



History Portfolio

WEST HOVE
INFANT SCHOOL
.....
A family of friends



History at West Hove Infants

History is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, enquiry and diversity.

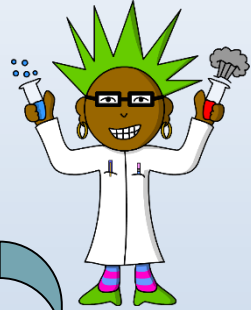


Curriculum Drivers: SEED

Standards



Engagement



Diversity



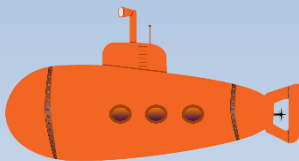
Enquiry



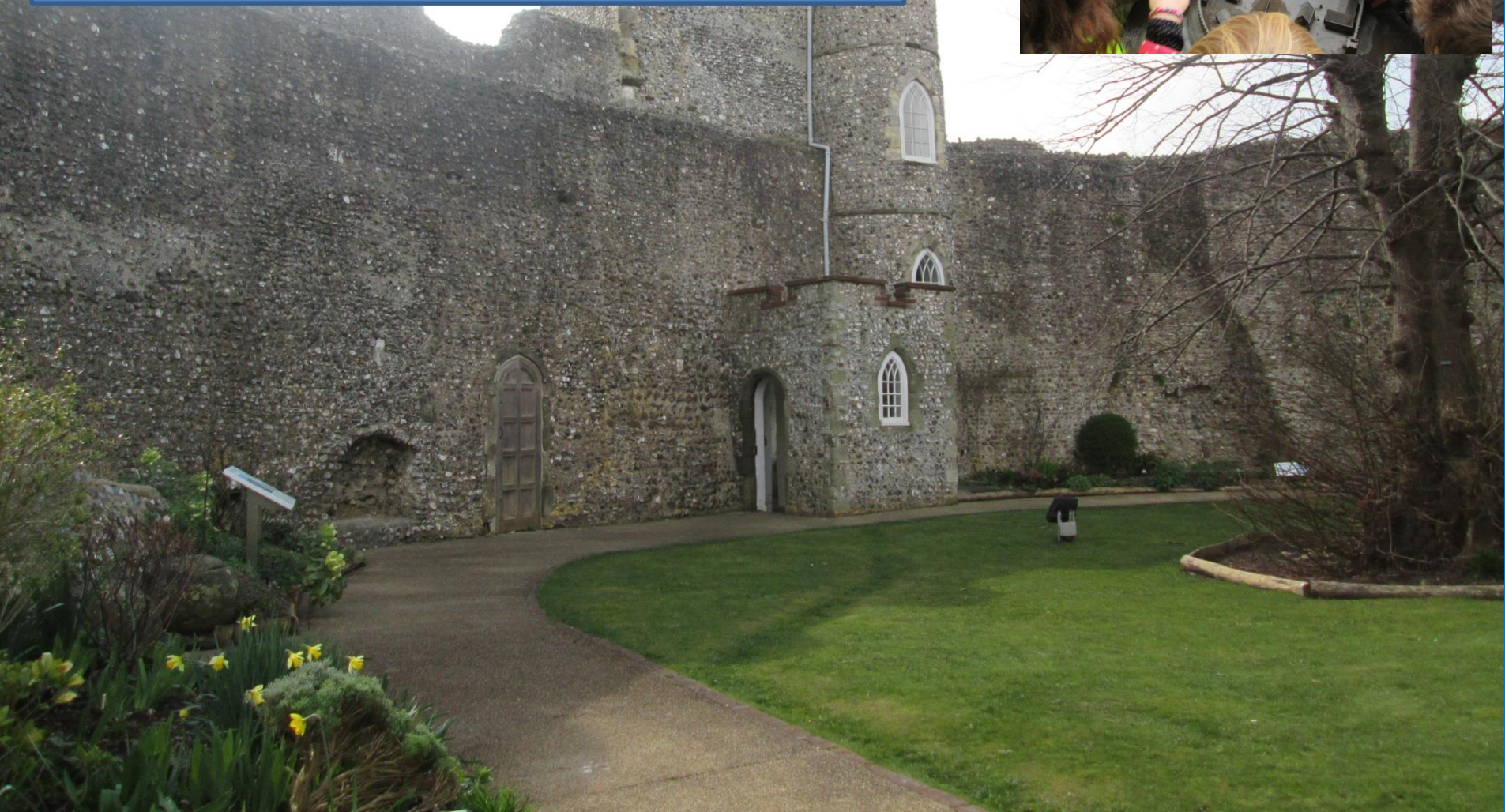
'Seed for learning'



