

# HISTORY

## HISTORY INTENT STATEMENT

Our intention is to teach the aspects of the History National Curriculum in an exciting, relevant and memorable way. To achieve this, we seek opportunities to link History to other subjects such as Literacy, Maths, Art, D.T. Geography, Music, Computing and more. We will begin with aspects relating to the children's own lives and extend their understanding with events beyond their living memory. The children should learn about a range of key events, characters or periods of History that will allow them to place further History learning on a growing mental timeline of understanding. By the end of their time at Oldbrook School we expect children to be able to talk about the passing of time and to talk about significant events or people in the past. They will know that there is change over time and be able to compare representations of the present or past using a range of sources. They will learn that it is important to use observation skills and to ask questions such as "How do we know?" or "What can we find out from this source?" This should link with all their learning.

## HISTORY IMPLEMENTATION

In order for children to know more and remember more in each area of history studied, there is a structure to our lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. It allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We provide first-hand experience including handling artefacts and trips out of school. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through our lessons, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

## HISTORY IMPACT

At Oldbrook School the impact of our History teaching is to ensure that children are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

## HISTORY OVERVIEW

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Nursery</b>	Changes over time Myself/ my family  Begin to make sense of their own life-story and family's history.	Changes over time- owl life cycle		Changes over time Life cycle of a swan	Changes over time Growing beanstalks	Being proud of our achievements and friends. Begin to make sense of their own life-story and family's history
<b>Reception</b>		Links with Literacy and stories. <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>		Changes over time Duckling life cycle  Dinosaurs-timeline 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.	Links with Literacy and stories. <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	People who help us. (Past and present) <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>
<b>Year 1</b>		Children's own history History of MK. Use maps as historical sources. Visit sculptures and discuss cultural, plans for MK.	Compare the life of Van Gogh and modern/local artist- Bruce Monroe	Find out about events beyond living memory and significant people- history of transport, Robert Stephenson, Queen Victoria create a timeline		
<b>Year 2</b>	The Great Fire of London- Events beyond living memory and their impact The Lives of significant individuals and their importance (Samuel Pepys)		The Space Race- Time Line Neil Armstrong (Isaac Newton) Mae Jemison	Significant People- Beatrix Potter Comparison of significant local people- Steve Backshall.		

## CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	Know about their own family and begin to get to know other class members.					
<b>Reception</b>		Stories/ traditional stories			Stories/ traditional stories	People around us- a variety of roles and people.
<b>Year 1</b>		To know that Milton Keynes has changed- know about sculptures in MK. (Link Atta Kwami the artist to our 2d art work – links with previous Black History day)	To know about Van Gogh- an artist from a different country.	To find out about significant people (Queen Victoria, Robert Stephenson). To discover how people lived in different circumstances- rich/ poor.		
<b>Year 2</b>	To know about a significant historical event in the UK.		Know about a number of people who have contributed to space exploration including Mae Jemison, Stephen Hawking and Isaac Newton.	Beatrix Potter- compare with Steve Backshall.		

## HISTORY PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
<b>Changes within living memory</b>	<p>Talk about the lives of people around them and their roles in society.</p> <p>To talk about their own experiences and recall events from the recent past.</p> <p>Use a daily timetable to represent the order of events as a class.</p>	<p>To be able to talk about changes in their own life and how they have grown and changed.</p> <p>(Continue to use a daily timetable to represent the order of events as a class.)</p>	<p>Space exploration- To know about more up to date changes and developments.</p> <p>(Continue to use a daily timetable to represent the order of events as a class.)</p>	<p>Discuss</p> <p>Is everyone's experience of an event the same?</p> <p>What do we remember about a recent event? Do we all remember the same things?</p>
<b>Events beyond living memory</b>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To begin to use a story map as a way to order events.</p> <p>To talk about now and then.</p> <p>To know that dinosaurs existed a very long time ago.</p> <p>Use language of time e.g. days of the week/ months/ years.</p>	<p>To know how has the local area/ MK changed over time?</p> <p>Time line of 2-3 events.</p> <p>To know some simple ways that Van Gogh's home/ resources would have been different from ours. Compare with Bruce Munro.</p> <p>Sort objects/ images now and then.</p> <p>Extend to know more details about life in Victorian times and how that compares with our lives.</p> <p>Timeline of 3 or more modes of transport/ trains.</p> <p>Use language of time e.g. days of the week/ months/ years.</p>	<p>To know about a significant event e.g. The Great Fire of London</p> <p>Timeline- more detailed information, more than 3 events.</p> <p>Variety of sources</p> <p>Consider different versions of events and who is providing information.</p> <p>To know about the life of Beatrix Potter- collect and present information in more detail.</p> <p>Use language of time e.g. days of the week/ months/ years.</p>	<p>To make links and discuss events which we encounter during reading and other learning. E.g. linking Isaac Newton to Samuel Pepys- how can we tell they come from a similar time?</p> <p>To talk about how these events fit into our timeline of knowledge about the past.</p>
<b>Significant individuals</b>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know that people lived before I was born.</p>	<p>Van Gogh / Bruce Munro</p> <p>Queen Victoria</p> <p>Robert Stephenson</p> <p>To know more about individuals and begin to</p>	<p>Samuel Peyps</p> <p>Neil Armstrong (Isaac Newton)</p> <p>Mae Jemison</p> <p>Stephen Hawking</p> <p>Beatrix Potter</p> <p>Steve Backshall</p>	<p>To know about more individuals- authors, illustrators, scientists, sports people, artists etc as they are relevant to our learning.</p> <p>To talk about how these people fit into our timeline of</p>

		compare lives using artwork/ artefacts and images.	To know about a wider range of individuals. To compare their lives in more detail.	knowledge about the past
<b>Significant events, people and places from own locality</b>	To talk about people and events in our locality in the present.	To talk about their own locality e.g. MK Talk about their knowledge of it in the present and know some simple facts about how it has changed over time.  (Bruce Munro links with Waddesdon Manor) Compare the resources and materials he used for his art with those Van Gogh used. Why didn't Van Gogh use electricity and plastic?	(Steve Backshall) Compare his experiences of wildlife to those of Beatrix Potter. Give reasons for the differences and similarities.	To know about more local individuals- authors, illustrators, scientists, sports people, artists etc as they are relevant to our learning.  To talk about how these people fit into our timeline of knowledge about the past
<b>Sources</b>	Own experiences, photographs of own life/ family.  <u>Examine sources</u> Who is in the picture? Have I/ they/ a place changed over time?	Photographs, maps and drawings of MK.  Paintings/ portraits  Artefacts/ objects from the past, computer program and information. non-fiction books Trip to MK museum.  <u>Examine sources</u> Why are some sources e.g. photographs available for Queen Victoria when she was old but not when she was young? Why are the photographs black and white but the paintings are in colour?	Diary Non-fiction books, Computer/ internet Paintings and drawings- contemporary and later maps Own models for historical research (burning). Traditional song  Photographs, videos,  Stories and illustrations  <u>Examine sources</u> Why is Samuel Pepys' diary useful? Do you think everyone had the same experience as him during the fire? Which sources do you find easier to use and why?	<u>Examine sources</u> Which is more useful a contemporary drawing of firefighting or a painting made many years later? Why do you think so? Is there more than one good answer to this question?
<b>Vocabulary</b>	Past, yesterday, today, now, then, a long time ago  change	Past, history, present, change, different, similar/ same, now, then, order, timeline Sources, maps, paintings, photographs, objects,	Diary contemporary artefact	