# **History Curriculum**

# **Implementation** of the History Curriculum

Nursery								
Aut 2 – Brilliant	Spr 1 – Animals	Spr 2 – Splash	Sum 1 – Transport	Sum 2 – Mini beast				
Birds/celebrations  Talking about our family traditions based around Christmas/Eid.  Retelling stories about birds in the correct order.	Explore the traditions based around Chinses New Year.	Understanding that pirates existed in the past.  Looking at how we celebrate Easter in different families	Transport in the past  Looking at the role of bus/train drivers	Madness Finding out where mini beasts live.				
Begin to make sense of their	Begin to make sense of	Begin to make sense of	Show an interest in					
own life story and family	their own life story and	their own life story and	different occupations					
history	family history	family history	UW NUR					
UW NUR	UW NUR	UW NUR						
	Birds/celebrations  Talking about our family traditions based around Christmas/Eid.  Retelling stories about birds in the correct order.  Begin to make sense of their own life story and family history	Aut 2 – Brilliant Birds/celebrations Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order.  Begin to make sense of their own life story and family history  Spr 1 – Animals Explore the traditions based around Chinses New Year.  Begin to make sense of their own life story and family history	Aut 2 – Brilliant Birds/celebrations Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order.  Begin to make sense of their own life story and family history  Spr 2 – Splash Understanding that pirates existed in the past.  Looking at how we celebrate Easter in different families  Begin to make sense of their own life story and family history	Aut 2 – Brilliant Birds/celebrations Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order.  Begin to make sense of their own life story and history  Spr 1 – Animals Explore the traditions based around Chinses New Year.  Spr 2 – Splash Understanding that pirates existed in the past.  Looking at how we celebrate Easter in different families  Looking at how we celebrate Easter in different families  Spr 2 – Splash Understanding that pirates existed in the past.  Looking at the role of bus/train drivers  Spr 1 – Animals Explore the traditions based around Chinses New Year.  Begin to make sense of their own life story and family history  Som 1 – Transport Transport in the past  Looking at the role of bus/train drivers  Show an interest in different occupations family history				

**Ongoing as part of the provision:** Regular opportunities to talk about our families and where we live. Features of our environment. Celebrations of birthdays in the class. Growth mindset examples of how we develop our skills over time through practice.

### Key Vocab to be developed

Old new old young then before now time change grow same different family names mother father mum dad who where what when how why

Reception							
Aut 1 – Friendship, Can	Aut 2 - Who helps us?	Spr 1 – What's it like far	Spr 2 – Can we save the	Sum 1 - What did	Sum 2 – What's it like		
we be friends?  Talking about their friends and people they love in their family and comparing	What do you want to be when you grow up? People who can help us and when we might need help Schools and our community in the past	away?  Historical figure- Ernest  Shackleton	world?  Looking at own children's traditions for celebrating Easter	Grandma use to read?  Looking at difference between old and young people  Traditional tale and what people used to read	down on the farm? Opportunities to look at things from the past-farm related.		

	How do we celebrate with our families (past and present) Historical figure- Amelia Earhart		How the world has changed- climate change, looking at Rawthrorpe	Historical Figure-Jane Austin  Looking at stories from the past- setting and characters	
Talk about members of their own family and community UW REC  Talk about the lives of people around them and their role in society UW PP ELG	Talk about members of their own family and community UW REC  Talk about the lives of people around them and their role in society UW PP ELG  Comments on images of familiar situations from the past UW REC  Compare and contrast characters including figure from the past UW REC  Know some of the similarities and differences between things in the past and now UW PP ELG	Compare and contrast characters including figure from the past UW REC  Comments on images of familiar situations from the past UW REC	Talk about members of their own family and community UW REC  Comments on images of familiar situations from the past UW REC	Know some of the similarities and differences between things in the past and now UW PP ELG  Understand the past through settings, characters and events encounter in book UW PP ELG  Compare and contrast characters including figure from the past UW REC	Know some of the similarities and differences between things in the past and now UW PP ELG

## Ongoing as part of the provision

Regular opportunities to talk about our families and where we live. Features of our environment. Celebrations of birthdays in the class. Growth mindset examples of how we develop our skills over time through practice.

