

## HISTORY CURRICULUM

### Early History Skills

The three characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically and they guide all of our practice and provision. We create daily opportunities for children to develop their early History skills throughout the curriculum in Early Years Foundation Stage.

sequencing

observing

comparing

exploring

explaining

classifying

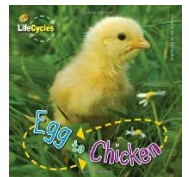
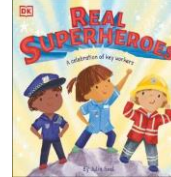
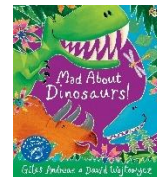
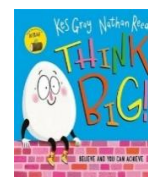
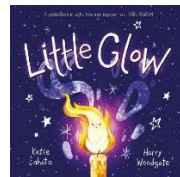
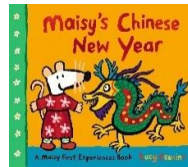
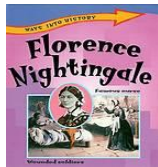
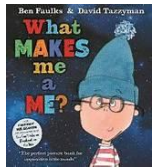
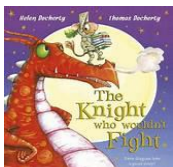
questioning

speculating

### EYFS Provision

Children in EYFS are offered a language-rich curriculum stemming from a range of current and historical texts, including oral storytelling, picture books, poetry and non-fiction. Book talk ensures children's attention is drawn to characters and events of historical significance. Learning is enhanced by visits to local places of interest and by meeting people who hold important roles in society and use role play and small world play to explore the experiences of these people further. Through daily routines, children develop their understanding of the passing of time and can use the vocabulary related to this. Children are encouraged to talk about their own families and to make sense of their life story through looking at photographs. They are given opportunities to explore artefacts from the past and to compare them with what is used now.

### EYFS Vehicle texts



### EYFS Vocabulary

**Teach:** today, yesterday, tomorrow, now, then, before, after, same, different, family, baby, child, adult, parent, grandparent, life cycle, family tree, timetable, photographs, old, new, castle, tower, knight, king, queen, prince, princess, dinosaurs, nurse, doctor, police officer, firefighter, days of the week

**Expose to:** past, present, future, community, history, sequence, order, months of the year

### EYFS Early Learning Goals – Understanding the World

#### Past and Present

Talk about the lives of people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

## National Curriculum Statutory Requirements for KS1 History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

### Overchurch Infants events commemorated through festivals or anniversaries

#### The Gunpowder Plot



Key Vocabulary:

government, parliament, King, monarch, plot, treason, religion, anniversary

#### Remembrance Day



Key Vocabulary:

war, soldier, poppy, memory, memorial, cenotaph, veteran, commemorate

### Developing oracy across the curriculum – talking like a historian

They are similar because...

They are different because...



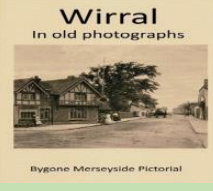

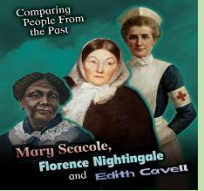


This has changed because...

This is significant because...

