



Subject Area: History

Curriculum drivers: The curriculum is underpinned by the school's **Curriculum Driver**: Communication alongside our school values: Confidence, Compassion, Creativity and Curiosity. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'. In history these are: chronology, significance, power and continuity and change.

EYFS

History objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from:

Understanding the World and Communication and Language:

Children develop an understanding of the world through guidance in making sense of their physical world and their community.

Children will learn through their own personal experiences and by listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. These opportunities will also enrich and widen the children's vocabulary and support the development of early literacy skills.

KS1 Pupils should be taught about:

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.





In planning to ensure the progression described above through teaching about the people, events and changes outlined below.

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
- 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
- significant historical events, people and places in their own locality.

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KS1 History curriculum 'Big ideas'.

<p style="text-align: center;">Chronology</p>  <p style="text-align: center;">History is defined by different periods of time and all of these have distinct features.</p>		
<p style="text-align: center;">Significance</p>  <p>History of British society and international achievements are shaped by significant people or events.</p>	<p style="text-align: center;">Continuity and change</p>  <p>Society changes over time (change and continuity, cause and consequence) including movement of people.</p>	<p style="text-align: center;">Power</p>  <p>History is shaped by the people in power and the (power of) the people.</p>
<p>Taught through..</p> <p style="text-align: center;">Explorers Great Fire of London Local Heroes Moon Landing</p>	<p>Taught through..</p> <p style="text-align: center;">Queen Elizabeth II – technological revolution Family History</p>	<p>Taught through..</p> <p style="text-align: center;">King Charles II (Great Fire of London) Queen Elizabeth II Guy Fawkes Rosa Parkes</p>

SKILL:		EYFS	Year 1	Year 2
Chronological Understanding	Chronological knowledge / understanding	<p>Past events within <u>their</u> living memory (lifetime) Comparing old and new</p>	<p>Changes within living memory (within 100 years) Significant people from the past</p>	<p>Changes beyond living memory Significant people from the past</p>
		<p><i>Teach children to...</i></p> <ul style="list-style-type: none"> - compare and contrast characters from stories, inc. figures from the past. e.g. present queen and past monarchs COMMUNICATION COMPASSION - Use language related to time e.g. now, then, new, old, before, after, COMMUNICATION - identify old and new objects/images and sort them CURIOSITY - Talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmmed' for 'swam'.) (C&L) COMMUNICATION 	<p><i>Teach children to...</i></p> <ul style="list-style-type: none"> - Understand a timeline represents events in order. COMMUNICATION - Know the word 'past' means a time has gone by. COMMUNICATION - Use language related to time e.g. now, then, next, new, old, when, before, after, past, chronological. - Sequence in chronological order up to 4 events / artifacts / images - Sequence in chronological order the life of a significant individual e.g. Queen Elizabeth II COMMUNICATION 	<p><i>Teach children ...</i></p> <ul style="list-style-type: none"> - Historians use dates to describe events in time (e.g. 1666 is the date used for the event of the GFOL). - The further back in time you look, the more significantly some things have changed. - Sequence (on an annotated timeline) events / artefacts / images chronologically COMMUNICATION - Locate a significant person on a timeline COMMUNICATION

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Historical enquiry	<p>Using evidence/ Communicating ideas</p> <p>Interpretations of history</p>	<p><i>Teach children to...</i></p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. e.g. what they see, how things are same/different to now - Learn how objects and stories can help us find out about the past COMMUNICATION CURIOSITY - talk about some similarities and differences between things in the past and now COMMUNICATION <p>-Ask questions to check they understand what has been said to them. E.g. "What does that mean?" "Why did they do that?" (C&L) COMMUNICATION</p>	<p><i>Teach children to ...</i></p> <ul style="list-style-type: none"> - See there are different ways to find out about the past through artefacts, images, stories, people (eye-witness). CURIOSITY - Identify change in their living memory e.g. comparing toys they liked as a baby with toys they enjoy now. COMMUNICATION CURIOSITY - Use pictures, artifacts, stories and people (eyewitness) to think about the past. - Talk about similarities and differences between two historical sources e.g. artefacts, images. - Ask and answer simple questions (what it was like, when, what happened) about the past using artefacts, pictures or information from an eyewitness. COMMUNICATION 	<p><i>Teach children...</i></p> <ul style="list-style-type: none"> - some sources are more useful than others in providing information to answer an historical question. CURIOSITY - Identify change beyond living memory e.g. London after Great Fire. . COMMUNICATION CURIOSITY - people will have differing opinions about the same event - identify what a source tells us about the past (and what it does not). - conclusions can be made by gathering information from a range of sources
Historical Enquiry	<p>Continuity and change in and between periods of time</p> <p>Cause and consequence</p> <p>Similarity / Difference within a period/situation (diversity)</p> <p>Significance of events/ people</p>	<p><i>Teach children to...</i></p> <ul style="list-style-type: none"> - Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago CURIOSITY 	<p><i>Teach children to...</i></p> <ul style="list-style-type: none"> - Understand the terms similar and different. - Recognise that life was not the same for all the people in the past. - Recognise that things have changed since their parents and grandparents were children. - Know how the actions of significant people created change. COMPASSION CURIOSITY - Explain why someone is significant. - Describe some of the characteristics of past events 	<p><i>Teach children ...</i></p> <ul style="list-style-type: none"> - some events are more significant than others e.g. the insignificance of Pepys burying his wine and cheese - describe the achievements of a significant person e.g. Captain Scott, Matthew Henson - explain the achievements of a significant person and why they are significant COMMUNICATION - suggest why an individual acted as they did and explain why they think that e.g. Charles II asked people of London to put out the fires - identify simple causes and effects of events taught e.g. the Great Fire of London COMPASSION - discuss the impact of a significant event

