



History at Hursthead Infant School



Intention statement:

Hursthead Infant School aims for children to develop the skills and enthusiasm to become young historians. They will do this through an ambitious skills focused curriculum allowing them to develop concepts and apply skills across different topic areas. Children will be taught to compare, interpret, use evidence, explain & question, as well as begin to consolidate knowledge of the topics and time periods studied. We aim to promote curiosity, early research, comparison and evidence gathering skills to allow pupils to develop their own opinions of the past and broaden their knowledge of the changes that have shaped their lives.

National Curriculum

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

- ♣ 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
 - ♣ 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
 - ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - ♣ 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
 - ♣ 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
- History – key stages 1 and 2
- ♣ 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

EYFS Statutory Framework

History in EYFS is covered in the area of learning - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Our Curriculum

Every year, children will gain knowledge and understanding, as well as developing historical skills and vocabulary around several different periods of history, linked to the national curriculum.

In EYFS, children explore their own personal history/timeline and begin to explore how others are similar and different to themselves. They also begin learning about significant individuals e.g. Grace Darling and how they have impacted history. They begin to visit the past through stories including traditional tales.

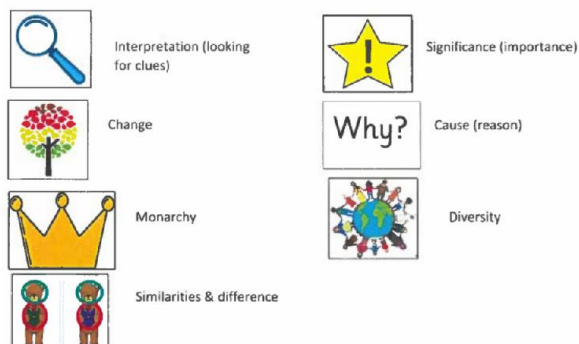
In Year 1, children begin their journey into history by exploring How to be a historian. In this topic they explore changes within living memory when they study how childhood has changed and then continue to study events beyond living memory by investigating what life was like as a Victorian child. They then go on to study significant individuals such as Queen Victoria and Queen Elizabeth and are able to make comparisons. As part of their changes in aviation topic pupils learn about the Wright brothers and A V Roe (significant people and places in their own locality). Throughout Year 1, children will develop the skills they need to be historians and begin to understand key historical concepts which they will have the opportunity to revisit and embed. The Year 1 history curriculum is enriched through educational visits to AVRO heritage museum and an in school Victorian day.

In Year 2, children will continue to build on the knowledge and skill they have developed. They explore significant events through their work on the Great Fire of London, where they learn about using historical sources to discover more about the past. They continue their work on significant individuals through the topic of significant explorers. They are able to make comparisons and see how things have changed through time. Children will also learn about Sir Francis Drake. They will use evidence to form their own opinion as to whether he was a hero or a villain. Children will continue to embed their application of historical skills and concepts, as well as develop their understanding of chronology. The Year 2 history curriculum is enriched through educational visits to Staircase house to study the Great Fire of London.

What does history teaching look like?

Throughout their time at Hursthead Infant School, children will develop the skills and knowledge to become young historians. Our curriculum is designed to give children the opportunity to revisit and practice skills that they will need throughout their entire history education. We aim to bring history to life, promote children's curiosity and encourage children to always ask questions and form their own opinions. Our history topics are taught mainly over a term to allow more time for the children to gain the full understanding of this area of history.

Wherever possible our history topics are artefact focused. This allows children feel a real connection to the past. Within each history unit children are given the opportunity to explore primary sources such as artefacts, diaries and paintings. Lessons also contain opportunities for discussion, which allows pupils to ask questions, make links between periods of history that they have learnt about and share their ideas using historical/key vocabulary. Every history unit has an element of DEAL work (Drama Engagement Active Learning). This allows pupils to enter periods of time, ask questions to historical figures and be the expert supporting others in the area they have studied. Activities are varied to promote engagement through many different learning styles.



In KS1 children build up their understanding of historical concepts (big history ideas) and historical skills. In order to support children with this, each lesson will identify the 'Big history idea'. Children will revisit these ideas to see how each new topic fits in to overarching historical themes. Each lesson will also link key skills that children will need, to think like a historian and these are constantly revisited and discussed throughout KS1.

Children engage with history through artwork, visits, games, audio recordings and artefacts. Through this, children are able to develop great subject knowledge and apply their skills well. Children remember a great

deal about each history topic. History is closely linked to other curriculum subjects such as Geography, Art and D&T, this allows pupils to form links between their learning and to see where the historical periods and themes they have studied fit into the broader context of their lives.

