



# History

## *Thinking about the present by learning about the past.*

We aim to fire children's curiosity about History through an enquiry based curriculum which encourages them to examine the past, leading them to question and think deeply about the present day. We want to equip children with the knowledge to think like historians; studying the actions and influences of individuals or events and their impacts on society today, weighing up evidence and debating differing points of view to help them draw their own conclusions. Children will study a broad and carefully planned curriculum, beginning with their own history in Foundation stage and encompassing a diverse range of individuals and events that broaden our children's horizons in Key stage 1.

<p><i>Key Objectives EYFS</i></p> <p><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>National Curriculum requirements that children will study, through a two year rolling cycle of key stage 1 units:</i></p>
<p><u>Understanding the World, past and present</u></p> <p><i>Children talk about the lives of the people around them and their roles in society</i></p> <p><i>Children know some similarities and differences between things in the past and now, drawing their experiences and what has been read in class</i></p> <p><i>Children understand the past through settings, characters and events encountered in books read in class and storytelling</i></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*

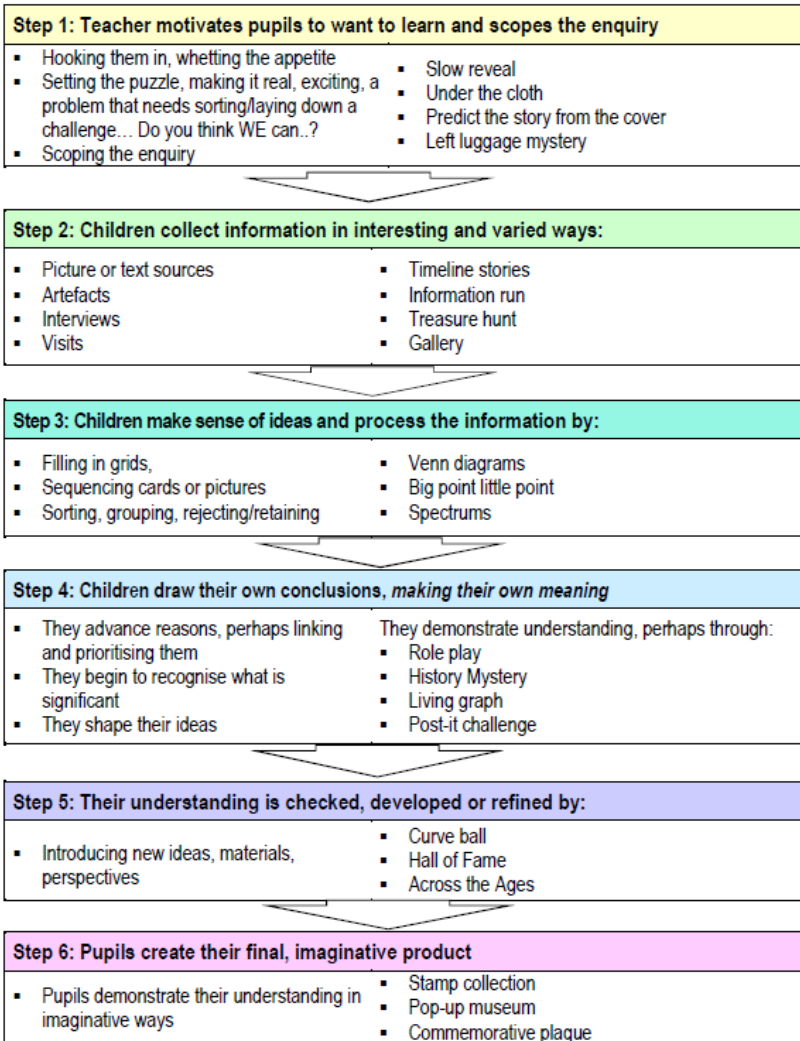
*Observing changes to school and local area*

