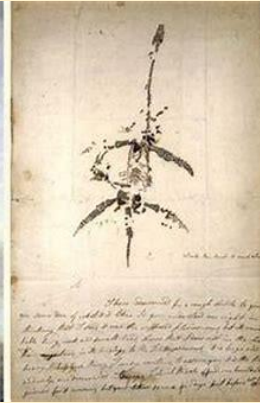
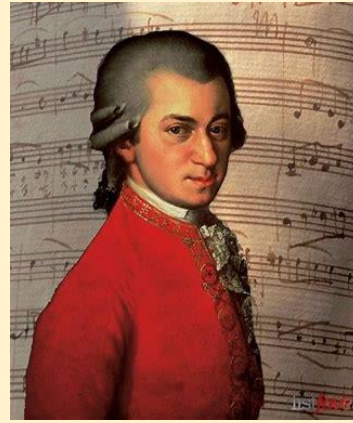




HISTORY



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

Reception

- **order key events** throughout the school year using the words **months, birthday, first day at school**, news, local, trips, holidays, visitors.
- Use words **today, tomorrow, yesterday, day, morning, afternoon, now and then, before** and **after** when describing the passing of time
- Understand that time passes as shown on basic **timelines**
- **Order** significant milestones in **their own life** to date
- **Kings** and **queens** also **lived a long time ago, in the past**, and live in the present (**now**)
- 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, ferry
- Explain how transport has **changed over time**

Year 1

- Using the class **historical timeline** display, plot **significant events**
- **Learn days of the week, months of the year**
- 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 time
- Use simple words and phrases to describe events and people from the past including **rich, poor, local, national, significant, explorer**

Year 2

- Using the **historical timeline** display, plot **significant events** and **significant historical individuals** as well as relevant national and international events of interest
- Use the terms **present, past, long ago, now and then, before and after, long ago, before I was born, changes to now, period, stayed the same** when describing the **passing of time**
- Use simple words and phrases to describe **events** and people from the past including **rich, poor, local, national, important, significant, primary source, impact**

Sequence of Learning – Understanding Change

Reception

- 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**.
- What was life like 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 knights
- 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
- Compare and **order** teddy bears according to how **old** they might be eg: look at the materials used

Year 1

- Understand changes to toys from the **past** to the **present**
- 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.
- Understand **why there have been changes** to transport over time eg: travel further and faster and transport more people
- Understand that **changes** that have happened in history can impact on **today**. Eg: the creation and use of maps and compasses

Year 2

- Understand **changes** to **consequences** to crime in the local area during the trip to Christchurch. Eg: Ducking Stool, stocks
- Identify that **changes** throughout **history** have had **important consequences** eg: fire safety and building regulations in the GFL
- Understand that there are **changes** to **monarchy, government** and **laws**
- Know that there were **famous** artists and that they have **inspired** other artists and can **inspire future** art

Sequence of Learning – Significant Individuals and Events

Reception

- Think about **significant events** in their **own life** so far (eg: by drawing a self-portrait to signify starting school)
- Understand that **Kings, Queens** and their family were **rich** and had **servants** and that **peasants** were **poor** and had a difficult life
- Know that there were **battles** between England and Scotland because of trying to own the land (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 map)

Year 1

- Know and understand what **Mary Anning** did to be a **significant woman** in **history** both locally and nationally
- 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 transport
- 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 / expeditions e.g. Tim Peake and Ellen MacArthur
- Use the **experiences** of the **significant people** studied to explore transport **through time**

Year 2

- 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**.
- 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.
- Linked to British Values, learn about the **reign** of **Queen Elizabeth II** including her **monarchy** and **empire** (Commonwealth countries originated from the British Empire)
- Through studying the **significant woman Emmeline Pankhurst**, understand the role of **democracy** and why we have **parliament**
- Understand that some **events** from **history** are so **significant** that they are **remembered** each year – **World Wars, Bonfire Night**
- Understand the importance of Remembrance including **Remembrance Day** and **Memorials** e.g. **The Monument**
- 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**
- 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 Britain e.g. **Brunel** and **Beatrix Potter**
- Know the names of 2 **famous** artists and why they were **famous**

Sequence of Learning – Sources, Evidence and Enquiry

Reception

- Compare **today's photos** to photos of children from **the past** and discuss what is **the same** and what is **different**
- Use **pictures, paintings** and **photographs** of Medieval times to learn about the past
- Look at non-fiction books and videos to learn **facts** about Medieval times
- Learn about **stories** and events from **the past** from adults in school and visitors (Andy - Church, Medieval visitor to talk about life long ago)

Year 1

- Make comparisons between **fact** and **fiction** using **stories** and **non-fiction** books about contributions to history
- Know that Mary Anning **wrote letters** and made **drawings** about **fossils**
- Know that **paintings** of **Mary Anning** tell us what she looked like, what she did and where she lived
- Know that **fossils** tell us dinosaurs **existed** and that they are a **natural source** of evidence
- 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?
- Look at a variety of **artefacts, pictures, photos** (including **portraits**) and **recounts** to learn about **the past**
- Say some things that we can learn or **know** about a **significant person or event** by looking at **historical sources**

Year 2

- Understand the difference between primary and secondary sources (enhanced learning)
- Say some things that we can learn or **know** about a **significant person or event** by looking at **historical sources**
- Look at a variety of **artefacts, pictures, photos** (including **portraits**) and **recounts (including letters, diaries and newspapers)** to learn about **the past**
- Think about and offer **opinions** of what we **might think happened** by looking at historical resources and be able to justify their opinion
- Know that **paintings** and **sculptures** are **historical sources**