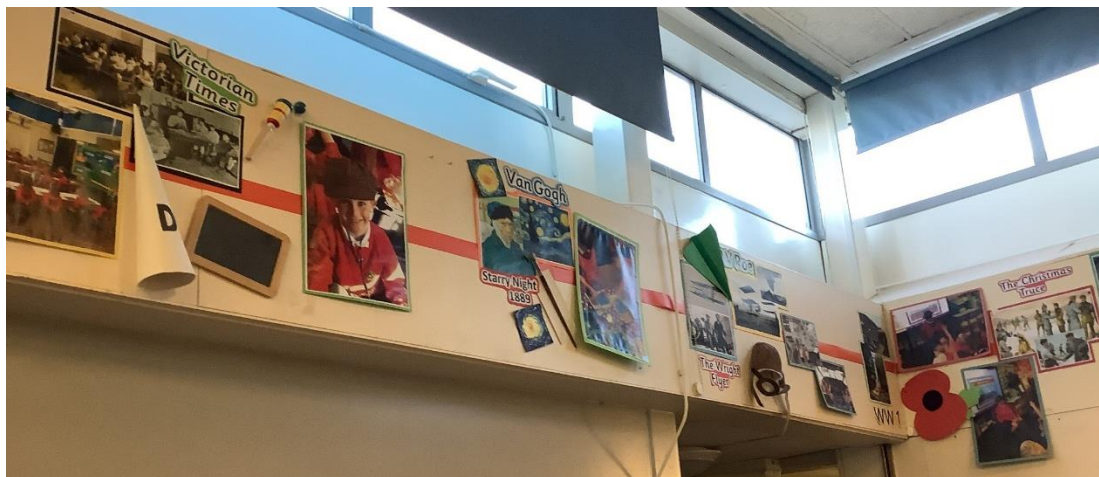
Wider Opportunities

Children are immersed in their history topics through trips, visitors and the use of artefacts in the classroom. Alongside this, children have had the opportunity to celebrate real historically significant events such as Queen Elizabeth 2nd Platinum Jubilee and the King's coronation. Which we celebrated alongside Hursthead Junior School.



Each year, alongside their class history topics, children also celebrate Black History Month. Children learn about significant historical figures and the importance of ensuring that they are celebrated.

Throughout their time at Hursthead Infant School children contribute to our whole school timeline. This shows all of our history learning across EYFS & KS1. Integrated into this we have also included the artists that we study, this allows children to understand how their historical knowledge fits into the rest of their learning and allows them to build links across the curriculum.



History Topics

Topic overview	Autumn	Spring	Summer
EYFS	Traditional tales All about me	Dinosaurs Grace Darling	Animals Our world
Year 1		Changes <u>How to be a historian</u> The young Queen Victoria and the young Queen Elizabeth II Children’s life in the past Changes in childhood	Journeys The History of Flight Local Aviation History: A V Roe
Year 2	Remember, Remember The Great Fire of London	Mighty Mountains Who were Edmund Hillary, Tensing Norgay and Chris Bonington?	Significant Explorers Who was he? Why was he famous?

History in EYFS

EYFS statutory framework subject content

The EYFS area of learning Understanding the World is split into 3 key areas; Past & Present, People, Cultures & Communities and The Natural World. All of these areas are covered as part of the History curriculum.

EYFS History Scheme of work			
Topics → ELG (endpoints)↓	Autumn Traditional tales Sticks	Spring Water Dinosaurs	Summer Animals Our World
Understanding the World - Past and Present: Talk about the lives of the people around them and their roles in society	- All about me boards (early discussion and comparison with friends) - Early sequencing skills – story mapping - Mapping the daily routine – early understanding of the passage of time. - Develop vocab – before, yesterday, then, next, a long time ago - Link Celebrations e.g. how did you celebrate your last birthday? - H/Work – post a series of pictures from annual celebrations (e.g. Diwali, Christmas, Eid) in order of age e.g. picture from when they were a baby, toddler, now or aged 1, 2, 3, 4. In class, discuss the concept of chronology and changes (History)	- Grace darling – begin to understand some things happened before they were born - Dinosaurs – discuss that dinosaurs lived a long time ago & begin to recognise that the world has changed	End of year reflection – discuss events from the past year
Understanding the World - Past and Present: Know some <u>similarities and differences</u> between things in the past and now, drawing on their experiences and what has been read in class.	- All about me boards (early discussion and comparison with friends) - Talking about and sharing their own experiences and those of family members - H/Work – post a series of pictures from annual celebrations (e.g. Diwali, Christmas, Eid) in order of age e.g. picture from when they were a baby, toddler, now or aged 1, 2, 3, 4. In class, discuss the concept of chronology and changes (History)	- Grace Darling – how her life eg boats, cloths etc differ from their own - Grace Darling & dinosaurs – early chronology, able to understand basic concepts of then and now.	
Understanding the World - Past and Present: <u>Understand the past</u> through settings, characters and events encountered in books read in class and storytelling	Discuss family relationships with a focus on chronology. H/Work = Seesaw - post photos of different family members as children (them, parent, grandparent or great aunt/uncle) (differences/similarities) Recognise that older people are still all special and respected/ discuss loss link PSED/ RE)		St George's Day
Understanding the World – People, culture & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	All about me boards (early discussion and comparison with friends)		
Understanding the World – People, culture & communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	- Celebrations including Eid, Christmas, Divali. – begin to develop an understanding of similarities and differences and that people have different ways of celebrating and different things they find special - Discuss community as a group of people with a common purpose e.g. our school family and expand to including our country.	Grace Darling – how her life eg boats, clothes etc differ from their own	
Understanding the World – the natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Early human life-cycle & early ideas of the progression of time. Baby visit	Dinosaurs – discuss that dinosaurs lived a long time ago & begin to recognise that the world has changed	Life cycles – butterfly
Understanding the World – the natural world Explore the natural world around them, making observations and drawing pictures of animals and plants;	- Human life-cycle - Observe changes in plants and seasonal change developing understanding of the passage of time.	Signs of spring – seasonal change	- Observe plant growth - Signs of summer – seasonal change
Teaching: - Questioning - Exploration & play - Books - Outdoor learning - Focus on personal histories and developing early enquiry skills - Artefacts – paintings & pictures			

History in Year 1

National Curriculum subject content

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand 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 is represented.