## Key Vocab to be developed

Old new old young past present then now time change grow same different family names mother father grandparents parents who where what when how why

## **Year One Curriculum**

Topics	Aut 1 – Getting to know me and my world.	Aut 2 – A Toy's Story	Spr 1 – Our Animal Adventures	Spr 2 – To infinity and Beyond	Sum 1 – Ready, Steady, Grow	Sum 2 – Bright lights, Big city.
	Discussing own lives, chronological timeline of our own lives.	History of toys from the past 100 years.		Discussions into current space missions.		Senior members of the royal family and their roles.
	Looking at the life of Queen Victoria, fact file.	Comparing own toys with those from the past.		Tim Peake/Neil Armstrong  Timeline of events into space		Queen Elizabeth II's, coronation/jubilees.
	Opening of Castle Hill for Queen Victoria's jubilee. Exploring local changes of town centre, past/present.	Exploring the changes, chronological timeline of toys, ordering artefacts in chronological order.		travel/missions.  Describing the first landing on the moon.		Comparing Queen Elizabeth I & II
		Inspiration day- Looking at toys from different eras.				
Milestones	I can ask a range of questions	I can ask a range of questions		I can ask a range of questions		I can ask a range of
	to investigate and interpret the	to investigate and interpret		to investigate and interpret		questions to investigate and
	past. (Who, where, when, how,	the past. (Who, where, when,		the past. (Who, where, when,		interpret the past. (Who,
	why, what)	how, why, what)		how, why, what)		where, when, how, why,
	I can recognise and discuss	I can recognise and discuss		I can recognise and discuss		what)
	changes within my own	changes within my own		changes within my own		I can recognise and discuss
	life/living memory and events	life/living memory and events		life/living memory and events		changes within my own
	beyond my memory.	beyond my memory.		beyond my memory.		life/living memory and
	I can make comparisons	I can make comparisons		I can place events/artefacts in		events beyond my memory.
	between today and the past.	between today and the past.		chronological order.		I can make comparisons
	I can place events/artefacts in	I can place events/artefacts in		I can use the correct		between today and the
	chronological order.	chronological order.		vocabulary to describe the		past.
	I can use the correct vocabulary	I can use the correct		passing of time.		I can place events/artefacts
	to describe the passing of time.	vocabulary to describe the		I can describe the lives of		in chronological order.
	I can describe historical events,	passing of time.		significant individuals in the		I can use the correct
	people and places in my own	I can use a selection of		past and understand how they		vocabulary to describe the
	locality	artefacts and resources to		have contributed to national		passing of time.
	(Huddersfield/Yorkshire/UK)	investigate and interpret the		and international		I can describe historical
	I can describe the lives of	past.		achievements.		events, people and places in
	significant individuals in the					

past and understand how they		I can use a selection of	my own locality
have contributed to national		artefacts and resources to	(Huddersfield/Yorkshire/UK)
and international		investigate and interpret the	I can describe the lives of
achievements.		past.	significant individuals in the
I can develop an understanding		I can develop an	past and understand how
of events that are significant		understanding of events that	they have contributed to
both nationally and globally.		are significant both nationally	national and international
		and globally.	achievements.
		,	I can use a selection of
			artefacts and resources to
			investigate and interpret
			the past.
			I can develop an
			understanding of events
			that are significant both
			nationally and globally.

