



History

Thinking about the present by learning about the past.

<p><i>Key Objectives EYFS</i> <i>In Foundation the past is taught through the curriculum area 'understanding the world'. The Early Learning Goal for this area is:</i></p>	<p><i>Key Objectives Year One</i> <i>Children will learn:</i></p>	<p><i>Key Objectives Year Two</i></p>
<p><u>Understanding the World, people and communities:</u></p> <p>Children talk about past and present events in their own lives and in the lives of other people. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>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.</p>



During Foundation we help children to begin to build an understanding that there is something called ‘the past’ where things were different from today. This understanding develops from their own lives and experiences so will initially involve exploring their own changes and experiences, before moving on to explore experiences and changes in the lives of others around them.

Key experiences to be provided in Foundation

Developing historical terminology through everyday talk

Sharing stories to explore historical themes such as changing generations within a family, changing localities, familiar contexts set in the past.

Exploring artefacts, specifically pairs of old and new items

Sharing and sequencing photos from their own lives and then comparing and contrasting now and then, old and new

Visitor reminiscences

Role play

Observing changes to school and local area

Using wonder walls to encourage children to ask and answer questions

Key Stage One

In Key stage one, good History teaching follows a six step enquiry approach below, through which we develop the historical matters, skills and processes:

The six step approach to historical enquiry

Step 1: Teacher motivates pupils to want to learn and scopes the enquiry	
<ul style="list-style-type: none"> ▪ Hooking them in, whetting the appetite ▪ Setting the puzzle, making it real, exciting, a problem that needs sorting/laying down a challenge... Do you think WE can..? ▪ Scoping the enquiry 	<ul style="list-style-type: none"> ▪ Slow reveal ▪ Under the cloth ▪ Predict the story from the cover ▪ Left luggage mystery

Step 2: Children collect information in interesting and varied ways:	
<ul style="list-style-type: none"> ▪ Picture or text sources ▪ Artefacts ▪ Interviews ▪ Visits 	<ul style="list-style-type: none"> ▪ Timeline stories ▪ Information run ▪ Treasure hunt ▪ Gallery

Step 3: Children make sense of ideas and process the information by:	
<ul style="list-style-type: none"> ▪ Filling in grids, ▪ Sequencing cards or pictures ▪ Sorting, grouping, rejecting/retaining 	<ul style="list-style-type: none"> ▪ Venn diagrams ▪ Big point little point ▪ Spectrums

Step 4: Children draw their own conclusions, making their own meaning	
<ul style="list-style-type: none"> ▪ They advance reasons, perhaps linking and prioritising them ▪ They begin to recognise what is significant ▪ They shape their ideas 	<ul style="list-style-type: none"> ▪ They demonstrate understanding, perhaps through: <ul style="list-style-type: none"> ▪ Role play ▪ History Mystery ▪ Living graph ▪ Post-it challenge

Step 5: Their understanding is checked, developed or refined by:	
<ul style="list-style-type: none"> ▪ Introducing new ideas, materials, perspectives 	<ul style="list-style-type: none"> ▪ Curve ball ▪ Hall of Fame ▪ Across the Ages

Step 6: Pupils create their final, imaginative product	
<ul style="list-style-type: none"> ▪ Pupils demonstrate their understanding in imaginative ways 	<ul style="list-style-type: none"> ▪ Stamp collection ▪ Pop-up museum ▪ Commemorative plaque

Matters, skills and processes
Chronology: sequencing vents/objects in time; using chronological vocabulary
Characteristic features of period/person/events studied
Change/continuity: similarities & differences between ways of life at different times
Cause/consequence: why people did things/causes and results of events and changes
Significance
Interpretation: explore ways we find out about the past and how it is represented
Historical enquiry: asking/answering questions; using sources to find answers and show understanding

N.B. each skill/process should be visited at least twice in the key stage and approached at a higher level in the later visit. The table below offers suggestions about which objectives may lend themselves to each skill to ensure coverage throughout the key stage.

	Autumn Term	Spring Term	Summer Term
Year 1 N.C. Objective	Changes within living memory (e.g. toys, telephones, animation)	Significant historical event, person, place in their own locality (e.g. Queens Elizabeth I, Victoria, Elizabeth II)	Local study: Our school/town/village
skills	<p>Chronology: create simple timelines Confidently use vocab “old and new, then and now”</p> <p>Characteristic features: recognises aspects that were different in the past e.g. clothes, transport, tech. Shows awareness of significant features not seen today.</p> <p>Historical enquiry: talk about similarities and differences between two or more historical sources using simple historical terms. Can use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p>	<p>Chronology: create simple timelines Confidently use vocab “old and new, then and now”</p> <p>Characteristic features: recognises aspects that were different in the past e.g. clothes, transport, tech. Shows awareness of significant features not seen today.</p> <p>Cause and consequence: give simple explanations why a person from the past acted as they did and talk about those actions</p> <p>Historical enquiry: talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p>	<p>Chronology: create simple timelines Confidently use vocab “old and new, then and now”</p> <p>Change and continuity: can match old objects to people or situations from the past. Can describe how aspects of life differ from the past using historical vocab.</p> <p>Historical significance: can recognise and describe special times or events.</p> <p>Historical enquiry: talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p>
Year 2 N.C. Objective	Significant national event beyond living memory (e.g. Fire of London, first aeroplane flight)	Significant individuals in the past national/international – comparing aspects of life from different periods (e.g. Christopher Columbus & Neil Armstrong, Mary Seacole & Florence Nightingale)	Significant local/national international event (e.g. Titanic)
Skills	Chronology: Realise that historians use dates to describe events Use phrases to describe intervals of time.	Chronology: Realise that historians use dates to describe events Use phrases to describe intervals of time.	Chronology: Realise that historians use dates to describe events Use phrases to describe intervals of time.

	<p>Characteristic features: recognises aspects that were different in the past e.g. clothes, transport, tech.</p> <p>Historical interpretation: Can identify and talk about differences in accounts relating to people/events both contemporary and interpretive.</p> <p>Historical significance: can recognise and talk about who was important.</p> <p>Historical enquiry: can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell a story.</p>	<p>Characteristic features: recognises aspects that were different in the past e.g. clothes, transport, tech. Shows awareness of significant features not seen today.</p> <p>Historical enquiry: can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell a story.</p>	<p>Cause and consequence: can describe in simple terms the cause and/or consequences of important historical events offering more than one example of its results.</p> <p>Historical interpretation: Can identify and talk about differences in accounts relating to people/events both contemporary and interpretive.</p> <p>Historical significance: can recognise and talk about who was important.</p> <p>Historical enquiry: can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell a story.</p>
--	---	---	--