Year 1 History Scheme of work		
Topics → NC (endpoints)↓	Spring: Changes / how to be a historian The young Queen Victoria and the young Queen Elizabeth II Children's life in the past Changes in toys & childhood	Summer: Journeys The History of Flight Local Aviation History: A V Roe
Changes within living memory	Changes – how toys and childhood have changed from when parents and grandparents were young	
change in national life	Changes – children's leisure time (working & not having to work – Victorian & current)	Journeys – changes in aviation
Events beyond living memory that are significant nationally or globally		Journeys – changes in aviation – the first aeroplane flight
lives of significant individuals in the past who have contributed to national and international achievements.	- Queen Victoria - Queen Elizabeth 2nd - Compare the 2 queens	- Journeys – local aviation & trip to Avro museum. - A V Roe - The wright brothers - Amy Johnson
significant historical events, people and places in their own locality.		- Journeys – local aviation & trip to Avro museum. - A V Roe
ways in which we find out about the past and identify different ways in which it is represented.	- Changes – finding out about Victorian Britain using a range of sources – picture, artefacts (toys & childhood) - Changes – trip to Macclesfield heritage museum / Victorian day	Journeys – trip to Avro museum & use of sources
awareness of the past, using common words and phrases relating to the passing of time.	- Understanding that Victorian times were a long time ago and recognising that life has changed - Use of historical detective skills to analyse artefacts, make judgements and form opinions.	Recognise changes in air travel over time.
know where the people and events they study fit within a chronological framework	- Changes – creating a timeline of how toys have changed - Put Victorian Britain & modern day in order	
identify similarities and differences between ways of life in different periods.	- Changes – comparing life of a Victorian child with life today - Compare toys from now, parents & grandparents	Changes in air travel
Teaching: - Questioning - Exploration & investigation - DEAL		
- Research - Books - Artefacts – paintings, pictures, toys		
- Enquiry questions - Comparison - Visits/visitors (Avro & Victorian day)		

History in Year 2

National Curriculum subject content

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand 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 is represented.

Year 2 History Scheme of work			
Topics → NC (endpoints)↓	Autumn: Remember, Remember The Great Fire of London	Spring: Mighty Mountains Who were Edmund Hillary and Chris Bonington?	Summer: Christopher Columbus Who was he? Why was he famous?
Changes within living memory		Mighty mountains – Edmund Hilary, Tensing Norgay & Chris Bonington’s Everest expeditions	
change in national life	- GFOL – changes in housing - Remembrance day		Christopher Columbus– finding new lands changed history for Europeans to find other people across the oceans.
Events beyond living memory that are significant nationally or globally	- The great fire of London	Mighty mountains – Edward Hilary & Tensing Norgay reaching the summit of Everest	Christopher Columbus
lives of significant individuals in the past who have contributed to national and international achievements.	- Samuel Pepys - Charles 2nd	- Mighty Mountains – Edmund Hillary & Tensing Norgay climbs Everest for the first time - Chris Bonington	- Christopher Columbus – circumnavigation of the world - Ibn Battuta – - Mae Jemison – Space exploration
significant historical events, people and places in their own locality.	Remembrance Day – looking at local war memorial, people wearing poppies (visitor in to talk about family history)		
ways in which we find out about the past and identify different ways in which it is represented.	The great fire of London – use of sources – e.g pictures, diaries, photos & artefacts – visit to staircase house	Mighty Mountains – information from TN’s, EH’s & CB’s Everest expeditions – photos & videos	- Ibn Battuta – use books, pictures & paintings etc for pupils to discuss how we find out about recent events v’s events from a long time ago. - Ibn Battuta – Rihla – document of journey
awareness of the past, using common words and phrases relating to the passing of time.	- The great fire of London – placing events on a timeline, looking at clothing & London, how it’s changed - Class timeline	Class timeline	Class timeline
know where the people and events they study fit within a chronological framework and	- Class timeline - Timeline – G F O L	Class timeline	Class timeline
identify similarities and differences between ways of life in different periods.	GFOL – compare to now	Mighty Mountains – comparing EH’s, TN’s & CB’s Everest expeditions	- Compare Signiant explorers - Mae Jemison - Ibn Battuta - Christopher Columbus
Teaching: - Questioning - Exploration & investigation - Audio guide (use of ICT) - Research - Books - Artefacts – paintings, pictures, diaries, letters - DEAL - Enquiry questions - Comparison - Visits/visitors (staircase house, World War visitor) - Form own opinions based on evidence and able to explain thinking			

History progression at Hursthead Infant School

In order to provide continuity and progression, pupils will use core skills throughout the scheme of work, constantly returning to and exploring these in different ways to develop their early analytical and enquiry skills. Each year group covers different topics in History and build upon the knowledge and skills they have developed in previous years. The skills-based approach of the History curriculum allows pupils to develop and broaden their skills whilst studying different topics and time periods. We also aim to deepen children's understanding of historical concepts by building upon previous knowledge and re-visiting concepts within each new unit of work.

Progression of historical skills:

History skills progression	EYFS	Year 1	Year 2
Historical chronology	- Begin to sequence stories & events e.g. story mapping - Timeline – personal timeline of Christmas/ celebration, family timeline – child, parent, grandparent	- Sequence stories & events e.g. the Naughty Bus journey around school. - Compare 2 time periods and recognise the passage of time between them (Victoria & Elizabeth 2nd) - Begin to understand change over time – time line of how toys have changed, toy timeline, airplane timeline	- Able to correctly sequence events studied in a time line. (ongoing through topics & great fire of London timeline – spring) - Begin to remember dates
Historical concepts (see historical concepts progression grid)	- Begin to recognise differences between themselves and others. - Begin to notice differences in images they see of the past e.g. clothes (Grace Darling)	- Directly compare 2 periods/events – Victorian times & current (spring) - Discuss differences & similarities between time periods. Identify & describe changes – toys & flight (spring & summer)	- Directly compare & contrast: - Compare significant explorers - Mighty Mountains – comparing explorers Mae Jemison, Christopher Columbus Ibn Battuta (spring)
Historical interpretation	- Personal past (all about me boards) begin to discuss personal past & begin to understand the passing of time. - Beginning of human life-cycle – baby, toddler, child. - Begin to understand that some things happened before they were born (Grace Darling)	- Begin to understand some of the ways in which we find out about the past – artefacts e.g. toys & air travel - Begin to raise questions about the past – decide what they want to know about the topic. - Begin to develop an awareness of the past and can comment on what I have found out. – changes over time – toys & air travel	- Understand some of the ways in which we find out about the past – artefacts, letters, pictures, records - Great fire of London & Ibn Battuta. - Developing the skills of presenting an idea and raising questions about the past – decide what they would like to find out about a topic & – begin to write their own interpretations – diary entries for the great fire of London. (spring) - Develop an awareness of the past and can comment on what or how I found things out – analytical skills, artefacts, pictures, diaries & letters & begin to question the validity of sources) - Understand the importance of basing my ideas on evidence – question the validity of sources and make own decisions - Discuss a few ways how the past has been presented or described- first-hand accounts, diaries
Historical enquiry	Begin to recall their own personal past and ask questions of others.	- Analyze artefacts – toys from the past - Ask questions - Think how I might find out an answer – ongoing topic questions. discuss how we will find the answers – books, video clips, observations - begin to develop skills to study history by hypothesising, questioning and investigating. Learning partner work & teacher questioning - choose & use parts of stories and other sources of information to show I know key features of events or people's lives studied	- Analyze artefacts – world war memorabilia, letters & paintings - Ask questions – raise questions at the beginning of each topic and find the answers throughout. - Think about how they will discover the answers to questions. - To develop skills to study history by hypothesising, questioning and investigating. Learning partner work & teacher questioning - Choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied
Historical communication	- Use common words and phrasing relating to the passing of time – before, after, then, next, yesterday, tomorrow, day, week month, year, today, calendar, - Listen to stories about the past	- Use common words and phrasing relating to the passing of time – past, present, before, Victorian, modern, current, change, new, old, present, long ago, before, after - Talk about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms. <i>Queen Victoria & Queen Elizabeth, toys from the past, aviation</i> - Recount stories about the past.	- Use common words and phrasing relating to the passing of time – past, century, timeline, chronology, order, sequence, date, cause, effect, future - Talk about a time before I was born and can compare & contrast aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms <i>comparing significant explorers from different times/ compare Everest expeditions</i> - Recount stories about the past and explain why people and events are important and how they are significant today – TGFOL (autumn)

Progression of historical concepts:

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

- 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

Concepts to run through each year group

Historical concepts progression	EYFS	Year 1	Year 2
change (NC specific)	Changes within own lives and lives of family members Changes in the world over time – dinosaurs	How to be a historian – change over time (toys & childhood) Changes in aviation	The great fire of London – changes in the ways houses and cities were built
Cause (the reason something happens)	Sequencing stories & events	Changes in aviation How to be a historian – changes in living memory & its impact on toys & childhood	The great fire of London
Similarity & difference	Comparisons between their own lives and the lives of their friends Grace darling	How to be a historian – comparing queen Victoria & queen Elizabeth 2 nd , Victorian childhood to present	Comparing Everest expeditions Comparing opinions of Sir Frances Drake
Significance (importance)	Grace Darling – what she did and why she was important	Queen Victoria & the Victorian age How to be a historian – the significance of history as a whole? A V Roe	Sir Francis Drake Edmund Hillary, Tensing Norgay and Chris Bonington & the Everest expeditions
Interpretation (school specific) (looking for clues)	Begin to look at books, photographs and stories – we can gather information from these	How to be a historian – use of artefacts	Christopher Columbus – Hero or villain? – use of source materials and analysis of sources Ibn Battuta Matthew Henson Felicity Anson Neil Armstrong
Diversity	Build awareness of different opinions, places and cultures (Australia & Africa, all about me)	How to be a historian – rich and poor children	Mae Jemison Ibn Battuta Christopher Columbus
Monarchy	The present royal family	How to be a historian – Queen Victoria & Queen Elizabeth 2 nd	The great fire of London – King Charles 2 nd

Historical knowledge at Hursthead Infant School

Yr 2 The great fire of London	
LO	Key knowledge
Children can explain how and why London was different in the 17th century.	- In 1666 houses were made of wood. - Now houses are made from brick - Brick houses are safer. (significant event)
Children can explain how and why the fire spread and finally stopped and what changed afterwards.	- Spread by the wind - End of a long hot summer - Wind died down - fire breaks created - houses were made of brick - fire brigades created
Children can explain and order the key events of the Great Fire of London.	4 days - Started in a bakery on pudding lane - They start using leather buckets & fire hooks - It went towards the tower of London - Gun powder used to create fire breaks - St Paul's burns - Wind dies down & fire stops
Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.	- Samuel Pepys wrote an eye witness account of events in his diary. - People who saw the event will give a more accurate account.