*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



Matters, skills and processes
<p><b>Chronology: sequencing events/objects in time; using chronological vocabulary</b></p> <p>-Confidently use vocab “old and new, then and now” and phrases relating to the passing of time.</p> <p>-Know where the people and events they study fit within a chronological framework (create simple timelines)</p> <p>-Realise that historians use dates to describe events</p>
<p><b>Characteristic features of period/person/events studied</b></p> <p>-Recognises aspects that were different in the past e.g. clothes, transport, tech.</p> <p>-Shows awareness of significant features not seen today.</p> <p>-Recognises and describes some characteristics of a person or time period</p> <p>-increasingly uses period specific language in explanations</p>
<p><b>Change/continuity: similarities &amp; differences between ways of life at different times</b></p> <p>- Can match old objects to people or situations from the past.</p> <p>- Can describe how aspects of life differ from the past using historical vocab.</p> <p>- Can talk about similarities and differences between <u>then</u> and <u>now</u> as well as <u>then</u> and <u>another then</u></p>
<p><b>Cause/consequence: why people did things/causes and results of events and changes</b></p> <p>-Gives simple explanations why a person from the past acted as they did and talk about those actions</p> <p>-Can describe in simple terms the cause and/or consequences of important historical events offering more than one example of its results.</p>
<p><b>Significance</b></p> <p>- Can recognise and describe special times or events.</p> <p>- Can recognise and talk about who/what was important.</p>
<p><b>Interpretation: explore ways we find out about the past and how it is represented</b></p> <p>-Can identify and talk about differences in accounts relating to people/events both contemporary and interpretive.</p>
<p><b>Historical enquiry: asking/answering questions; using sources to find answers and show understanding</b></p> <p>-Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>- Can use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p> <p>-Can gather information from simple sources to ask and answer questions about the past.</p> <p>-Can explain events and actions rather than just retell a story.</p>

*N.B. each skill/process should be visited at least twice in key stage 1 and approached at a higher level in the later visit. The table above offers suggestions about which objectives may lend themselves to each skill to ensure coverage throughout the key stage.*

Oaks Learning Federation		Cycle A	Key stage 1
Changes within living memory	Significant national event beyond living memory	Significant individuals in the past national/international – comparing aspects of life from different periods	
How has technology changed since Grandma/Grandad were children?	Why did the Great Fire of London cause so much damage and what happened as a result?	Who is more significant, Florence Nightingale or Mary Secole?	
Substantive knowledge			
<p>Understand that technology has changed over even a relatively short period: in terms of size, power sources and therefore portability and capability e.g. phones now have cameras etc...</p> <p>Understand that technology is becoming smaller and more portable eg: computers were big devices that sat on desks and had to be constantly plugged in, telephones required cable connections, you had to be at home and sit in one place</p> <p>Know that their parents/grandparents experience of technology was very different to theirs e.g.: cameras contained films that had to be printed, TV’s began in black and white, not so many people had access to technology, computers were bigger and games were fewer and simpler. Everybody shared technology in a household and it played a smaller role in national life – you looked up information in books not google, children played with other toys more, TV programmes were scheduled not streamed.</p>	<p>Know when/where the fire was: Children give date as 1666</p> <p>Know names of individuals linked to the event: Thomas Farynor the baker, King Charles II, Mr Bludworth the Mayor, Samuel Pepys</p> <p>Understand the causes of the widespread damage: Children talk about the weather, tinder-dry city, poor firefighting, people saving goods or running away instead of fighting fire</p> <p>Understand some of the consequences of the fire. Children know about plans to remodel the city and new St Paul’s Cathedral</p>	<p>Know when they lived and where the main events in their lives took place: Children use phrases such as a very long time ago and use names e.g. Crimea, Scutari</p> <p>Know the main events of their lives: Florence felt calling from God, became a nurse, made superintendent at medical centre, went to Crimean war, changed hygiene in hospitals, ‘lady of the lamp’. Mary born in Jamaica, refused nursing in England, sets up British hospital in Crimea, returns to England ill and penniless, writes book about her life.</p> <p>Understand that Florence had wide and long lasting impact on hospitals: Can talk about hospitals improving and still following Florence’s ideas about hygiene today and/or nursing as a valued profession.</p>	
Disciplinary knowledge			
Year 1	year 2		
<p>-Confidently use vocab “old and new, then and now” and phrases relating to the passing of time.</p> <p>-Know where the people and events they study fit within a chronological framework (create simple timelines)</p> <p>-Realise that historians use dates to describe events</p> <p>- Can match old objects to people or situations from the past.</p> <p>- Can describe how aspects of life differ from the past using historical vocab.</p> <p>- Can talk about similarities and differences between then and now as well as then and another then</p> <p>-Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>- Can use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p> <p>-Can gather information from simple sources to ask and answer questions about the past.</p> <p>-Can explain events and actions rather than just retell a story.</p>	<p>-Confidently use vocab “old and new, then and now” and phrases relating to the passing of time.</p> <p>-Know where the people and events they study fit within a chronological framework (create simple timelines)</p> <p>-Realise that historians use dates to describe events</p> <p>-Gives simple explanations why a person from the past acted as they did and talk about those actions</p> <p>-Can describe in simple terms the cause and/or consequences of important historical events offering more than one example of its results.</p> <p>-Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>- Can use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p> <p>-Can gather information from simple sources to ask and answer questions about the past.</p> <p>-Can explain events and actions rather than just retell a story.</p>	<p>-Confidently use vocab “old and new, then and now” and phrases relating to the passing of time.</p> <p>-Know where the people and events they study fit within a chronological framework (create simple timelines)</p> <p>-Realise that historians use dates to describe events</p> <p>- Can recognise and describe special times or events.</p> <p>- Can recognise and talk about who/what was important.</p> <p>-Can identify and talk about differences in accounts relating to people/events both contemporary and interpretive.</p> <p>-Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>- Can use annotations/captions (maybe scribed) to identify important features of picture sources etc..</p> <p>-Can gather information from simple sources to ask and answer questions about the past.</p> <p>-Can explain events and actions rather than just retell a story.</p>	
Key Concept: <b>Change and continuity</b>	Key concept: <b>Cause and consequence</b>	Key concepts: <b>Significance and Interpretation</b>	

