

History

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|--|--|--|--|
| Topic | Dinosaurs / Traditional Tales | London | London | Disappearing Rainforests | Disappearing Rainforests |
| Skills: | | | | | |
| Chronology | <p>Talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night? - life cycle of egg/butterfly</p> | sequence events or objects in chronological order | <p>sequence artefacts closer together in time (photos)</p> <p>sequence events (GFL)</p> <p>sequence photos etc from different periods of their life</p> <p>describe memories of key events in lives</p> | <p>place the time studied on a timeline</p> <p>sequence events or artefacts use dates related to the passing of time (Lidlington)</p> | <p>place events from period studied on a timeline</p> <p>use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</p> |
| Range and Depth of Historical Knowledge | <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things - life cycles, traditional tales</p> | <p>begin to describe similarities and differences in artefacts (photos - houses, fire service)</p> <p>drama – why people did things in the past (Samuel Pepys, Baker and Fireman).</p> <p>use a range of sources to find out characteristic features of the past (diary entries, paintings, online artifacts)</p> | <p>find out about people and events in other times (Samuel Pepys).</p> <p>collections of artefacts – confidently describe similarities and differences (Pictures - houses, fire service)</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening) (Samuel Pepys, Baker, Fireman, girl, boy, King Charles II)</p> | <p>find out about everyday lives of people in time studied - Thomas Johnson</p> <p>compare with our life today - changes of buildings, school life.</p> <p>identify reasons for and results of people’s actions - why did people settle in Lidlington?</p> <p>understand why people may have had to do something - Oxford Clay and brick works</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p> | <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> |
| Interpretations of History | <p>Make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) - dinosaurs</p> <p>Look closely at similarities, differences, patterns and change? (The World 40-60m) Can I</p> <p>understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p> | <p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p> | <p>compare pictures or photographs of people or events in the past</p> <p>able to identify different ways to represent the past (paintings, diaries, artifacts, newspapers)</p> | <p>identify and give reasons for different ways in which the past is represented - buildings, names</p> <p>distinguish between different sources and evaluate their usefulness - photos</p> <p>look at representations of the period – museum,</p> | <p>look at the evidence available begin to evaluate the usefulness of different sources -pictures, letters</p> <p>use of textbooks and historical knowledge</p> |

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| <p>Historical Enquiry</p> | <p>Answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p> | <p>sort artefacts “then” and “now” (paintings, diary entries, fireman pictures, house pictures, online artifacts and everyday objects) use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p> | <p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of timelines discuss the effectiveness of sources</p> | <p>use a range of sources to find out about a period - pictures, letters</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research ask and answer questions</p> | <p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions use the library, e-learning for research</p> |
| <p>Organisation and Communication</p> | <p>Ordering pictures</p> <p>drawing</p> <p>drama/role play</p> <p>writing</p> | <p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play (GFL song)</p> <p>writing (reports,labelling, simple recount) ICT</p> | <p>Class display/ museum annotated photographs ICT</p> | <p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p> | <p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p> |
| <p>Knowledge</p> | <p>Reception</p> | <p>Year 1</p> | <p>Year 2</p> | <p>Year 3</p> | <p>Year 4</p> |
| <p>NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):</p> <p>To know and understand:-</p> <p>H1: the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>H2: significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion & dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>H3: To gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”</p> <p>H4: historical concepts e.g. continuity & change, cause & consequence, similarity, difference & significance. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts (e.g written narratives)</p> <p>H5: the methods of historical enquiry, including how evidence is used to make historical claims. Discern how & why contrasting interpretations of the past have been constructed.</p> | <p>Prehistoric environments: ways we find out about the past - dinosaur fossils, appearance, extinction.</p> <p>Traditional tales: passed down over time & have been changed/adapted. Observe and discuss changes over time (lifecycle of an egg/butterfly).</p> | <p>Great Fire of London</p> <p>London of the time, contrast with modern city. Buildings of the time, materials used</p> <p>Timeline of events Samuel Pepys diary, significance of a first hand account.</p> <p>Rebuilding London, King's role- Wren</p> <p>Things we can see today, monument, St Paul's.</p> <p>Fire-fighting past and present</p> <p>Visit from Firefighters, contrast modern equipment with that of the past.</p> | <p>Great Fire of London</p> <p>London of the time, contrast with modern city. Buildings of the time, materials used</p> <p>Timeline of events Samuel Pepys diary, significance of a first hand account.</p> <p>Rebuilding London, King's role- Wren</p> <p>Things we can see today, monument, St Paul's.</p> <p>Fire-fighting past and present</p> <p>Visit from Firefighters, contrast modern equipment with that of the past.</p> | <p>Local History Study.</p> <p>Why did people settle in Lidlington? Oxford clay and brickworks industry. Historical place names - village and street</p> <p>Thomas Johnson - Who was he? What was his legacy?</p> <p>Using evidence to learn about what life was like - Extract from a letter, photographs</p> <p>Changes to use of buildings within the locality</p> <p>School life - impact of Thomas Johnson</p> | <p>Local History Study.</p> <p>Why did people settle in Lidlington? Oxford clay and brickworks industry. Historical place names - village and street</p> <p>Thomas Johnson - Who was he? What was his legacy?</p> <p>Using evidence to learn about what life was like - Extract from a letter, photographs</p> <p>Changes to use of buildings within the locality</p> <p>School life - impact of Thomas Johnson</p> |