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Historical terms and key vocabulary	<p>Receptive: history, past, similarities, differences,</p> <p>Expressive: now, remember</p>	<p>Receptive: childhood, grandparents, modern, olden days, chronological, significant, information, historical sources, sources, artefacts, Mary Anning, Dorset, fossil hunter, RNLI, Grace Darling, sea rescue,</p> <p>Expressive timeline, now, then, new, old, when, before, different, similar, past, photographs, changed, fossils</p>	<p>Receptive: Ibn Battuta, Matthew Henson, Robert Falcon Scott, leather bucket, fireman, The Tower of London, King Charles, cause, effect, eyewitness accounts</p> <p>Expressive: Historians, significant, significant event, significant person, opinions, sources, artefacts, explorer, space, moon, Bonfire Night, Gunpowder Plot, The Great Fire of London, 1666, Thomas Farriner, bakery, Samuel Pepys, fire breaks, diary,</p>
Key historical themes taught in this year group	Chronology	Chronology Continuity and change Power	Chronology Significance Power

Below is the key knowledge taught within each unit of History. These are mapped into half terms. Each year group has an additional medium term plan outlining the history units taught.

Key Knowledge for specific units			
<i>Period of time</i>	<i>Past events within their living memory (lifetime) e.g. celebrations they have experienced (birthday, Christmas, Bonfire Night)</i> <i>Talk about and compare old and new</i>	<i>Know that within living memory there have been significant events nationally.</i> <i>(QEII reign/death, invention of internet, 2012 Olympics,)</i> <i>Name a significant person from the past and explain why they are famous.</i> <i>(Grace Darling, Mary Anning, Rosa Parks, Martin Luther King Jr)</i> Identify and talk about change within living memory.	<i>Know that beyond living memory there have been significant events nationally and globally.</i> <i>(GFOL, Gunpowder plot, Moon landing)</i> <i>Know about a significant individual who contributed to national / international achievements and how they did this.</i> <i>(Captain Scott, Matthew Henson)</i>
Autumn 1			<p>The Greatest Explorers (significant individuals who contributed to national / international achievements)</p> <p>In this unit, the children will investigate the lives and journeys of explorers: Ibn Battuta, Captain Robert Falcon Scott and Matthew Henson.</p> <p>They will study explorers, mapping out the chronology of their life and/or journey.</p> <p>I know that...</p> <p><u>Ibn Battuta</u></p>

