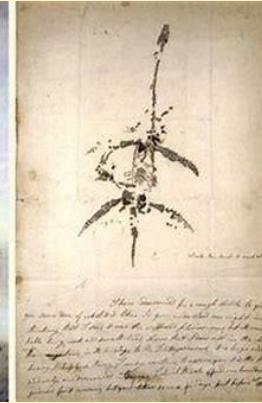


HISTORY



Aims of a Historian leaving our school

Entitlement (all learners):

- Use common words linked to the passing of time
- Know that events and people studied fit into a chronology through the ongoing construction of a class timeline
- Identify similarities and differences between ways of life in different periods
- Recognise changes within living memory and how some events have changed national life;
- Understand and explore some of the ways we find out about the past (photos, artefacts, videos, paintings, written text such as newspapers or diaries)
- Use their knowledge of historical events and significant people to say what impact they have had on modern life – what was important about them and why? (include locally, nationally and globally)
- Understand significant historical events through immersive experiences (eg: drama workshop, local visits to historical sites)

Enhancement (deeper knowledge):

- Create their own structured accounts, including written narratives
- Have a basic understanding of fact and opinion when reviewing historical sources
- Have a historical perspective on change within their own life time and beyond

How do we bring this to life?

- Re-creating models and exploring artefacts from past times
- Introducing children to different composers and genre from different time periods in music teaching
- Watch performances and interact with key historical events through drama.
- Interactive classroom displays to build on children's experiences and interests
- Use You Tube to create awe and wonder about historical events
- Visit to explore aspects of local historical importance within Christchurch

Sequence of Learning - Chronology

<p style="text-align: center;">Reception Key learning</p>	<p style="text-align: center;">Year 1 Key learning Prior learning</p>	<p style="text-align: center;">Year 2 Key learning Prior learning</p>
<p>order key events throughout the school year using the words months, birthday, first day at school, news, local, trips, holidays, visitors.</p> <p>Use words today, tomorrow, yesterday, day, morning, afternoon, now and then, before and after when describing the passing of time (<u>daily provision</u>)</p> <p>Understand that time passes as shown on basic <u>timelines</u> Order significant milestones in their own life to date (Celebrations Autumn 2)</p> <p>Kings and queens also lived a long time ago, in the past, and live in the present (now) (Medieval Mayhem Spring 1)</p> <p>Use previous holiday photos to describe the passing of time (recent past) and how they travelled to the destination using the words car, aeroplane, bus, coach, boat, <u>ferry</u> Explain how transport has changed over time (Around the world Spring 2)</p>	<p>Using the class historical timeline display, plot significant events</p> <p>Learn days of the week, months of the year</p> <p>Use the terms present, past, long ago, now and then, before and after, long ago, before I was born, changes when describing the passing of <u>time</u></p> <p>Use simple words and phrases to describe events and people from the past including rich, poor, local, national, significant, explorer</p>	<p>Using the <i>historical timeline</i> display, plot significant events and significant historical individuals as well as relevant national and international events of <u>interest</u></p> <p>Use the terms <i>present, past, long ago, now and then, before and after, long ago, before I was born, changes to now, period, stayed the same</i> when describing the <u>passing of time</u></p> <p>Use simple words and phrases to describe events and people from the past including rich, poor, local, national, important, significant, primary source, impact</p>

Sequence of Learning – Understanding Change

<p>Reception Key learning</p>	<p>Year 1 Key learning Prior learning</p>	<p>Year 2 Key learning Prior learning</p>
<p>Using baby photos think about the changes that have taken place over time and the things they can do now that they couldn't do then. (Me & My Community Autumn 1)</p> <p>What was <u>life like</u> in a castle a long time ago? What has changed and what is the same today in comparison to the past? Eg: battles - re-enact jousting as a method of having a battle, make swords and shields to understand that these were used in the past by <u>knights</u></p> <p>How are objects and inventions different now than they were in the past / a long time ago? e.g. broom/h Hoover, candle/electric lights (Medieval Mayhem Spring 1)</p> <p>Compare and order teddy bears according to how old they might be eg: look at the materials <u>used</u> (Time for a Story Summer 2)</p>	<p>Understand changes to toys from the past to the <u>present</u> Understand changes in materials used to make toys by marking the invention of plastic (1907) on the class timeline and the 1960/70's as the start of plastic being used more widely in the production of everyday items including toys. (Shake, Rattle, Roll Autumn 2 & retrieval in Operation Planet Protectors)</p> <p>Understand why there have been changes to transport over time eg: travel further and faster and transport more <u>people</u> Understand that changes that have happened in history can impact on today. Eg: the creation and use of maps and compasses (Destination Unknown Spring 1)</p>	<p>Understand changes to consequences to crime in the local area during the trip to Christchurch. Eg: Ducking Stool, stocks (Creepy Christchurch Autumn 1)</p> <p>Identify that changes throughout history have had important consequences eg: fire safety and building regulations in the <u>GFOL</u> Understand that there are changes to monarchy, government and <u>laws</u> (Brilliant Britain Spring 2)</p> <p>Know that there were famous artists and that they have inspired other artists and can inspire future art (Art Beat Summer 2)</p>