Yr 2 Significant explorers	
LO	Key knowledge
To select reasons why people are considered to be significant;	- they are the 1st person to do something - they do something in the past that effects our lives now. - they achieved something great. - their actions changed things for people
To know some of the ways that we can find about the recent past and also about explorers from long ago;	- written accounts - photographs
To say what the explorers studied are known for;	- Ibn Battuta was born in 1304. He was a great explorer who spent nearly 30 years travelling. It is thought he travelled over 78,000 miles visiting the same as 44 modern countries. In 1354, he told a writer what happened on his journeys and these stories were written up in the Rihla. - Mae Jemison- first African America woman to travel into space 1992, - Matthew Henson and the other explorers with him were the first to reach the North Pole in April 1909. - In 2012, Felicity Aston became the first person to ever travel alone across Antarctica,
To make some simple comparisons between explorations in the recent and more distant past;	- comparing polar expeditions – equipment, ways of finding the way (compasses, GPS) - women were not always given credit in 1909

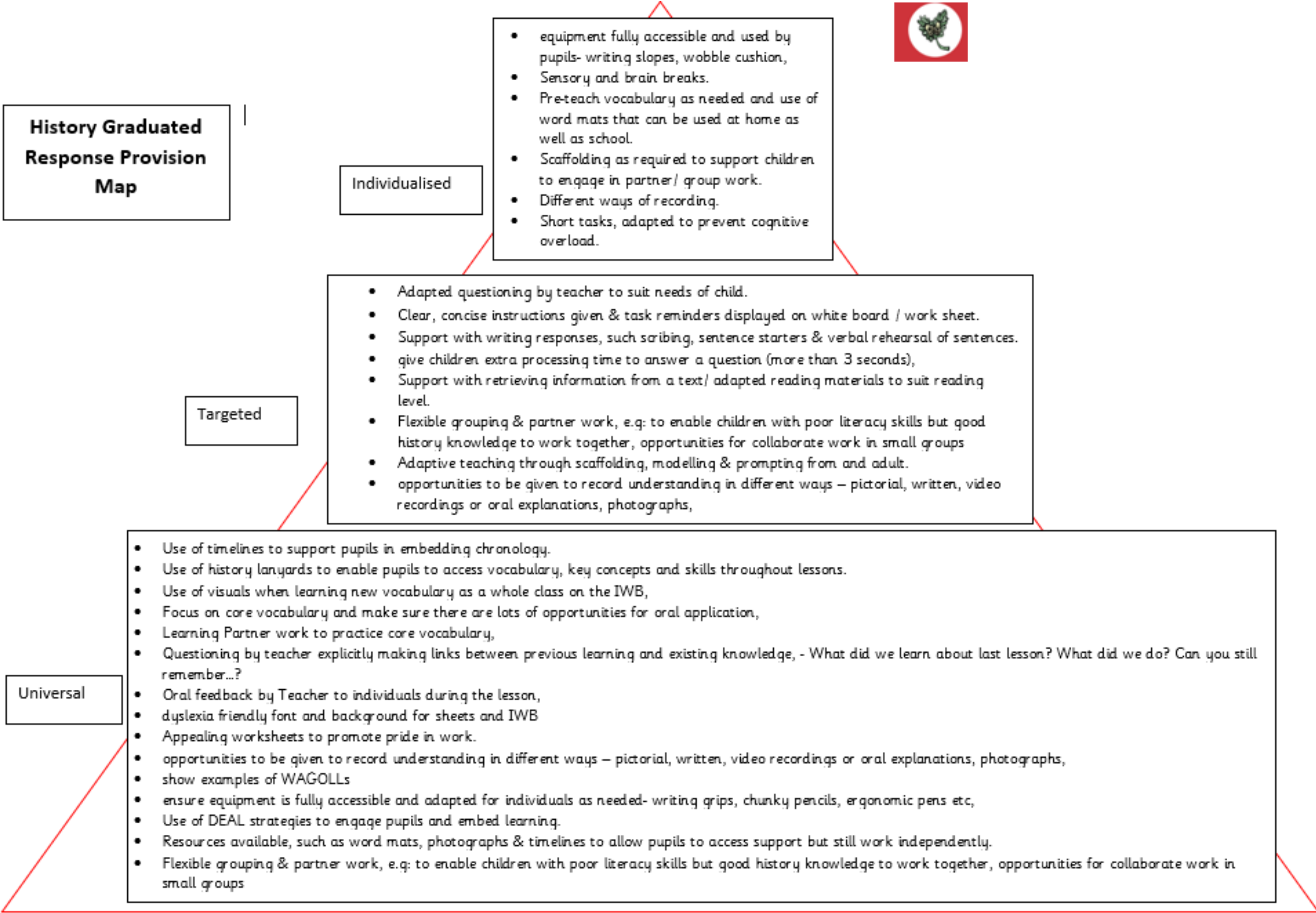
	• food • different poles (north/ south)
To talk about some of the ways that we remember significant explorers;	• statues • places named after them
To explain why at least one of the explorers studied is significant.	• They were each the 1st to achieve something.
To be able to give an opinion on the events in Sir Francis Drake’s life.	• Was he a pirate or privateer / hero or villain
To know the route Sir Francis Drake took on his circumnavigation	•
To recall some simple facts about who Christopher Columbus was and why he became famous	• He completed 4 transatlantic Voyages • He introduced new plants and animals to the Americas • His discovery of silver and gold • His impact on indigenous people

Yr 2 Everest expedition	
LO	Key knowledge
To know what made Edmund Hillary & Tenzing Norgay significant	• They were the first to reach the summit of mount Everest
To compare expeditions from 2 different periods	Different: • clothing • equipment • route • time taken to climb Everest

Yr 1 Changes in childhood/ How to be a historian	
LO	Key knowledge
To know how toys have changed	• Modern toys have more plastic • Old teddies had moving parts • Modern toys can be digital • Old toys are made from metal, fabric & wood
To know ways we find out about the past	• Artefacts
To know what life was like as a Victorian child	• Poor children had to work • Boys and girls weren't allowed to do the same things • Girls wore mob caps • Boys wore caps • At school the punishments were very harsh – cane, dunces hat
To compare queen Victoria & queen Elizabeth 2 nd	• Queen Victoria became queen at 18 • Queen Elizabeth 2nd became queen at 26 • Queen Victoria had 9 children • Queen Elizabeth 2nd had 4 children • Queen Elizabeth 2nd was the longest serving monarch

