



**History Long Term Planning**

**Substantive themes: Chronology , influence and impact , significance ,continuity and change.**

**History at Old Town Infant School and Nursery**

At Old Town Infant School, we want to create inquisitive learners who want to know more about how the world has changed. To support children's chronological understanding, we have carefully created units that offer children an opportunity to learn about an event, time or person from a very long time ago, a mid-point and then explore how this has impacted their lives today. We want children to be transported to the past to understand how change has effected the way we live our lives now. In Year 1 and 2 children will have the chance to explore three different periods of time to help their chronological understanding. Throughout the KS1 curriculum we will be able to add to their time line of significant events. There are also significant historical figures chosen to support each unit of learning that reflect a diverse, rich and inspirational history. Our curriculum aims for pupils to leave school with an understanding of the following 6 ideas, which we believe underpin the subject of history.

**Aims for the National Curriculum in History (KS1)**



The national curriculum for history aims to ensure that all pupils:

- o know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- o know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- o gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- o understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- o understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- o gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

<b>Links to RSHE curriculum</b>	<ul style="list-style-type: none"> <li>▪ Fairness</li> <li>▪ Inequality</li> <li>▪ Then and now</li> <li>▪ Making choices</li> <li>▪ Their place in the world- reception- past, present and future</li> </ul>
<b>Links to PSHE curriculum</b>	
<b>British Values</b>	<ul style="list-style-type: none"> <li>▪ Democracy</li> <li>▪ Respect</li> <li>▪ National and local identity e.g. TGFOL, Grace Darling, Mary Anning, David Attenborough, EYFS- Families and changes within their life time.</li> <li>▪ Tolerance – now vs then</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>▪ Transport – change over time (Yr 1)</li> <li>▪ Introduction of the internet (Yr1)</li> <li>▪ David Attenborough and his significance (Yr 2)</li> <li>▪ RNLI- local charity – their place in the world (Yr1)</li> </ul>
<b>Wider Opportunities</b>	<ul style="list-style-type: none"> <li>▪ Museum workshop in school- Poole museum</li> <li>▪ Visitors to school 'in role'- Mrs Dolly from Poole museum</li> </ul>
<b>SMSC</b>	<ul style="list-style-type: none"> <li>▪ Significant historic events- TGFOL</li> </ul>
<b>Inclusion and equality of opportunity</b>	<ul style="list-style-type: none"> <li>▪ Discrimination- Mary Anning &amp; Amelia Earhart</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>▪ Famous historic figures in a positive light- Grace Darling (Yr 1) Mary Anning, Amelia Earhart, David Attenborough (Yr 2)</li> <li>▪ Building confidence to challenge adversity</li> <li>▪ Fairytales and stories</li> <li>▪ To give an opinion on change e.g. talk about if changes have made things better or worse (Rec) and then encouraged throughout the history units in Yr 1 and 2.</li> </ul>
<b>How does your subject contribute to preparing children for their life in Britain?</b>	<ul style="list-style-type: none"> <li>▪ Challenging perception</li> <li>▪ Informed opinions / decisions</li> <li>▪ Research - ICT</li> </ul>
<b>How does your subject contribute to preparing children for the next stage in their education?</b>	<ul style="list-style-type: none"> <li>▪ Ease transition</li> <li>▪ Set foundations to build future learning on</li> <li>▪ Primary source work- some mention of secondary sources.</li> </ul>