Sequence of Learning – Significant Individuals and Events

Reception Key learning	Year 1 Key learning Prior learning	Year 2 Key learning Prior learning
<p>Think about significant events in their own life so far eg: by drawing a self-portrait to signify starting <u>school</u> (Me & My Community Autumn 1)</p> <p>Understand that Kings, Queens and their family were rich and had servants and that peasants were poor and had a difficult <u>life</u></p> <p>Know that there were battles between England and Scotland because of trying to own the <u>land</u> Eg: when making shields, jousting make two sides against each other with the English and Scottish flags, making reference to where they are on a UK <u>map</u> (Medieval Mayhem Spring 1)</p>	<p>Know and understand what Mary Anning did to be a significant woman in history both locally and <u>nationally</u> (Dinosaur Rumpus Spring 2)</p> <p>By studying the voyage of Christopher Columbus and the first moon landing by Neil Armstrong, know that there were significant events that happened when significant people took important journeys using modes of <u>transport</u></p> <p>Explore the impact of these events in modern life and consider other significant people from the more recent past / and present that have had similar voyages / journeys / <u>expeditions</u> e.g. Tim Peake and Ellen MacArthur</p> <p>Use the experiences of the significant people studied to explore transport through time (Destination Unknown Spring 1)</p>	<p>By visiting Christchurch town centre, undertake a local area study, visiting sites of historical significance / local importance - learning about how and why they were important in the past.</p> <p>Through studying local sources, and carrying out story mapping and drama, explore the life of smugglers and know what happened at The Battle of Mundeford and the role that significant people played. Mention life of Henry Morgan pirate in Caribbean. (Creepy Christchurch Autumn 1 & retrieval Pirate Island Autumn 2)</p> <p>Linked to British Values, learn about the reign of Queen Elizabeth II including her monarchy and empire (Commonwealth countries originated from the British Empire)</p> <p>Through studying the significant woman Emmeline Pankhurst, understand the role of democracy and why we have <u>parliament</u></p> <p>Understand that some events from history are so significant that they are remembered each year – World Wars, Bonfire Night</p> <p>Understand the importance of Remembrance including Remembrance Day and Memorials e.g. The Monument</p> <p>By studying The Great Fire of London (knowing that it started in a bakery in Pudding Lane and spread very quickly because of wind and houses being close together), know that significant events in the past led to changes in the future such as town planning, fire fighting equipment and house building</p> <p>Know that Samuel Pepys wrote a diary which was of significant importance as a historical source of information about the past Know some other significant people who have had an impact on modern life in <u>Britain</u> e.g. Brunel and Beatrix Potter (Brilliant Britain Spring 2)</p> <p>Explore the life of Harry Pave and why he was a significant person in local history. (Pirate Island Autumn 2)</p> <p>Know the names of 2 famous artists and why they were famous (Art Beat Summer 2)</p>

Sequence of Learning – Sources, Evidence and Enquiry

<p>Reception Key learning</p>	<p>Year 1 Key learning Prior learning</p>	<p>Year 2 Key learning Prior learning</p>
<p>Compare today's photos to photos of children from the past and discuss what is the same and what is different (Me and My Community & retrieval in Celebrations Autumn 2)</p> <p>Use pictures, paintings and photographs of Medieval times to learn about the past</p> <p>Look at non-fiction books and videos to learn facts about Medieval <u>times</u> (Medieval Mayhem Spring 1)</p> <p>Learn about stories and events from the past from adults in school and <u>visitors</u></p> <ul style="list-style-type: none"> • Andy (Church) • Medieval visitor to talk about life long <u>ago</u> 	<p>Make comparisons between fact and fiction using stories and non-fiction books about contributions to <u>history</u> (throughout Year 1)</p> <p>Know that Mary Anning wrote letters and made drawings about <u>fossils</u></p> <p>Know that paintings of Mary Anning tell us what she looked like, what she did and where she <u>lived</u></p> <p>Know that fossils tell us dinosaurs existed and that they are a natural source of <u>evidence</u> (Dinosaur Rumpus Spring 2)</p> <p>Use objects, pictures and people's experiences (living memory) to explore what is the same and different about toys from the past and modern toys. Are they better now than in the past and why? (Shake, Rattle & Roll Autumn 2)</p> <p>Look at a variety of artefacts, pictures, photos (including portraits) and recounts to learn about the past</p> <p>Say some things that we can learn or know about a significant person or event by looking at historical sources (Destination Unknown Spring 1)</p>	<p>Enhanced learning: Understand the difference between primary and secondary <u>sources</u> (throughout Year 2)</p> <p>Say some things that we can learn or know about a significant person or event by looking at historical sources</p> <p>Look at a variety of artefacts, pictures, photos (including portraits) and recounts (including letters, diaries and newspapers) to learn about the past (Creepy Christchurch Autumn 1 & Brilliant Britain Spring 2)</p> <p>Think about and offer opinions of what we might think happened by looking at historical resources and be able to justify their <u>opinion</u> (Pirate Island Autumn 2)</p> <p>Know that paintings and sculptures are historical sources</p> <p>Use research to find out simple facts about an <u>artist</u> (Art Beat Summer 2)</p>