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			<ul style="list-style-type: none"> - He travelled around the world - He travelled on foot, camels, donkeys and on sailing boats - His first important journey was on Hajj to Mecca (he was a Muslim) <p><u>Matthew Henson</u></p> <ul style="list-style-type: none"> -Black American explorer who is widely believed to be the first person to reach the North Pole in 1909 -He travelled with Robert Peary -His achievements were not recognised at the time <p><u>Captain Robert Falcon Scott</u></p> <ul style="list-style-type: none"> -English explorer who was the first to reach the South Pole -He kept records and diaries of his expedition -He died in the South Pole along with his team.
<u>Autumn 2</u>	<p>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (H)</p> <p>introduce Guy Fawkes, Bonfire Night, Remembrance Day</p>	<p>Family History (change within living memory)</p> <p>In this unit, the children will learn about family life and school life from the 1960s and 1970s. They will explore different sources and develop an awareness of the past:</p> <p>I know that ...</p> <ul style="list-style-type: none"> -life was different for my parents/grandparents when they were children e.g. school life, family life - know the word 'past' means a time has gone by - in the past, my parents and grandparents were children 	<p>Bonfire Night</p> <p>In this mini unit, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for children to recount their Bonfire Night experiences.</p> <p>I know that...</p> <ul style="list-style-type: none"> - Guy Fawkes was the leader of the Gunpowder Plot - They attempted to blow up the King (King James I) - We remember the significance of the event every year through Bonfire Night
Spring 1		-	<p>The Great Fire of London</p> <p>In this unit, children will learn about a significant national event beyond living memory: The Great Fire of London.</p> <p>I know that ...</p> <ul style="list-style-type: none"> - the fire started in 1666 - the fire started in Thomas Farriner's Bakery - the fire spread so quickly because: the houses were close together and there was a strong wind - Samuel Pepys wrote a diary about the events of the fire - the fire stopped due to fire breaks being created and because the wind died down (links to King Charles II) - Our king would not be able to make the same decisions about the landscape of London <p><u>Samuel Pepys</u></p>

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			<ul style="list-style-type: none"> - wrote in his diary - his witness accounts can teach us about the Great Fire
Spring 2	<p><i>Comment on images of familiar situations in the past. g.g. what they see, how things are same/different to now (H)</i></p> <p><i>Learn how objects and stories can help us learn about the past (H)</i></p>	<p>Local Heroes (<i>significant person from the past</i>)</p> <p>In this unit, the children will learn about two local heroes: Grace Darling and Mary Anning. They will learn how the further back in time you go, the more different things used to be. I know that...</p> <p><u>Grace Darling</u></p> <ul style="list-style-type: none"> - Grace and her father rescued survivors from a shipwreck - sea rescue has changed a lot over time - lifeboat crews used to row boats and now they have motors. - life boat crews have safety equipment including life jackets. -when Grace Darling and her father rescued the sailors, they had no safety equipment. -sea rescue now is very different to the time of Grace Darling. <p><u>Mary Anning</u></p> <ul style="list-style-type: none"> -her discoveries were some of the most significant finds of all time. -Her discoveries developed new ideas about the history of the Earth. -she was a pioneering palaeontologist and fossil collector. -with her brother, she found the first complete Ichthyosaur in 1810-1811. -Mary Anning lived in Dorset. 	
Summer 1	<p><i>To sort objects/images into old and new. (H)</i></p> <p>To compare and contrast characters from stories, inc. figures from the past. e.g. present queen and past monarchs (H)</p> <p>Compare two Queens Elizabeth's, understanding they lived at different times</p>		

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<p><u>Summer 2</u></p>		<p>Monarchs (significant national events within living memory) In this unit, we ask questions about significant changes that happened during Elizabeth II's reign. We ask familiar adults questions about events that they have experienced. I know that...</p> <ul style="list-style-type: none"> - timelines are a way of representing events in the order that they happened. - that the United Kingdom has a monarchy and that our queen was Queen Elizabeth II and our king is now King Charles III. - during Queen Elizabeth's reign, there were many technological changes including the invention of the internet. - during Queen Elizabeth's reign, there were many changes to transport including the first person walking on the moon. -Queen Elizabeth II was the longest reigning monarch <p>Key people and events studied:</p> <ul style="list-style-type: none"> -Rosa Parks and her influence on Bristol bus boycott in 1963 -technological changes e.g. invention of the internet, invention of colour TV -first person walking on the moon 	<p>Space race (Significant global event) In this unit, we will look at the race to be the first to reach the moon. We will look at key dates and sources of information including audio and photographs. I know that...</p> <ul style="list-style-type: none"> -12 April 1961 Russia's Yuri Gagarin was the first person to go to space -In 1957 the first artificial satellite, Sputnik 1, was launched into space by Russia. -16 July 1969, the spacecraft Apollo 11 prepared to launch a crew of three astronauts into space. -20 July 1969 Neil Armstrong and Edwin "Buzz" Aldrin became the first human beings to walk on the moon. -National Aeronautics and Space Administration (NASA) put a human on the moon. -The last mission to the moon was in 1972. -Humans haven't returned to the moon since 1972 but have continued to explore <u>space</u>. -An International Space Station (ISS) was built (a space research station) where we can conduct experiments and study space up close.
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