Life-long learning'



The children at West Hove Infants are passionate about History. Their curiosity and enthusiasm shines through during these lessons.





Our curriculum aims to inspire children's curiosity to know more about the past.

They will ask questions, think critically and look at significant events, people and changes within and beyond living memory.



CURRICULUM

motivate, inspire, create...



History



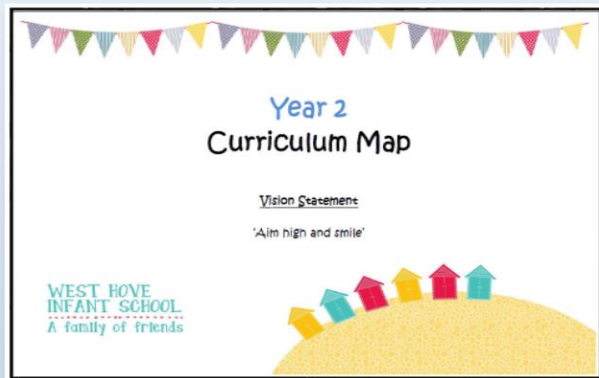
*We always
look forward
to our
history
lessons*

CURRICULUM

motivate, inspire,
Create..

Please go to:
<http://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>
to see our History
curriculum planning

Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **HISTORY** throughout each year.

<p>Range of Opportunities</p> <ul style="list-style-type: none"> • Immerse themselves in the world of what has been read so far. • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen. <p>Pupils:</p> <ul style="list-style-type: none"> • Listen to a range of new types, including fiction and non-fiction. • Read and listen to poetry and learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Frequenter read with other year groups. • Celebrate reading at events like World Book Day. 	<p>Teachers should compare the books that their pupils read with those provided for the key stage 1 reading text developed by STA. At West Hove Infant, Gold and White banded books are used as an age-related expectations benchmark.</p> <p>Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p> <p>Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>
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Learning Expectations	<ul style="list-style-type: none">• Use co-ordinates (e.g. on / and / but) and some subordination (e.g. when / if / that / because) to join clauses.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and marking phonics/visualisable elements in others.• Spell many common exception words.• Use cursive handwriting.• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Use spacing between words that reflects the size of the letters.• Revise, evaluate and polish their writing.• Publish and share work to celebrate their achievements.		
Range of Opportunities	Non Fiction • Alien Fact File	Poetry • Rainforest description	Fiction: Narrative • The Magic pebble

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<p>Learning Expectations</p> <ul style="list-style-type: none"> • Use sentence stems to explain understanding. • Ask questions based on discussions. • Challenge each other to build on and explain ideas. • Explain and discuss texts read to them and those they have read for themselves. • Take turns and listen to others. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Continue to build, appreciate and recite a repertoire of poems and poetry. 	<p>Range of Opportunities</p> <ul style="list-style-type: none"> • Enlarge in Chameleon Partner, group and whole class discussions. In all areas of the curriculum. • Listen to and learn a wide range of subject specific vocabulary. • Through reading identify vocabulary that enriches and engages stories.
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Spiritual, moral, social and cultural development..