Yr 1 Changes in aviation	
LO	Key knowledge
To know what aviation is	• Flying machines
To know how aviation has changed	• Old planes were made of wood • New planes are made of metal • New planes carry passengers • Old planes had no walls
To know who invented the 1 st aeroplane	• The wright brothers
To know why AV Roe was significant	• He was the first person the build a British aeroplane
To know why Amy Johnson was significant	• she became the first woman to fly solo from London to Australia

Inclusive Practice



Examples of planning at Hursthead Infant School

HURSTHEAD INFANT SCHOOL
Spring Term

YEAR 1

Topic: Changes/ how to be a historian

History				
How to be a historian: Children to take on the role of historians. Introduced to the museum curator (who is not very good at their job & needs the children's help) Children to have historian lanyard with key skills on the back that build up as they progress through their history topics (these to be available for each history lesson) DEAL strategies – teacher in role, meeting in role, occupational mime, collective drawing, placing the prop, placing the text, tableau, hot seating, role on the wall, circle packing (as appropriate for your class)				
Learning Objectives & concepts covered	Teaching Focus (C/A/S/K)	vocab	Extension & Reinforcement Activities	Assessment Opportunities
To assess prior knowledge of toys. Ask and answer questions. Develop an awareness of toys and changes in how children play. Concepts: change, comparison & interpretation (looking for clues)	Changes in Life in Britain (Week 16) DEAL: collective drawing - Children do some collective drawing of and about toys – complete in 1 colour for 'what they know' and we will re-visit later with what they know now. Get the children to draw pictures of some of their toys and discuss with their LP what it is? How is it used? What is it made from? Does it need anything special to help it work (batteries or plugs)? Introduce lanyards and discuss important historical skills – looking for clues (interpretation), questioning (why is something/one significant), comparing, chronology (putting things <u>in</u> time order). Get children to write their names on their lanyards. DEAL: teacher in role & meeting in role - Introduce the curator 'Dr Olden' with their artefact (cassette tape – in year 1 cupboard) – they do not know what it is and need the children's help to work it out. Give out history lanyards, children can colour in the words 'how to be a historian' discuss the skills on the back and why a historian needs to do these things. Children write their names on the lanyard and keep these to refer to each history lesson. Discuss what is a historian? – someone who finds out about the past. Children look at the artefact and use their historical skills to find clues to work out what it is. Is it from now/ is it a toy you have played with? When is it from? Now or in the past? How do we know? (look at materials – plastic and use children's own experiences as evidence) Is there writing on it? Does it look similar to anything you have seen before? Can use Jo's tape player to play the cassette to demonstrate how it works.	change, comparison & interpretation (looking for clues) past, curator, artefact, museum, a long time ago, a very long time ago, present, historian, chronology	Discussion Differentiated questioning Differentiated writing	Discussion Observation Children's work Engagement

	Add a label (cassette tape) to the toy 'so that it can be displayed in the museum' Discuss how it compares to toys we have now & introduce concepts (big ideas) of change over time – this is what history is. Now we can listen to audio books on phones or tablets, or through videos online. Discuss what else the curator could display with the artefact (other toys and games from the past) and begin to discuss the class toy museum.			
Learn about toys from the past (within living memory), discuss grandparents/<u>parents</u> toys. Use the information to discuss changes in national life. Learn about using sources of evidence (artefacts) to find out about the past. Make a chronological timeline. Concepts: change, chronology, comparison & interpretation (looking for clues)	Class Old Toy Museum (Week 17 & 18) Bring in parents' and grandparents' toys with label already attached, showing age and who it belongs to. Children to act as curators to sort and describe their toy. Discuss how we find out about the past (photographs, letters, paintings, artefacts) and how to be a 'history detective' by looking at features of an artefact (worn, material it's made of, paint missing, dirty fabric etc), who would have used the toy, is it old, very old, would you be able to buy this toy in a shop today? etc. DEAL – teacher in role: Re-introduce the curator and their artefact (cassette tape) – this will go with the ones the children have collected. The curator doesn't know how to display/order them – suggest colour, size etc. the children will suggest we order them by age. Put some toys on a whole class timeline & relate to events in children's own family (when your grandparent, parent was a child, invention of plastic etc) Sort the toys into groups by age get pupils to use their history skills and what they know about their toy to see if they can put their toys on the right table – 10-20 yrs old, 30-40 yrs old (when our parents were little), 50-60 yrs old (when our grandparents were little) & 70 yrs + (when our great grandparents were little) Photograph each group to make a timeline and then show this to the children at the end of the lesson or next week. DEAL: guided tour, help the curator by taking a tour of the museum, what can they see, does the layout make sense? Can they spot any similarities or differences between the toys from different years (eg materials)? What do they think others would learn from their exhibit (how toys have changed)? Complete old toy sheet for topic books Curator will take photos of the finished museum so they can recreate the display in the museum	change, chronology, comparison & interpretation (looking for clues) past, chronology, timeline, artefact, parents, grandparents, great grandparents, present, similarities, differences		

How to be a Historian

Date: weeks 16 - 27

By the end of the topic I will be able to:

- describe how toys have changed over time.
- talk about life as a Victorian child.
- compare Queen Victoria and Queen Elizabeth 2nd.
- talk about ways we can find out about the past.

Vocabulary:

Victorian, similarities, differences, artefact, significant, interpretation (looking for clues), change, monarchy, cause, diversity, historian, past, present, Range, dripping, washboard, mangle, larder, slate, dunces hat, ink, cane, Rich, poor, work, diabolo, cup & ball, slate, back board, dunces hat, mob cap, empire, commonwealth, modern, new, old, curator, chronology.