## Key vocabulary to be taught

Who, where, when, how, why, what. Artefact Calendar Change Century Chronology Decade Discovery Global International King/Queen Local Long ago Monarchy Museum Nation Past Present Significance Yesterday

# **Year Two Curriculum**

	Aut 1 – Wonders of the	Aut 2 – London's	Spr 1 – African	Spr 2 – Ahoy there!	Sum 1 – Glorious	Sum 2 – Transport
	Aut 1 – Wonders of the World	Burning! Look at artefacts from the war and discuss. Learn facts about remembrance. Learn about Great Fire of London and create a time line of the events that took place each day.	Spr 1 – African Adventure Nelson Mandela	Spr 2 – Ahoy there!  Learn about Blackbeard and what he did. Timeline and History of ships.	gardens! Lancelot 'Capability' Brown. Learn facts and look at garden pictures. Use his work to inspire design.	Sum 2 – Transport Travelling, trains and the Titanic! Train timeline George Stevenson Titanic – significant event Wilbur and Orville Wright Amy Johnson
Milestones		Hunt for items related to Samuel Pepys in the wild rea and discuss. Samuel Pepys fact file. I can recognise and discuss changes within my own	I can use the correct vocabulary to describe the	I can recognise and discuss changes within my own	I can recognise and discuss changes within	Plane timeline  I can recognise and discuss changes within my own
			passing of time.		my own life/living	

life/living memory and events I can describe the lives of life/living memory and events memory and events life/living memory and beyond my memory. significant individuals in the beyond my memory. beyond my memory. events beyond my memory. past and understand how I can make comparisons I can make comparisons I can make comparisons I can make comparisons they have contributed to between today and the past. between today and the past. between today and the between today and the national and international past. past. achievements. I can place events/artefacts in I can use the correct chronological order. vocabulary to describe the I can use the correct I can place events/artefacts I can develop an passing of time. vocabulary to describe in chronological order. understanding of events that I can use the correct the passing of time. are significant both nationally vocabulary to describe the I can describe the lives of I can use the correct and globally. passing of time. significant individuals in the I can describe historical vocabulary to describe the past and understand how they events, people and places passing of time. I can ask a range of questions I can describe historical have contributed to national in my own locality to investigate and interpret events, people and places in L can describe historical (Huddersfield/Yorkshire/ and international the past. (Who, where, when, events, people and places in my own locality achievements. UK) how, why, what) (Huddersfield/Yorkshire/UK) my own locality I can use a selection of I can describe the lives of (Huddersfield/Yorkshire/UK) I can describe the lives of artefacts and resources to significant individuals in significant individuals in the I can describe the lives of the past and understand investigate and interpret the past and understand how significant individuals in the how they have past. they have contributed to past and understand how contributed to national national and international I can develop an they have contributed to and international understanding of events that national and international achievements. achievements. are significant both nationally achievements. I can use a selection of and globally. I can use a selection of artefacts and resources to I can use a selection of artefacts and resources to investigate and interpret the I can ask a range of questions artefacts and resources to investigate and interpret past. to investigate and interpret investigate and interpret the past. the past. (Who, where, when, the past. I can develop an how, why, what) I can ask a range of understanding of events that I can develop an questions to investigate are significant both nationally understanding of events and interpret the past. that are significant both and globally. (Who, where, when, how, nationally and globally. why, what) I can ask a range of questions I can ask a range of to investigate and interpret the past. (Who, where, when, questions to investigate and how, why, what) interpret the past. (Who, where, when, how, why, what)

#### Key vocabulary to be taught

Who, where, when, how, why, what. Artefact Calendar Change Century Chronology Decade Discovery Global International King/Queen Local Long ago Monarchy Museum Nation Past Present Significance Yesterday

#### Local links/Inspiration /Enrichment activities

Nursery - Visit from old bus.

Reception -

Year 1 - Trip to Castle Hill (Huddersfield, Trip to Skipton Castle, Wonderdome Planetarium,

Year 2 - Kirklees Light Railway Trip, Pirate Ron Visit.

#### Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

#### 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

### Statements taken from National Curriculum - Spoken Language (Literacy) (Statutory Requirements)

#### Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and
- debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

## Impact of the History Curriculum

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will be able to use a wide variety of historical vocabulary. They will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the 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 can be represented.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.