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
History	By discussing how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5 th November, Remembrance Day.	<p>By exploring the results of right and wrong behaviour in the past e.g. wars in age appropriate language.</p> <p>By Considering some of the Characteristics of people who have had a negative influence and caused suffering to others. What have others done to stop injustice? (e.g. Nelson Mandela)</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'</p>	<p>By giving the trigger for discussions about how groups and Communities organised themselves in the past e.g. daily life in a Castle</p> <p>By Considering questions about social structure in the past. For example, What might pupils say about the working Conditions and roles available to different Class groups and genders in Castle society? <i>Are there people in the world who still don't get a fair deal?</i></p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about Childhood in the past.</p>	<p>By exploring the history of our town, and local area, during visits to the Royal Pavilion, beach and Lewes Castle.</p> <p>By sharing family histories</p>



Please look at our [website](#) for further information



The standard of work produced in History is very high at West Hove Infants. We celebrate the children's achievements and successes and allow them time to think critically. Children have the opportunity to learn about History in a cross-curricular approach through Drama, Art, Design Technology and through play.

STANDARDS

The children learn about a diverse range of significant Individuals who inspire them to aim high and achieve.



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Developing a positive attitude to the process of learning:

Learning
Characteristics,
Growth Mindset,
Learning Model,
Learning Ladders



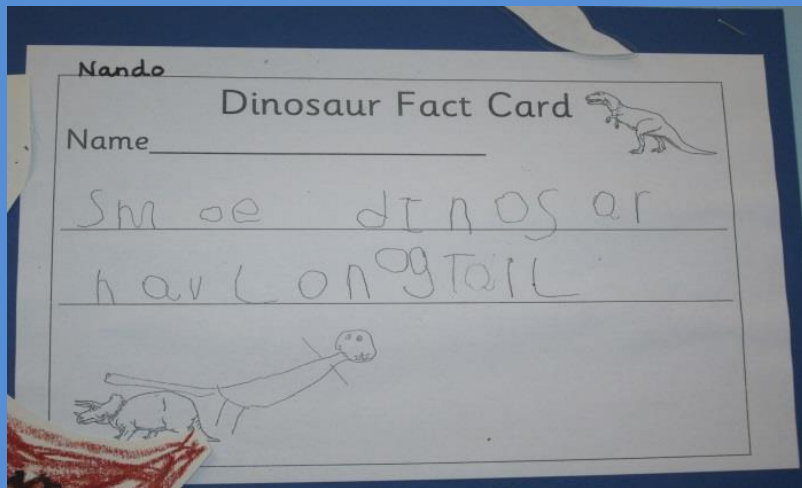
Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



Standards in Year R



Children in Reception work towards achieving the 'Early Learning Goal':

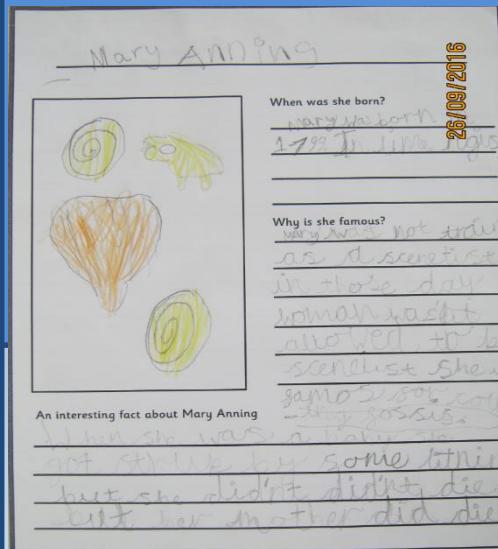
The children learn to talk about past and present events in their own lives and the lives of family members.

They get the opportunity to explore artefacts and events from the past, including significant historical events nationally and globally. This includes a very exciting Dinosaur topic in the summer term in which the children get to explore the different features of dinosaurs and fossils.

Standards in Year 1



As part of their learning about castles, the children had a workshop from 'Sussex Past' where they explored armour and artefacts. They also build their own castles in class.




Learning about Mary Anning who was a famous fossil collector for Lyme Regis.


Standards in Year 2

name: neryl

I am learning to describe significant people from the past

Nouns	Verbs	Adjectives	Adverbs	and but or because if
space moon NASA pilot space shuttle	fascinated scared selected graduated orbited	scary difficult challenging determined significant	amazingly astonishingly quickly luckily happily	

Comic strip of *life*



Nigel Armstrong loved airplanes and wanted to be a pilot. Nigel Armstrong did the sat but he got shot. Nigel Armstrong stayed on the moon.