Our Skills

Skill 1: to put objects and events in chronological order.

Skill 2: to describe similarities and differences between objects, times & events

Skill 3: to ask questions about the past.

Skill 4: to use artefacts and pictures to find clues about the past.

Concepts:



Learning last year:

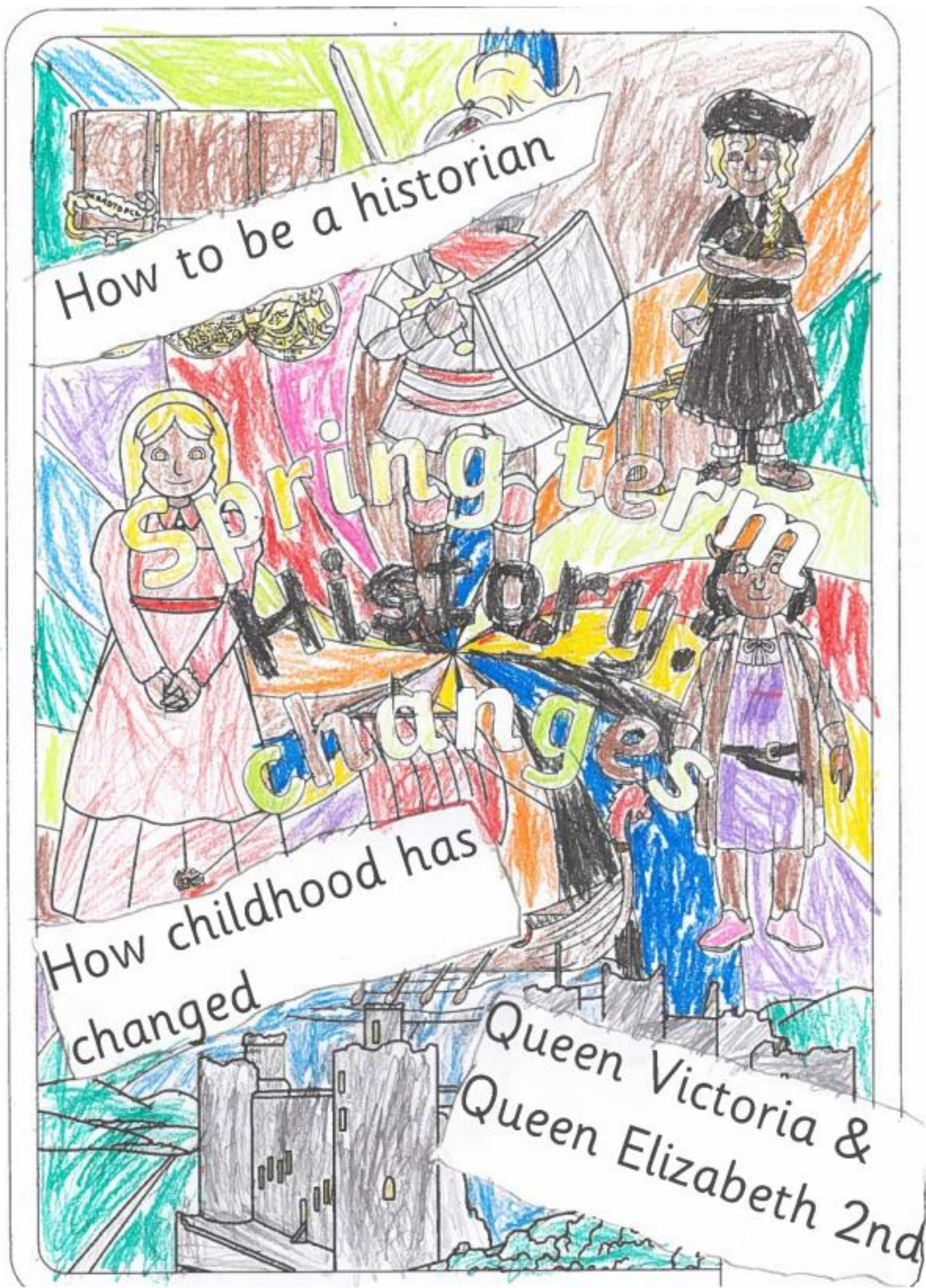
Topics: Grace Darling & dinosaurs

I learnt that history is about what happened in the past. I learnt that the past can be different from the present

Learning next year:

The Great Fire of London – use sources to find out about the past

Significant explorers – understand what makes someone significant



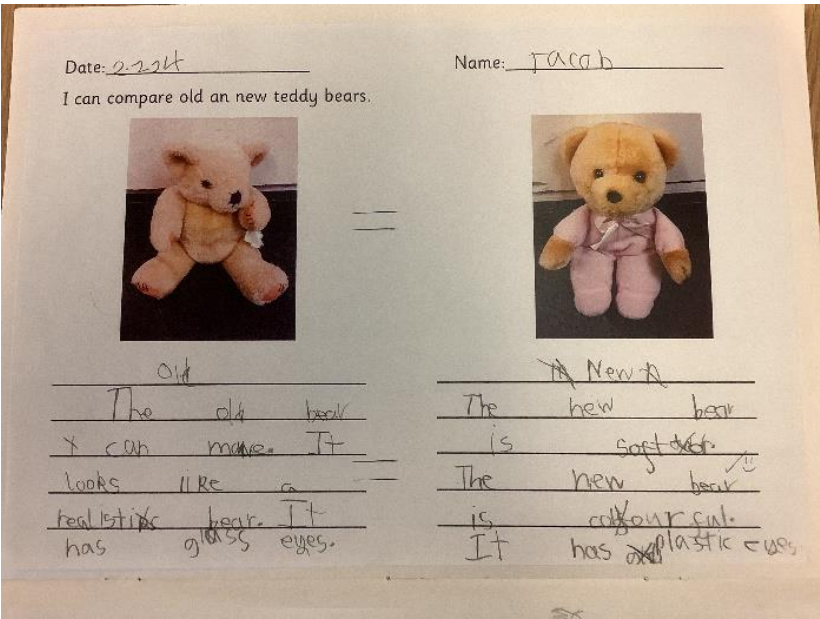
Examples of history work:



