



History- Curriculum Overview

Curriculum Intent

Our History curriculum has been designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It encourages children to think critically and develop a deeper understanding of history.

Our curriculum allows pupils to:

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Learn about events beyond living memory that are significant nationally or globally
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places in their own locality.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality history sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children taking ownership of their own learning journey
- We have an engaging, ambitious and inclusive curriculum which results in happy learners
- We celebrate and share our successes

The History curriculum reflects our school values in the following ways:

Ready:

We always try our best
We keep going when things get difficult
We set high expectations of ourselves
We are positive about new challenges

Respectful:

We look after our environment and our equipment
We respect difference and know that we are all equal

Responsible:

We look after ourselves and each other

Long Term Sequence for History

Early Years Foundation Stage – Key Stage 1

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning Understanding the World	3 and 4 year olds				
	<ul style="list-style-type: none"> Begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time 	<ul style="list-style-type: none"> Spend time looking at and talking about photos and memories. Encourage children to retell what their parents told them about their life story and family Know about personal history – talk about their family, birthdays, celebrations Traditional festivals and celebrations Gain understanding of the passing of time 	<ul style="list-style-type: none"> Talk about photos of themselves when they were younger, discuss how they have grown and what they were like when they were babies. Compare now and then. Sequence how they have grown from a baby with photos. Look at stories, old baby toys and equipment Look at our school building and artifacts from our school. Invite past pupils into school to talk to us about when they came to our school. Family history parents and grandparents, talk about when they were younger and compare to now – Did Grandad have an ipad? Linked stories – Grandpa Pots, Peepo etc. Look at images of familiar situations in the past – homes/school/transport Talk about experiences familiar to them and how it was different in the past. Begin to organise events, recognising that things happened before they were born. People who help us. Look at how hospitals and nursing has changed Florence Nightingale, Mary Seacole Share stories, images, stories which develop understanding of past and present. Story telling using characters from the past from a range of cultures and times. Visit and look at the docks. Artefacts and pictures old boats. Or Farming old tractors and farming artefacts and visitor. Stories – Farmer Duck, Little Red Hen <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Sequencing stories. Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. 	<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
	<p>Reception</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goal</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 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. 	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary C of E teaching and learning – develop curiosity and encourage investigative behaviour – What do you think? Tell me more about? Why do you think that/</p>	<ul style="list-style-type: none"> Through interactions talking about what they did yesterday, last week, last year Put 2 events in order now and then Use artifacts in play and understand some are old and some are new Talk about their own experiences of people who helped them Frequently share texts/images, oral stories that help develop an understanding of past and present. 		

	Changes within living memory	Significant events beyond living memory	lives of significant individuals in the past who have contributed to national and international achievements.	significant historical events, people and places in their own locality	
Year 1	Toys/ourselves	Remembrance Bonfire Night	Neil Armstrong Mae Jenison David Attenborough Mary Anning		
Year 2		Great fire of London Remembrance Bonfire Night	Humphrey Senhouse Thomas Henry Ismay	Maryport – Titanic John Kent	

Changes within living memory- Knowledge and Skills Progression

	Y1	Y2
Knowledge	<p>I will know about me as a baby and toddler. I will know what toys I played with as a baby and toddler. I will know about significant events in my life.</p>	

Significant events beyond living memory - Knowledge and Skills Progression

	Y1	Y2
Knowledge		<p>I will know when the Great Fire of London was. I will know how the fire started and where and why is spread quickly I will know the effect the fire had on London. I will know what happened in Maryport a long time ago. I will know who Thomas Ismay was and what happened in his life. I will know who John Kent was and what happened in his life.</p>

Lives of significant individuals in the past who have contributed to national and international achievements. – Knowledge and Skills Progression

	Y1	Y2
Knowledge	<p>I will know about Mary Anning and what she discovered. I will know about the discoveries of Mary Anning and how this has changed the way people think about the past. I will know about David Attenborough and what he does and has achieved. I will know how David Attenborough has changed how people think about wild animals and the environment because of his films. I will know Who Neil Armstrong is. I will know why landing on the Moon was so important. I will know what happened to Neil Armstrong as a result of his pioneering mission. I will know what effect the Moon landing had on people across the world. I will know who Mae Jennison is.</p>	

	<p>I will know what Mae Jennison achieved.</p> <p>I will compare the achievement of Mae Jennison and Neil Armstrong saying what was similar and what was different.</p>	
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Significant historical events, people and places in their own locality – Knowledge and Skills Progression		
	Y1	Y2
Knowledge		<p>I will know what happened in Maryport a long time ago.</p> <p>I will know who Thomas Ismay was and what happened in his life.</p> <p>I will know who John Kent was and what happened in his life.</p> <p>I will know how Maryport has changed.</p> <p>I will know about the Titanic and its link with Maryport.</p>

Historical concepts/skills – Knowledge and Skills Progression		
	Y1	Y2
Knowledge	<p><u>Chronology</u></p> <p>I can use timelines to order events</p> <p>I can create timelines to show different periods of time.</p> <p>I know about changes within their living memory and the past.</p> <p>I will recall and associate dates and periods of time.</p> <p><u>Use evidence to explain the past</u></p> <p>I will ask relevant questions about the period of time studied.</p> <p>I will describe what I notice about the study.</p> <p>I will know about and explain how artefacts, and other sources of</p>	<p><u>Chronology</u></p> <p>I can use timelines to order events</p> <p>I can create timelines to show different periods of time.</p> <p>I know about changes within their living memory and the past.</p> <p>I will recall and associate dates and periods of time.</p> <p><u>Use evidence to explain the past</u></p> <p>I will ask relevant questions about the period of time studied.</p> <p>I will describe what I notice about the study.</p> <p>I will know about and explain how artefacts, and other sources of evidence (such as</p>

	<p>evidence (such as newspaper articles, images and recounts) help to explain what life was like. <u>Connect history through time</u> I can describe events through time and make connections to the past. Compare and contrast the ideas, beliefs and the way people lived through time.</p>	<p>newspaper articles, images and recounts) help to explain what life was like. <u>Connect history through time</u> I can describe events through time and make connections to the past. Compare and contrast the ideas, beliefs and the way people lived through time.</p>
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Vocabulary Progression				
Nursery	Reception	Year 1		Year 2
<p>baby toddler after before new old now past present time yesterday</p>	<p>history historian baby toddler different similar after before new old now past present time yesterday</p>	<p>toddler timeline different compare memory construction physical imagination lifetime stages legacy inspire revealed explore similar fossil documentary significant naturalist expedition legacy inspire</p>	<p>pioneer explore similar orbit racism significant astronaut expedition</p>	<p>bustling raged extinguished merchant engulfed flammable devoured possessions ineffective doused</p>

