

History Curriculum

Implementation of the History Curriculum

Nursery					
<p>Aut 1 – Nursery Rhymes</p> <p>Talking about who lives in their house. Building relationships with adults and peers in order to be able to talk about their family, friends and significant events in their lives. Understanding that nursery rhymes are very old, and will have been sung by our parents and grandparents.</p>	<p>Aut 2 – Brilliant Birds/celebrations</p> <p>Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order.</p>	<p>Spr 1 – Animals</p> <p>Explore the traditions based around Chinese New Year.</p>	<p>Spr 2 – Splash</p> <p>Understanding that pirates existed in the past. Looking at how we celebrate Easter in different families</p>	<p>Sum 1 – Transport</p> <p>Transport in the past Looking at the role of bus/train drivers</p>	<p>Sum 2 – Mini beast Madness</p> <p>Finding out where mini beasts live.</p>
<p>Begin to make sense of their own life story and family history UW NUR</p>	<p>Begin to make sense of their own life story and family history UW NUR</p>	<p>Begin to make sense of their own life story and family history UW NUR</p>	<p>Begin to make sense of their own life story and family history UW NUR</p>	<p>Show an interest in different occupations UW NUR</p>	
<p>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.</p>					
<p>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</p>					
Reception					
<p>Aut 1 – Friendship, Can we be friends?</p> <p>Talking about their friends and people they love in their family and comparing</p>	<p>Aut 2 - Who helps us?</p> <p>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</p>	<p>Spr 1 – What’s it like far away?</p> <p>Historical figure- Ernest Shackleton</p>	<p>Spr 2 – Can we save the world?</p> <p>Looking at own children’s traditions for celebrating Easter</p>	<p>Sum 1 - What did Grandma use to read?</p> <p>Looking at difference between old and young people Traditional tale and what people used to read</p>	<p>Sum 2 – What’s it like down on the farm?</p> <p>Opportunities to look at things from the past-farm related.</p>

	How do we celebrate with our families (past and present) Historical figure- Amelia Earhart		How the world has changed- climate change, looking at Rawthorpe	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

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

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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

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

		<p>life/living memory and events beyond my memory.</p> <p>I can make comparisons between today and the past.</p> <p>I can place events/artefacts in chronological order.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>	<p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>	<p>life/living memory and events beyond my memory.</p> <p>I can make comparisons between today and the past.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>	<p>memory and events beyond my memory.</p> <p>I can make comparisons between today and the past.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>	<p>life/living memory and events beyond my memory.</p> <p>I can make comparisons between today and the past.</p> <p>I can place events/artefacts in chronological order.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>
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<p>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.</p>						
<p>Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)</p>						
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. 						
<p>Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)</p>						
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Listen and respond appropriately to adults and their peers</i> • <i>Ask relevant questions to extend their understanding and knowledge</i> • <i>Use relevant strategies to build their vocabulary</i> • <i>Articulate and justify answers, arguments and opinions</i> • <i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i> • <i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> • <i>Participate in discussions, presentations, performances, role play, improvisations and</i> • <i>debates</i> • <i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i> 						

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.