Oaks Learning Federation		Cycle B	Keystage 1
Changes within living memory	Significant local/national/ international event		Local study: Our school/town/village
How has Lego changed since Grandma/Grandad were children?	Was Titanic a triumph or a disaster?		The Crown vs ‘Common’ people, who has been more significant in shaping the New Forest?
Substantive Knowledge			
<p>Know the story of the Lego company: 1934, in Denmark Ole Kirk Christiansen names wooden toy company Lego (“play well”). Factory destroyed by fire, buys plastic moulding machine, 1951 first Lego bricks produced 1968, first Legoland park opens in Denmark, 1978 minifigures launched, Know how Lego has changed over time: Produced different shaped pieces/sophistication of mini figures. Created themed sets that have changed with children’s interests. Branched out into films/computer games Understand how the developments in Lego link to changes in national life. Use of plastic post war due to lack of wood, changes in themes as children’s experiences and interests change, e.g space theme around time of moon landing. Now looking at sustainable alternatives to plastics e.g. recycled bottles and Brazilian sugar cane.</p>	<p>Know When and where the Titanic was built and sailed: Titanic was built in Belfast. Set sail from Southampton to New York in 1912. It was her maiden voyage. Know names of key individuals linked to the event: Captain Smith, Wireless operators: Harold Bride and Jack Phillips, Lookout: Frederick Fleet, Bruce Ismay Director of White Star Line. Understand the factors that contributed to the sinking and tragic loss of life: Children can talk about hitting the iceberg, not enough lifeboats, First class passengers boarding lifeboats first, women and children boarding lifeboats, Captain Smith keen to cross Atlantic in record time, RMS Carpathia rescued passengers</p>	<p>Know the kings who have had impacts on the New Forest and how: 1079 William Conqueror declared “Nova Foresta” Henry III issued Charter of the Forest, Edward I built Kings house, Charles II brings Red deer. George III ship building for Navy resulting in inclosures.  Know some of the ways ‘common’ people have impacted the New Forest: Verderers, commoning, charcoal burners, transport, communication, tourism, National park status.  Understand that both the crown and ‘common’ people have had wide and long lasting impacts on the New Forest: that it has been a constant balancing of protecting/preserving the New Forest with using it for a variety of purposes.</p>	
Disciplinary knowledge			
Year 1		Year 2	
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