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
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<p>chronology</p>	<p>-Children will know that they were once a baby but are now older.</p> <p>-Talk about photos and memories (linked to their year in Nursery)</p>	<p>-To talk about things in the past, present and future (e.g. things that are personal to them)</p> <p>-Recognise that some things happened before they were born, eg the time of the dinosaurs</p> <p>-To talk about some sequences of things in their own life</p> <p>-To talk about things that have happened</p> <p>-To know that events come in sequence and tell my teacher what comes next in the school day</p> <p>-To know words /phrases like yesterday, last week, last year relate to different amounts of time</p> <p>-Know we do different things at different times of the day and different times of the year e.g. Christmas</p> <p>-Know that photos are a way of showing what happened in the past (context places / objects – toys)</p> <p><b><u>-To talk about things that have happened.</u></b></p> <p><b><u>-To talk about the past, present and future.</u></b></p>	<p><b><u>To sequence, in chronological order, at least 3 events, artefacts or pictures, e.g. toys</u></b></p> <p>To sequence in chronological order at least 3 events within the lives of significant individuals.</p> <p>To create simple timelines to sequence events, objects within their own experience.</p> <p><b><u>To know that timelines are a way of representing a series of events in order.</u></b></p> <p>To sort artefacts using "then" and "now".</p>	<p><b><u>To sequence in chronological order at least 5 events on a timeline</u></b></p> <p>To name famous people relating to the key time period / significant event studied (within 100 years).</p> <p><b><u>To know that timelines are a way of representing a series of events in order, including those linked to individuals.</u></b></p>
<p>evidence</p>	<p>-Talk about photos and memories.</p> <p>-Retell what their parents have told them about their own families.</p> <p>-Know that they have shared memories with their families.</p>	<p>-Know that objects and stories can also help us learn about the past (eg dinosaur fact books, fossils, tv shows)</p> <p>-To identify if something (object / photo/story) is from a long time ago</p> <p><b><u>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</u></b></p>	<p>To begin to describe, similarities and differences in artefacts.</p> <p><b><u>To use a range of sources to find out characteristic features of the past.</u></b> (photos, stories, adults_talking about the past)</p>	<p><b><u>To use a source – why, what, who, how, where to ask questions and find answers</u></b></p> <p>To compare pictures or photographs of people or events in the past.</p> <p>To recognise how some sources are more than reliable than others</p> <p><b><u>To know that a primary source is from when an event happened.</u></b></p>
<p>continuity and change</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>- To say one thing that is the same/different between now and in the past, eg that dinosaurs lived a long ago and are now extinct.</p> <p>-Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences</p> <p>-To give an opinion on change e.g. talk about if changes have made things better or worse</p> <p>-To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire.</p>	<p>To know that objects from the past could be different to objects today.</p> <p><b><u>To know that things change over time.</u></b></p>	<p><b><u>To explain the consequences of an event and a change that followed.</u></b></p> <p>To know that the further back in time you look, the more significantly some things have changed e.g. way of life (beyond living memory).</p> <p>To know that there are still some similarities between life in the past and present (beyond living memory).</p>

