

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Nursery follow the same cycles as Reception.					
Reception	Cycle A- Changes over time/myself and my family Cycle B- same as cycle A plan	Cycle B- Transport over time- cars, trains, bikes	Cycle A- Rockets over time (space craft changes)		Cycle A- Castles- Kings and Queens- Our monarchy today Dinosaurs	Cycle B- Dinosaurs
Year 1		MK growth- Significant event, people, places Changes within living memory		Queen Victoria and Victorians The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspect of life in different periods (Today and 1800's)		Codebreakers Bletchley Park- Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements
xYear 2		The Great Fire of London Events beyond living memory that are significant nationally and globally		National and International explorers Mae Jemison Neil Armstrong Christopher Columbus Sir Walter Riley Marco Polo Ernest Shackleton		Hero' Heroines- How women have changed the world? Florence Nightingale and Mary Seacole Queen Victoria Mae Jemison Queen Elizabeth

CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Know about their own family and begin to get to know other class					

	members.					
Reception		Stories/ traditional stories			Stories/ traditional stories	People around us- a variety of roles and people.
Year 1		To know that Milton Keynes has changed- know about sculptures in MK.		Contribution of Queen Victoria in Britain and how it supports life in Modern Britain.		Visit to Bletchley Park
Year 2		Relate modern day to events from History (GFFoL)		Find out about national and international explorers from around the world and compare historical time periods		Find out about Women who have contributed to international achievements from around the world.

HISTORY PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
Changes within living memory	<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>Talk about the lives of people around them and their roles in society.</p> <p>To begin to make sense of their own lives.</p> <p>Talk about how they have changed since they were a baby.</p> <p>To know their own experiences differ from others.</p> <p>To observe similarities</p>	<p>To be able to talk about where they live and why it is important</p> <p>To compare past and present in Milton Keynes.</p>	<p>To be able to talk about people who have made significant achievements in more recent times.</p> <p>Children in classes to create a class and display a timeline of significant people and events.</p> <p>To compare events that are significant nationally and globally from 1600's to today.</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>

	and differences between things in the past and now.			
Events beyond living memory	<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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To know how has the local area/ MK changed over time? Time line of 2-3 events.</p> <p>To know some simple ways that our homes/ resources are different from Victorians/ a time long ago. 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. 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 Timeline- more detailed information, more than 3 events. Variety of sources Consider different versions of events and who is providing information.</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>
Significant individuals	<p>See themselves as a valuable individual.</p> <p>Set and work towards goals with a developing understanding of change over time.</p> <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>Alan Turing Queen Victoria Thomas Edison- lightbulb Sir Alexander Graham Bell George Stephenson</p> <p>To know more about individuals and begin to compare lives using artwork/ artefacts and images.</p>	<p>National and international explorers- Mae Jemison, Neil Armstrong, Christopher Columbus, Sir Walter Riley, Marco Polo, Ernest Shackleton</p> <p>Hero's Heroines- Florence Nightingale, Mary Seacole, Queen Victoria, Mae Jemison, Queen Elizabeth</p> <p>To know about a wider range of individuals. To compare their lives in more detail.</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 knowledge about the past</p>
Significant events, people and places from own locality	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Understand the effect of changing</p>	<p>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.</p>		<p>To know about more local individuals- authors, illustrators, scientists, sports people, artists etc as they are relevant to our learning.</p> <p>To talk about how these</p>

	<p>seasons on the natural world around them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>To talk about people and events in our locality in the present.</p>	<p>(refer to the artist 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?</p>		<p>people fit into our timeline of knowledge about the past</p>
<p>Sources</p>	<p>Own experiences, photographs of own life/ family.</p> <p><u>Examine sources</u> Who is in the picture? Have I/ they/ a place changed over time?</p>	<p>Photographs, maps and drawings of MK.</p> <p>Paintings/ portraits</p> <p>Artefacts/ objects from the past, computer program and information. non-fiction books Trip to MK museum.</p> <p><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?</p>	<p>Diary Non-fiction books, Computer/ internet Paintings and drawings- contemporary and later maps Own models for historical research (creating own fire engines) Traditional song</p> <p>Photographs, videos, Stories and illustrations</p> <p><u>Examine sources</u> Why is Samuel Pepys' diary useful? Do you think everyone had the same experience as him during the fire?</p>	<p><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?</p>

