

Subject: History

	EYFS	KS1	
	YR	Y1	Y2
Curriculum Purpose of study:	<p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time</p>	
Curriculum Aims:	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p>	<ul style="list-style-type: none"> ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
	ELG: Past and Present		

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Curriculum Subject Content / Attainment:	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;- Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:</p> <ol style="list-style-type: none">1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life2. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]3. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]4. significant historical events, people and places in their own locality.
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	EYFS	Y1	Y2 (mainly Autumn and Spring 1)
Autumn 1	<p>Topic: Celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Know some similarities between things in the past and now Understand the past through settings, characters and events in books Growing from babies <p>Key Questions:</p> <ul style="list-style-type: none"> When is your birthday? How old are you now? How old were you on your last birthday? Old photo of school in the past <p>Onslow:</p> <ul style="list-style-type: none"> Birthday celebrations to mark the passing of time. Photos of children and their families in the role play area. 	<p>Topic: Around the UK <i>(Geography focus)</i></p> <p>Curriculum</p> <ul style="list-style-type: none"> <i>Understanding the process of change and the reasons for it.</i> <i>The lives of significant individuals in the past who have contributed to National and International achievements. The Queen and the Royal family</i> Looking at traditions. Why some things are passed down through generations and mark the passing of time. <p>Key Questions:</p> <ul style="list-style-type: none"> What is a tradition? Why do countries keep their traditions? What can traditions tell us about how people lived in the past? E.g. origins of National flowers of England, Northern Ireland, Scotland and Wales. <p>Onslow:</p> <ul style="list-style-type: none"> Traditions and symbols from around the UK History of the flag of the UK. 	<p>Topic: Into the dark (Florence Nightingale and Great fire of London)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant globally or nationally. The lives of significant individuals in the past who have contributed to National and International achievements Great Fire of London & Florence Nightingale <p>Key Questions:</p> <ul style="list-style-type: none"> How do we know so much about the Great Fire of London? Why was Florence Nightingale important? <p>Onslow:</p> <ul style="list-style-type: none"> Wow days: Burning buildings, Fire crew visit
Autumn 2	<p>Topic: Celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> <i>Know some similarities between things in the past and now</i> <i>Understand the past through settings, characters and events in books</i> Technology changes over time Autumn seasonal changes Looking at black and white photos (older) <p>Key Questions:</p> <ul style="list-style-type: none"> Why do we have fireworks on Bonfire night? How do we remember what we did last Christmas? Christmas – what has changed over time? 	<p>Topic: Terrific Transport</p> <p>Curriculum:</p> <ul style="list-style-type: none"> <i>Events beyond living memory that are significant globally or nationally.</i> <i>The lives of significant individuals in the past who have contributed to National and International achievements.</i> <i>Understanding the process of change and the reasons for it</i> History of flight, How the Wright Brothers conquered the skies. Looking at different sources. Simple timelines of how vehicles have changed over time: bikes, cars, planes. <p>Key Questions:</p> <ul style="list-style-type: none"> How can we find out about the past? What is History? 	<p>Topic: Into the Dark (Guy Fawkes & Owl who was afraid of the dark)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Guy Fawkes/ Remembrance day <i>Events beyond living memory that are significant globally or nationally.</i> <i>The lives of significant individuals in the past who have contributed to National and International achievements</i> <p>Key Questions:</p> <ul style="list-style-type: none"> Who was Guy Fawkes? Why do we remember him? How and why? Why do we celebrate Remembrance Day? <p>Onslow:</p>

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	<p>Onslow:</p> <ul style="list-style-type: none"> Woodland area seasonal observations 	<ul style="list-style-type: none"> Why has have bikes, planes, cars, changed over time? Who were the Wright Brothers? Why do we remember them? How did they change the way we live? <p>Onslow:</p> <ul style="list-style-type: none"> Visiting pilots and engineers to talk about how the vehicles have changed. Looking at a vintage car. Comparing old and modern vehicles. 	<ul style="list-style-type: none"> Debate on Guy Fawkes
Spring 1	<p>Topic: Once upon a Time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Know some similarities between things in the past and now Understand the past through settings, characters and events in books Using stories as a historical source/ knowing stories may have been written/told a long time ago and passed down through families. <p>Key Questions:</p> <ul style="list-style-type: none"> What is real and what is fiction? Why are there photographs in factual books? <p>Onslow:</p> <ul style="list-style-type: none"> Library visitor Parents to read traditional tales 	<p>Topic: Our wonderful world: Wintery Wonderlands (Geography focus)</p> <p>Onslow:</p> <ul style="list-style-type: none"> Using stories as a historical source/ knowing stories may have been written/told a long time ago and passed down through families- traditional stories 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant globally or nationally. The lives of significant individuals in the past who have contributed to National and International achievements: Amelia Earhart, Chris Hadfield, Neil Armstrong, Tim Peake Understanding the process of change and the reasons for it <p>Key Questions:</p> <ul style="list-style-type: none"> Why are x and y significant? Why are they famous? What makes a good explorer? How have explorers and expeditions changed over time? How do we know about expeditions and explorers from the past? <p>Onslow:</p> <ul style="list-style-type: none"> Explorer trip to Henley Fort.
Spring 2	<p>Topic: Once upon a time cont</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Know some similarities between things in the past and now e.g. how people did their washing, cooking, how did they travel to see grandparents in the past? Understand the past through settings, characters and events in books eg zog (Castles) 	<p>Topic: Our wonderful world: Sizzling Equators (Geography focus)</p> <p>Onslow:</p> <ul style="list-style-type: none"> Using stories as a historical source/ knowing stories may have been written/told a long time ago and passed down through families- traditional stories 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> As above plus: Nellie Bly Robert Scott