Fantastic comic strip!

Name: _____ Date: WB 30.9.19

Challenge time!



What similarities and differences are there between Neil and Mae?

Similarities	Differences
they both had to go to university. they both took people to space. they were a pilot and Mae was interested in something a dancer.	Nigel was a boy and Mae was a girl. Nigel was

Questions I want to ask:

Question words	Questions
Who	Who were you scared of?
What	What did you feel excited?
When	When did you want to go to space?
Where	Where did you get back?
Why	
How	
Did	
If	
?	

Success Criteria:

		
I can describe significant people from the past	✓	✓
I can ask questions	✓	✓
I can make comparisons	✓	✓

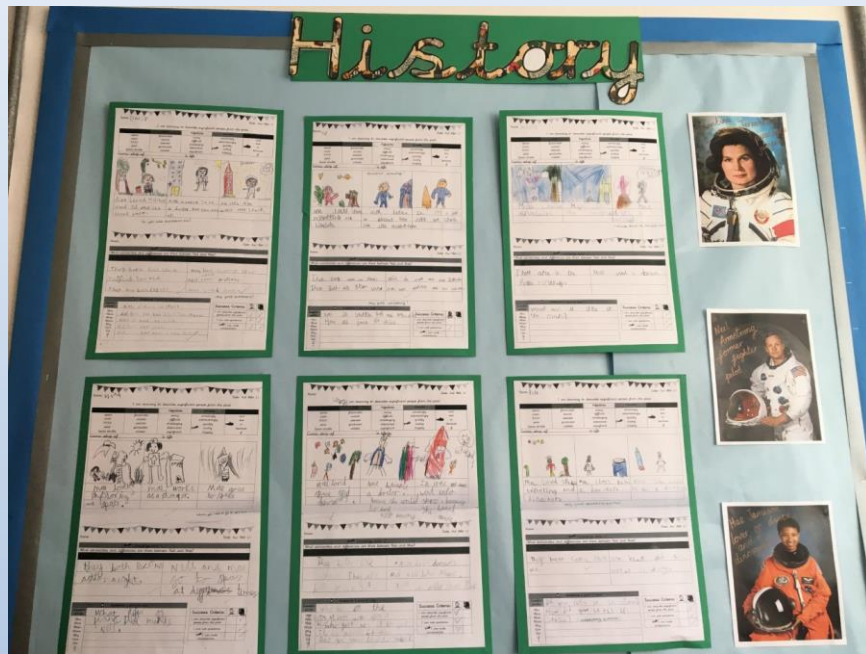
Children in Year 2 get to travel back in time to explore 'The Space Race'; sequencing the lives of famous astronauts such as Yuri Gagarin and Mae Jameson.

Later, they look at significant events in History such as The Gunpowder plot and discover why we commemorate Remembrance Day every year.

Nelson Mandela is another significant figure from History that they learn about; making comparisons to Rosa Parks.

The summer term brings learning about the history of the British seaside with a special focus on Brighton and Hove- our local area!

Displays



We celebrate children's achievements and successes throughout our school environment. High quality displays in classrooms and around the school environment celebrate and reflect cultural diversity as well as significant events commemorated annually.



*active
learning*



*first hand
experiences*



*visits and
visitors*

ENGAGEMENT

Children are encouraged to work independently and collaboratively in groups. We encourage role play and active learning to really bring history to life! We use a range of artefacts and resources to support learning and allow children to experience these first hand.



History




'Stunning Starts',
'Fabulous Finishes'

Local
environment:
walks, beach visit,
 Wish park

Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges 



Engagement





Theme days:
Superhero Day,
Art Day, French
week



Learning outside.
Active Learning.
Sports & PE

Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



 First hand
experiences. 
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!



Are you
ready to
learn?