## Progression in Key Stage One

YEAR ONE AUTUMN EXPLORERS	YEAR ONE SPRING PLANET PROTECTORS	YEAR ONE SUMMER HEROES	YEAR TWO AUTUMN EXPLORERS	YEAR TWO SPRING PLANET PROTECTORS	YEAR TWO SUMMER HEROES
<i>History of our school 1930s</i>	<i>History of Chester Zoo 1930s</i>	<i>Significant people Nurses</i>	<i>Significant people Explorers</i>	<i>Significant event Great Fire of London</i>	<i>Significant places and people Liverpool/Beatles</i>
<p>I understand that History is the study of people, places and events in the past.</p> <p>I can use words like yesterday, today, tomorrow, before, after, now, then, later, earlier, past, present and future to talk about events.</p> <p>I know that a decade is a period of ten years.</p> <p>I know that a timeline shows us key events and dates in the past.</p> <p>I know that my school was built many decades ago in 1937 and can locate this on a school timeline.</p> <p>I know that my school and village has changed over time and can use photos to help me to talk about how life was the same or different in the 1930s.</p>	<p>I can revise my previous learning about decades and locate the opening of Chester Zoo (1931) on a school timeline.</p> <p>I know that this was nearly one hundred years ago and a hundred years is called a century.</p> <p>I can use different historical sources to find out about how communication has changed since the 1930s.</p> <p>I can use words to talk about the passing of time when describing the life of Boris the chimp.</p> <p>I can name similarities and differences between life in the past (1930s) and present.</p> <p>I can talk about how the zoo has made improvements over time using the vocabulary of past and present.</p>	<p>I can recall previous learning about Florence Nightingale.</p> <p>I understand that British history can be broken into different time periods based on the monarch at that time.</p> <p>I know that Queen Victoria was our country's monarch during the Victorian era.</p> <p>I can locate Florence Nightingale on our school timeline and name the period.</p> <p>I can describe similarities and differences between hospitals now and in the past.</p> <p>I can recall the lives of other significant nurses I have learned about through exploring different historical sources (Seacole and Cavell).</p> <p>I can say why the nurses I have learned about are significant.</p>	<p>I can recall famous people I have learned about and say why they were significant.</p> <p>I can talk about explorers in the present and the past using previously learned vocabulary.</p> <p>I can talk about changes within living memory in space exploration.</p> <p>I can share information about the lives of significant explorers in the past (Shackleton and Armstrong).</p> <p>I can recall a past event that was significant internationally (Moon Landing).</p> <p>I can place significant expeditions on a timeline.</p> <p>I can compare the expeditions of two explorers, using this knowledge to explore aspects of life in different time periods.</p>	<p>I can recall significant people and events I have learned about in History.</p> <p>I can talk about current firefighting practices and changes in recent living memory.</p> <p>I can recall facts about a local tower fire during the Victorian period and link this to my previous learning about Victorian life.</p> <p>I can talk about an event in the past that was significant nationally (Great Fire of London).</p> <p>I can place the famous fires on our school timeline and name the time period.</p> <p>I can compare firefighting methods in the past and present, revealing aspects of change in national life.</p>	<p>I can recall significant people and events I have learned about in History.</p> <p>I can recall my learning about life in Victorian Britain and use this to talk about transport, fashion and music in this period compared to more recent times (1960s) and the present day.</p> <p>I can use snapshots of life in Liverpool to compare how life has changed in different periods.</p> <p>I can recall facts about people and places of significant historical interest in my local area (Liverpool).</p> <p>I can visit two different museums, discuss the different ways the past is represented and decide which historical sources are most effective and why.</p>
<i>From Summer 2 of Year 1, as well as writing in some of the afternoon sessions as detailed on the planning, children will complete a half-termly extended writing piece linked to their learning in History. This will be completed in their Extended Writing books during English sessions.</i>		<b>Cross-curricular writing</b> <i>I can use my historical knowledge to write a fact file about one of the nurses I have learned about.</i>	<b>Cross-curricular writing</b> <i>I can use my historical knowledge to write a narrative about Ernest Shackleton's expedition.</i>	<b>Cross-curricular writing</b> <i>I can use my historical knowledge to write a diary entry as Samuel Pepys.</i>	<b>Cross-curricular writing</b> <i>I can use my historical knowledge to write about Liverpool in the past.</i>

## KEY VEHICLE TEXTS AND VOCABULARY

YEAR ONE AUTUMN EXPLORERS	YEAR ONE SPRING PLANET PROTECTORS	YEAR ONE SUMMER HEROES	YEAR TWO AUTUMN EXPLORERS	YEAR TWO SPRING PLANET PROTECTORS	YEAR TWO SUMMER HEROES
<i>History of our school and area</i>	<i>Local History Chester Zoo</i>	<i>Significant people Nurses</i>	<i>Significant people Explorers</i>	<i>Significant events Great Fire of London</i>	<i>Significant places and people Liverpool/Beatles</i>
					
<p><b>Revise:</b> history past present future change yesterday today tomorrow days of the week months of the year</p> <p><b>New:</b> decade century timeline similarities differences before after earlier later now then king queen</p> <p><b>Expose to:</b> period era</p>	<p><b>Revise:</b> history decade century timeline similarities differences before after earlier later now then king queen</p> <p><b>New:</b> sources communication monarch artefact</p> <p><b>Expose to:</b> period era legacy</p>	<p><b>Revise:</b> history decade century timeline similarities differences sources communication monarch artefact</p> <p><b>New:</b> Victorian significant period</p> <p><b>Expose to:</b> era legacy</p>	<p><b>Revise:</b> decade century timeline significant change similarities differences sequence order period</p> <p><b>New:</b> living memory national international explorer famous chronology chronological</p> <p><b>Expose to:</b> global Sixties</p>	<p><b>Revise:</b> decade century timeline significant change similarities differences period Victorian monarch national living memory</p> <p><b>New:</b> Stuart period Tudor period</p> <p><b>Expose to:</b> cause consequence</p>	<p><b>Revise:</b> decade century timeline significant change similarities differences period transport period era Victorian sources artefact</p> <p><b>New:</b> museum Sixties legend legacy</p> <p><b>Expose to:</b> legacy global culture first hand evidence second hand evidence</p>

## History throughout the curriculum 2023-24

We revise our History learning across the curriculum, particularly in our English and R.E work and we plan experiences and visits that enhance the children's growing understanding of the past.