				Which sources do you find easier to use and why?		
Vocabulary	Now Then Yesterday Tomorrow Long Ago Old New Past Present Future Memory Parent Grandparents	Artefact Object Picture Photograph Celebrate Similar Different Famous Order	Past Present Old New Future Yesterday Today Tomorrow Long ago Recent Year Decade Century	Timeline Chronological order First Last Before After Memory Lifetime Change Different Compare Event Artefact	Review Year 1 vocab if some not the same Chronology Significant Past Present Future Event Era Artefacts Timeline Sources Change Continuity Period Decade Century	Importance Cause Consequence Society Beliefs Primary Source Secondary source

History MTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	No History	<ol style="list-style-type: none"> Where do we live and why is it special? Significant places in Milton Keynes- Bletchley Park and Caldecotte Lake where they discovered a dinosaur fossil- touch on previous 	No History	<ol style="list-style-type: none"> Who was Queen Victoria and what was her impact and legacy? Create a class timeline Life in Victorian Britain compared 	No History	<ol style="list-style-type: none"> An introduction to Bletchley Park and WW2 (keep it brief about WW2) The importance of Bletchley Park. Significant people and their

		<p>learning of dinosaurs in Reception</p> <ol style="list-style-type: none"> 3. Significant people and their achievements 4. Compare Milton Keynes, pictures from then and now 5. Local sculptures around Milton Keynes- walk to the library and on route looking at sculptures. 		<p>to now- focus on comparison in schools</p> <ol style="list-style-type: none"> 3. Who was Thomas Edison? What was his achievement (lightbulb) Differences to today's lightbulb. 4. Who was Alexander Graham Bell and his achievement? (telephone and compare it to today's modern telephones) 5. Who was George Stephenson and his achievement? (Steam locomotive) compare it to today's trains. 		<p>contributions (Alan Turing)</p> <ol style="list-style-type: none"> 4. Women of Bletchley Park- the work they did and impact they had. 5. To review the trip to Bletchley Park.
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				<p>6. What have I learned about Victorian Britain and the achievements of significant people?</p> <p>Make sure to put each achievement onto your class timeline.</p> <p>Dates are important! Make sure the children know the specific dates.</p>		
Year 2	No History	<ol style="list-style-type: none"> 1. All about the Great Fire of London- what started the fire? How many days did it take to put the fire out? Why did the fire spread so quickly and for so long? Can roll over onto another lesson if needed. 2. Significance of Samuel Pepys. 	No History	<ol style="list-style-type: none"> 1. To introduce famous national explorers- role play the different explorers that are introduced. 2. To compare 2 international explorers in Space and why they are significant 	No History	<ol style="list-style-type: none"> 1. The important role of women throughout History (Great Women who changed the world by Kate Pankhurst focus book) 2. Impact of Florence Nightingale and Mary Seacole (time period) 3. Recap

		<p>3. How was London effected? Making comparisons (1666- 1800's)</p> <p>4. How was London effected? Making comparisons (1666-modern day)</p> <p>5. What have I learned?</p>		<p>(Mae Jemison and Neil Armstrong)</p> <p>3. To compare 2 international explorers and why they are significant (Christopher Columbus and Ernest Shackleton)</p> <p>4. To compare 2 international explorers and why they are significant (Marco Polo and Sir Walter Raleigh)</p> <p>5. To be able to write detailed sentences about a significant person you have learned about.</p>		<p>learning of Queen Victoria in Year 1 and her impact on Britain during this time.</p> <p>4. Recap knowledge of Mae Jemison and the impact she had.</p> <p>5. Queen Elizabeth- impact and legacy in Britain.</p> <p>6. What have I learned about the role of Women throughout History?</p>
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