*"I could make my
Castle even
better by adding
a draw bridge!"*

*generate
own ideas*

*reflecting
thoughts*

*feedback
opinions*

ENQUIRY

From Reception, children are encouraged to reflect critically and express their own thoughts and ideas freely. Children learn how to evaluate their work and make improvements where necessary.



History

Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions

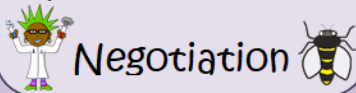


Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

Discussion and
Negotiation



Enquiry:
Developed
through:



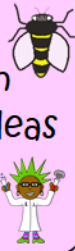
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding



Learning through Play:
Active Learning,
Exploring, Innovating,
Creating



Enquiry...

*I loved
learning all
about the
knights who
lived in the
Castles.*



Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community:
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,
French



Diversity:
Through
celebration and
awareness of...



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



From the start of Reception, children learn about changes to the world within and beyond living memory. We look at significant historical events and people that are important locally such as Mary Anning and the Royal Pavilion and also events and people that are important internationally such as Nelson Mandela and the moon landing.

Nelson Mandela

7.12.15

LO: To understand why Nelson Mandela is famous and why we are learning about him today.

Here we are performing a news report about his life.



Name: _____ Date: WB 25.11.19

I am learning to understand the life of a significant person from the past

Nouns	Verbs	Adjectives	What qualities make a hero?
Nelson Mandela	fought	unfair	Stand up for your
ANC	worked	difficult	skin color. Save someone
South Africa	born	equal	like.
Apartheid	allowed	terrible	
government	forced	wrong	

Storyboard for 'Nelson Mandela's life story' - past one

Nelson Mandela is being born in South Africa.	The government said blacks have to split up with whites	He joined the ANC!

Name: _____ Date: WB 25.11.19

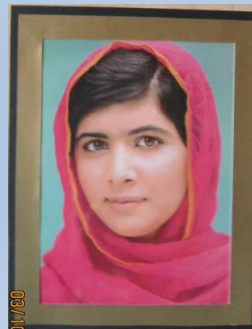
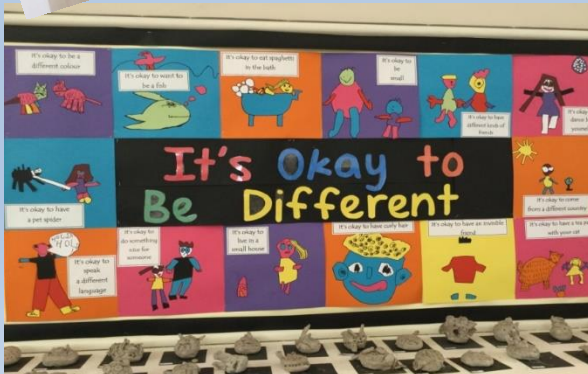
I am learning to understand the life of a significant person from the past

In 1963 Nelson was sent to jail in Robben Island	In 1990 Nelson was released from prison	Nelson became the first black president in 1994

Success criteria:	1	2
I know some information about Nelson Mandela's life	✓	✓
I can order key events of his life	✓	✓
I know why he is important internationally	✓	✓

We celebrate his birthday as Nelson Mandela day. Nelson is remembered because he fought for equal rights.

CULTURAL DIVERSITY



How can I support my child at home?

- * Take a day trip together to explore some historical places in the local area.
- * Talk about and research amazing people in History.
- * Interview an elderly member of the family to find out what life was like when they were children.

Local opportunities which may be of interest to your child:

Brighton Museum & Art Gallery, Royal Pavilion Gardens, Brighton.

A collection of both national pieces and artwork of local interest.

Royal Pavilion, Pavilion Gardens, Brighton.

Built and lavishly decorated in the 19th century as a seaside retreat for Prince Regent.

William Booth museum, 194 Dyke Road, Brighton.

A fascinating collection of natural history exhibits, including hands on exhibits.

Hove Museum and Art Gallery, 19 New Church Road, Hove.

Includes a toy gallery with interactive exhibits.

Preston Manor, Preston Drove, Brighton.