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	<p>Key Questions:</p> <ul style="list-style-type: none"> Using story illustrations: Do you cook like this at home? Why not? How do you do/dry your washing at home? Is it the same way as in the story? Why not? <p>Onslow:</p> <ul style="list-style-type: none"> Telling favourite stories from adult's childhood. 		<p>Key Questions:</p> <ul style="list-style-type: none"> Why have you dressed as....on Wow Day? Why do we remember Nellie Bly and Robert Scott? How do we know about Scott's expeditions? <p>Onslow:</p> <ul style="list-style-type: none"> Explorer wow day
Summer 1	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Know some similarities between things in the past and now Understand the past through settings, characters and events in books Minibeast hunt and classification / Growing plants – observations of changes over time History of zoos over time. <p>Key Questions:</p> <ul style="list-style-type: none"> What changes can you see happening over time? What did it look like yesterday? What does it look like today? What do you think it will look like tomorrow? <p>Onslow:</p> <ul style="list-style-type: none"> Planting seeds and watching them grow Woodland sessions – minibeast hunts and tracking over a period of time 	<p>Topic: Castles <i>(Geography focus)</i></p> <p>Curriculum:</p> <ul style="list-style-type: none"> Changes within living memory & events beyond living memory that are significant globally or nationally. The lives of significant individuals in the past who have contributed to National and International achievements. Understanding the process of change and the reasons for it Labelling castle parts- what were the different parts of the castle and their uses, compare/contrast castles/ why were they built/ William the Conqueror <p>Key Questions:</p> <ul style="list-style-type: none"> Why were castles built? Are all castles the same? Why do we remember William the conqueror/ Harold? Why do castles have so many rooms? What would life in a castle be like? <p>Onslow:</p> <ul style="list-style-type: none"> Arundel Castle trip, speaking to experts, asking questions, handling artefacts. Medieval Banquet on Wow day, dressing as a member of the castle 	<p>Topic: Tales from different cultures <i>(Geography focus)</i></p> <p>Curriculum: :</p> <ul style="list-style-type: none"> Using stories as a historical source/ knowing stories may have been written/told a long time ago and passed down through families- traditional stories <p>Key Questions:</p> <ul style="list-style-type: none"> How can we tell this story was written/ told a long time ago? What does traditional mean? <p>Onslow:</p> <ul style="list-style-type: none">
Summer 2	<p>Topic: Our World</p> <p>Curriculum:</p>	<p>Topic: Oh I do like to be beside the seaside</p> <p>Curriculum:</p>	<p>Topic: Tales from different cultures</p> <p>Curriculum</p>

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	<ul style="list-style-type: none"> • Know some similarities between things in the past and now • Understand the past through settings, characters and events in books e.g. 'George saves the World' • Developing eco understanding/ how this has changed over time • Past holidays- discussion <p>Key Questions:</p> <ul style="list-style-type: none"> • What happened on our trip? What did we do first, at the end of the trip? • What do we want to do when we grow up? <p>Onslow:</p> <ul style="list-style-type: none"> • EYFS trip – time language e.g. last week we went on a trip • Reflecting on our Reception Year Year 	<ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant globally or nationally. • Changes in seaside habits/travelling/food at/to the seaside over time. • Simple camera timeline. <p>Key Questions:</p> <ul style="list-style-type: none"> • How has the seaside changed over time? Have cameras/ how we travel to the seaside changed over time? Why? • Did your Grandparents do/eat/ the same things as you at the seaside? Why/why not? <p>Onslow:</p> <ul style="list-style-type: none"> • Grandparent questionnaire • Handling artefacts. 	<ul style="list-style-type: none"> • As above <p>Key Questions:</p> <ul style="list-style-type: none"> • <p>Onslow:</p> <ul style="list-style-type: none"> • Leavers assembly, reflecting on our time at Onslow.
<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<p>KS1 Wow days - often History based e.g. Florence Nightingale, Explorers</p> <p>Leavers assembly - recounting school events during their life at Onslow.</p> <p>Grandparents assembly</p> <p>KS1 weekly assemblies often focus on events that have happened in the past, current or future.</p>		