>Music</b></p> <p>In music we will be:</p> <ul style="list-style-type: none"> <li>• learning a variety of circus songs.</li> <li>• Composing our own circus music.</li> <li>• Listening to and playing music to the pulse.</li> <li>• Learning about music from a variety of different cultures.</li> <li>• Creating sound tracks.</li> <li>• Identifying instruments in a piece of music.</li> <li>• Recognising music note duration.</li> </ul>	<p><b>RE</b></p> <p>We will be learning about Islam, Hinduism, Judaism and Christianity. This will include:</p> <ul style="list-style-type: none"> <li>• Exploring artefacts and resources.</li> <li>• Religious places of worship</li> <li>• Symbols</li> <li>• Special books</li> <li>• Rights of passage</li> <li>• Ceremonies</li> </ul>
<p><b>Art</b></p> <p>We will be making selfportraits of ourselves as clowns.</p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Exploring materials</li> <li>• Looking at ourselves in mirrors</li> <li>• Using pastels to create a selfportrait</li> <li>• Paint a clown face on an egg/polystyrene egg</li> </ul>	<p>Summer term 2018 Key Stage One Year 1</p> 		<p><b>P.E</b></p> <p>In PE we will:</p> <ul style="list-style-type: none"> <li>• Talk about the importance of a warm up and cool down in keeping us safe for a P.E session - create moves to demonstrate.</li> <li>• Learn about the links between diet and exercise and the ways in which we can encourage healthy living.</li> <li>• Create new warm-ups based on the circus theme</li> <li>• Look at learning circus skills</li> <li>• Cover Gymnastics- including: balancing, core strength, sequencing, travelling and rolls</li> <li>• Cover Athletics- including: javelin, relay, shot put, sprint, hurdles (sports day events)</li> </ul>
<p><b>P.S.H.E</b></p> <p><b>Citizenship:</b> Core theme 2: Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• How to look after our body</li> <li>• Personal hygiene</li> <li>• Emotional wellbeing</li> </ul> <p><b>SEAL:</b> Relationships</p> <ul style="list-style-type: none"> <li>• Friendship – making new friends and keeping friends. Working well with others.</li> </ul>	<p>Class trip: The Circus! Local Heritage Centre at the Millennium Library</p>		

**5.4:** Year 2 children completing work on their Victorian topic researching the jobs done by poor Victorian children in their computing and maths lessons.



Year 2 children research Victorian children's jobs and present their results in a PowerPoint format.



Year 2 children present their research into Victorian childhood jobs in a bar chart in a maths lesson.

### **5.5: Community Links: How is the wider community involved in history education at the school and beyond?**

Heather Avenue uses LOTC for a full range of activities; all our teachers and children find all offsite activities especially inspirational. For instance, our year 1 children have been learning all about circuses this year, the teachers planned in a circus trip to experience first-hand the entertainment of a real-life circus, then weeks later they went on a heritage trip at the local city library to learn the history behind the topic. The children's learning was scaffolded with a broad range of topic learning on top of the offsite visit including recent films and musicals featuring circuses, linked literature/storytelling and circus themed teaching across the curriculum in all lessons including English, mathematics and PE. All children came away from that term with a secure knowledge of that topic, the pupils experienced a variety of learning and the rest of the school has been able to benefit too, artwork has been created which has been displayed within our open studios which is a large exhibition open to the public for viewing. The same applies to the rest of the years within the school, topics are planned by teachers for the entire term and trips, activities and learning outside the classroom experiences are planned alongside the curriculum to enhance the learning for all children, for example this year, the year 2 children were learning all about the Victorians during the autumn term and their main offsite trip was to Holt Hall to experience a Victorian Christmas while later in the year, our Reception classes were learning about transport and so took their entire cohort to the local airport (Norwich international) for their offsite visit!

An annual 'Bridging the Gap' club is run by the school in partnership with two local charities to offer children the experience of meeting local elderly people to learn more about their lives. All KS1 children communicate with elderly residents of a local care home via letter and visits in order to learn more about their lives and experiences.

The school is supporting the preservation of local history by participating in the local Castle Museum's 'Adopt an Object' initiative, each class looked at the locally discovered artefacts and voted on the artefact that they thought was most in need of preservation. The children discussed the history of their chosen artefact, the Falchion Sword, and discussed ideas on how and why it came to be discovered in a local river.

**5.5: Community links with the local Castle Museum:** The school has adopted a locally discovered artefact, the Falchion Sword, which is displayed in the local Castle Museum in Norwich where pupils will be able to visit it and learn more about where it was discovered.

Keep Giving Herfolk Museums SERVICE

About Packages Adopt Keep Giving Contact

AAO-020

## Falchion Sword

Price  
£25 11 left

Size  
total length 95.6 cm; blade 80 cm long and 5.5cm wide; weight 904g

Description  
Made of metal.

[Adopt Now](#)

**JustGiving**

Norwich's very own Excalibur? Dated circa 1320, astonishingly this Falchion sword was found in the river Yare at Thorpe St Andrew. Featuring mythical monsters engraved on its brassommel this is a very rare example of a cusped Falchion, with a 'cutaway' shape on the back edge of the blade. This item would wow any local history or weaponry enthusiast and is sure to inspire anyone with a great imagination and a love of myth and legend.

Adopted by  
Sara Cameron Tim Seely Peter Gallop Chloe Smith Eileen Banks Graham Clarke Anonymous Charlotte Cooper (adopted as a gift by Misty Lunn) David Whitworth (adopted as a gift by Milee Brambleby)



**5.5: Bridging the Gap club:** KS1 pupils participate in Bridging the Gap club learning about local life in the past from elderly residents of the local area:

## Bridging the Gap Club

Home >> Children >> School Clubs >> Bridging the Gap Club

Bridging the Gap club will run on Thursdays from 3:15 - 4:15 pm. We are really excited to be able to offer another half term's Bridging the Gap after school group from Thursday 19th April. See letter for more details.

ENYP (Equipping, Nurturing Young People) and Age UK Norwich have come together to offer all Heather Avenue pupils the opportunity to get involved in this fabulous project.

During the club your child will get to meet and make friends with a group of local residents and a member of staff from ENYP. They will explore different themes such as shopping or games and share experiences of how these activities are different today than they were in the past.

All sessions involve a variety of activities including making objects, talking, playing games and singing songs. They often involve looking at objects from the past and dressing up.

In the past the children who have participated in this club have developed their confidence and have learnt a lot about the past in a fun and exciting way.



## 5.5: Learning Outside the Classroom:

The photographs below show a range of the activities completed by the children outside of their classroom based learning.



Reception children visit the local airport, Norwich Airport, as part of their transport topic.

A Year 1 class visit the local heritage centre based at the central library in Norwich to learn about Norwich's history of circuses.



A Year 1 class use the outside area to learn about seasonal changes in the local environment.

Year 2 classes on their residential trip to Holt Hall learn about Victorian Christmas traditions such as wreath making.