An Edwardian gentry house, with over twenty rooms to explore.

West Blatchington Windmill, Holmes Avenue, Hove.

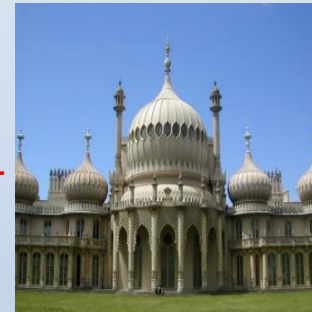
This restored mill is a grade II listed building, and has information panels about the site and the history of milling.

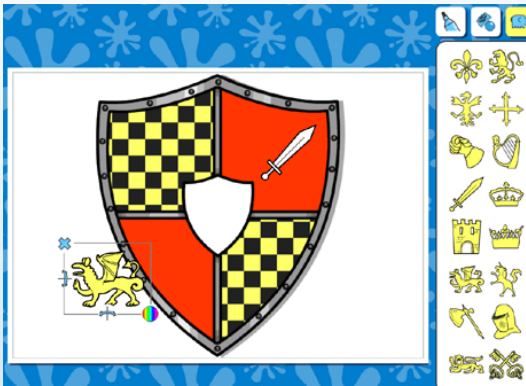
Worthing Museum and Art Gallery, Chapel Road, Worthing.

Featuring a vast collection of toys and costumes.

Amberley Chalk Pit museum. An open air museum celebrating the industrial heritage of the south east.

See website <http://www.amberleymuseum.co.uk/>





Useful websites and publications:

www.nagcbrtain.org.uk *The National Association for Gifted Children is an organisation which supports the parents of gifted children. It provides advice and guidance.*
http://www.kidsinbrighton.co.uk/education/museums_history_and_science.html

Brighton and Hove museum events. This is updated regularly.

<http://www.sussexmuseums.co.uk/>

This website provides information on a variety of Sussex museums.

http://www.bbc.co.uk/schools/websites/4_11/site/history.shtml

A very useful website which supports the National Curriculum, including games and activities.

<http://www.bbc.co.uk/history/forkids/>

Some very interesting clips, activities and facts to explore.

<http://www.historyforkids.org/>

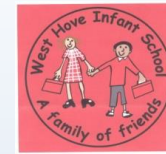
<https://www.busythings.co.uk/schools/curriculum/history>

Fun games to explore about significant events.



Do also have a look at our 'My Little Book of Fun Things to Do'. These have been sent home but are also available on our website:

www.westhoveinfants.co.uk



Please
Insert child's
photo
Or
drawing of
themselves
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!

We hope that you have fun completing your list ☺

WEST HOVE
INFANT SCHOOL
A family of friends

My Little Book of Fun Things to
do ...

Name:

Start date
End date

Well done for completing all your fun activities!

Please let us know below any more fun things that you like to do...

		✓	Date
Make mud pies			
Stroke a small animal			
Blow bubbles			
Roll down hills			
Splash in puddles			
Dance like no one is watching			
Make a den			
Pick fruit and eat it			
Play in the snow			
Visit a farm			
Plant a bulb and watch it grow			
Go on a crunchy leaf walk			
Fly a kite			
Post a letter			

Year 1		✓	Date
Activity			
Build a sand castle			
Make some biscuits & eat whilst warm			
Make a puppet			
Put on a puppet show			
Borrow a book from the library			
Go on a trip to the seaside			
Carve a pumpkin			
Make a daisy chain			
Dance like no one is watching			
Go on a winter walk			
Look up at the stars on a clear night			
Walk barefoot in the sand			
Collect shells and pebbles to decorate a plant pot			
Keep a collection of some sort			

Year 2		✓	Date
Activity			
Play a musical instrument			
Go on a picnic			
Plant a seed and eat what grows			
Visit a museum			
See live music			
Perform a dance			
Collect snails and race them (put them back once you've finished)			
Have a water fight			
Play in the snow			
Join an extra-curricular club			
See a butterfly hatch			
Talk to an old person			
Make your own ice lolly and eat it			
Take a selfie			