subject knowledge	<p>-Know that they have shared memories with their families.</p>	<p>-Understand that photos are a way of showing what happened in the past          -To know one thing that I can do now that I couldn't do when I was a baby          -Understand that photos are a way of showing what happened in the past.          -Know that they belong to the school community of Old Town</p> <p>-To know that events come in sequence and tell my teacher what comes next in the school day          -To know words /phrases like yesterday, last week, last year relate to different amounts of time          -Know we do different things at different times of the day and different times of the year e.g. Christmas</p> <p>-Know that objects and stories can also help us learn about the past (eg dinosaur fact books, fossils, tv shows)          -Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences</p> <p>-Know we do different things at different times of the day and different times of the year e.g. Easter (link to RE).          -To know and use phrases a long time ago/ many years ago and know these relate to time before they were born</p> <p>-Know that photos are a way of showing what happened in the past (context places / objects – toys)</p> <p>-Know that things the same/different in a story about the past compared to now</p> <p><b>-Talk about the lives of people around them and their roles in society (link to kings and queens)</b></p> <p><b>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (link to kings and queens)</b></p>	<p><b>- toys have changed over time</b>          - toys in the past were made of materials like metal, tin and wood          - toys today are made out of plastic and include batteries/technology  <b>- Tim Burness-Lee invented the World Wide Web.</b>  <b>- Our Grandparents would not have had access to the internet as children</b></p> <p>-Grace Darling lived in a lighthouse          - her father rowed to another island for vegetables          - a ship broke up on rocks  <b>-she rescued sailors</b>          -she became famous</p> <p><b>- RNLI are a group of volunteers who rescue people at sea in lifeboats</b>          - There are RNLI lifeguards and a life boat station in Poole</p>	<p>-it started in a bakery  <b>-it spread because houses very dry, close packed and burned easily, and there was a strong wind.</b>  <b>- Houses old, made of wood,</b> wattle and daub.          - Lasted 4 days          - Stopped due to firebreaks and wind stopping  <b>- Samuel Pepys wrote an account of it.</b></p> <p><b>Sir David Attenborough</b>          - Grew up in England (Leicester)          - Loved nature growing up (plants and animals)  <b>- Studied animals and the world at university.</b>          - Worked in television as a broadcaster          - Wanted to show people animals in natural habitat  <b>- Travelled all over the world filming documentaries which taught people about nature</b>          - Received a knighthood for his work  <b>- Now helps people understand how to care for the planet and the natural world</b></p> <p><b>Mary Anning</b>  <b>-Was born in Lyme Regis in Dorset .</b></p> <p>-Mary developed a love for fossil hunting from a young age.</p> <p>-When <b>Mary was 12, they uncovered a strange skeleton</b></p> <p>-Owned a fossil shop.</p> <p><b>-Although she was well-known for her discoveries, Mary wasn't taken seriously as a scientist in her lifetime because of her gender and poor background.</b></p> <p>-Some of the male scientists she worked with claimed her findings as their own!</p> <p><b>-Mary is recognised as a pioneer in the field of palaeontology (the study of fossils)</b> and is celebrated as the greatest fossil hunter of all time!</p> <p><b>Amelia Earhart</b>          Amelia Jane Earhart is one of America's most well-known and adventurous aviators.</p> <p><b>She is famous because she was the first female pilot to fly alone across the Atlantic Ocean.</b></p> <p><b>Did not go to school until she was 12 years old.</b></p> <p>She had her first flying lesson when she was 23 years old.</p>
Vocabulary (expressive)	<p>Today          Yesterday          Baby          Family          Older</p>	<p>Younger          Last year          Last week          Order          Celebrations          Long time ago          Autumn, Winter, Spring, Summer  <b>Same</b>  <b>Different</b>  <b>Past</b>  <b>Long time ago</b>  <b>Extinct</b>          Same          Different          Better          Worse</p>	<p>Old          New          Then          Now          Past          Present          Similarities          Differences          Change          Pictures          Photographs          Sequence          Order          Events          Objects</p>	<p>primary source          historical          century          timeline          compare          significant          future          change          event          cause          chronology</p>
Vocabulary (receptive)		<p>Past          Present          Memory          Sequence          Seasons</p>	<p>Evidence          Artefacts          Source          Chronology</p>	<p>historical          artefacts          decade          century          witness          secondary source</p>
Links to school values.	<ul style="list-style-type: none"> <li>We take turns and share.</li> <li>We listen to the thoughts and feelings of others.</li> <li>We can wonder 'why'?</li> <li>We want to find out more.</li> </ul> 	<ul style="list-style-type: none"> <li>We take care of our own needs.</li> <li>We are able to do things by ourselves and can seek help if we need it.</li> <li>We can make good choices and take responsibility for our own decisions</li> </ul>	<ul style="list-style-type: none"> <li>We love learning about new things.</li> <li>We can ask great questions to develop our understanding.</li> <li>We can wonder 'why'?</li> </ul> <p>We want to find out more</p> 	<ul style="list-style-type: none"> <li>We can wonder 'why'?</li> </ul> <p>We want to find out more</p> <ul style="list-style-type: none"> <li>We can wonder 'why'?</li> </ul> <p>We want to find out more</p>