EYFS – human life cycles



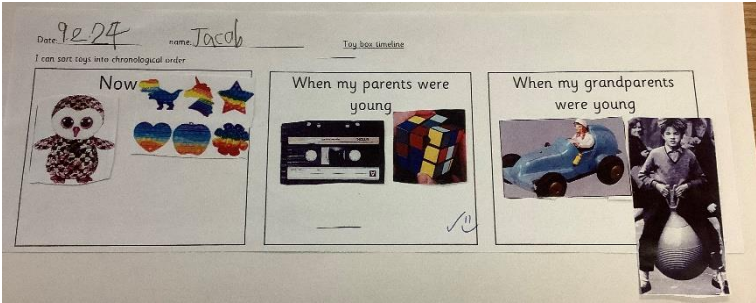
EYFS – early chronology



Yr 1 – Teddy comparison



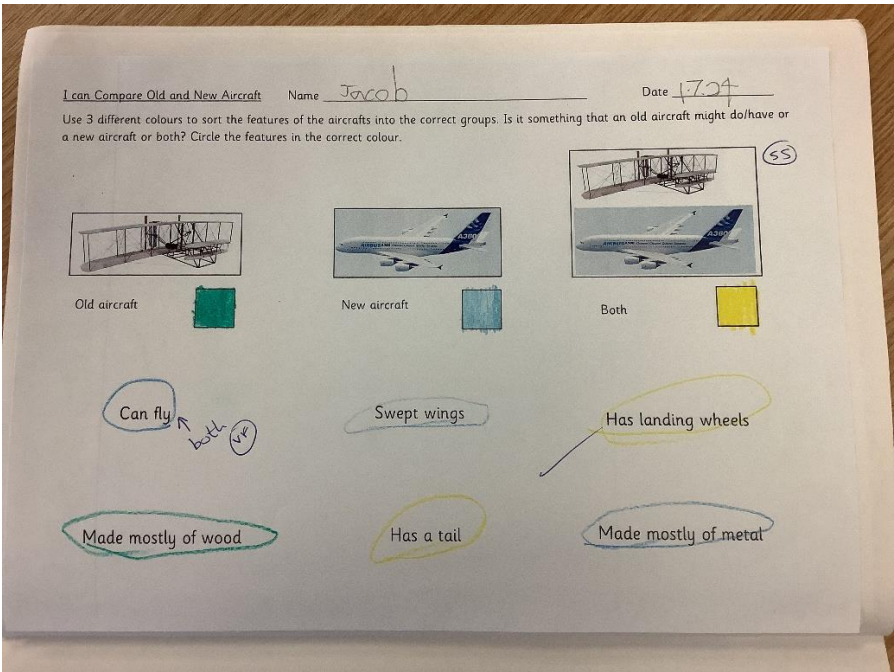
Yr 1 – toy timeline



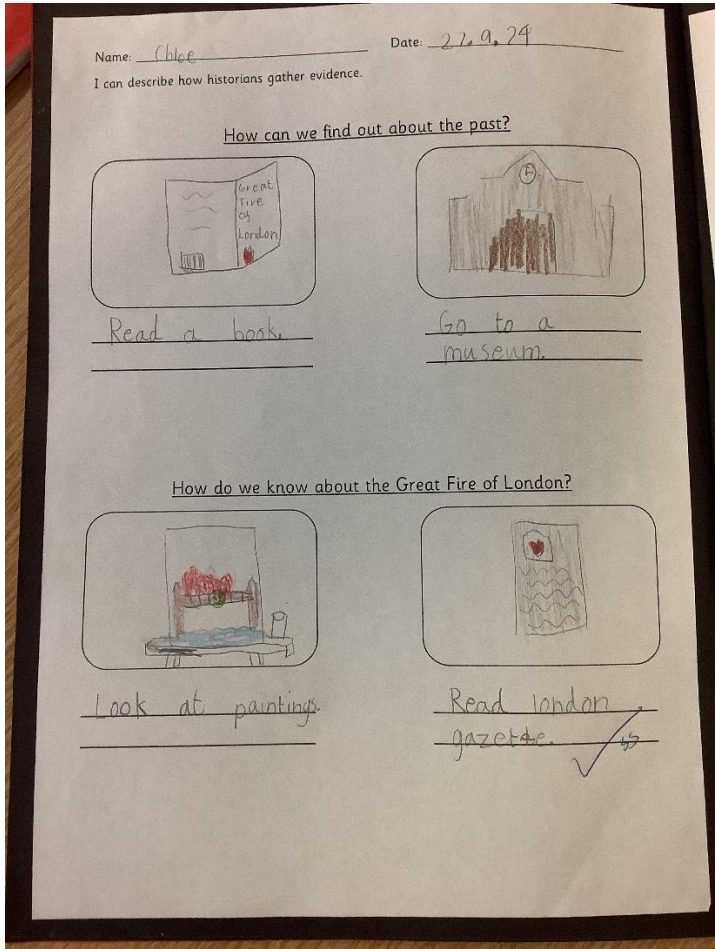
Examples of history work:



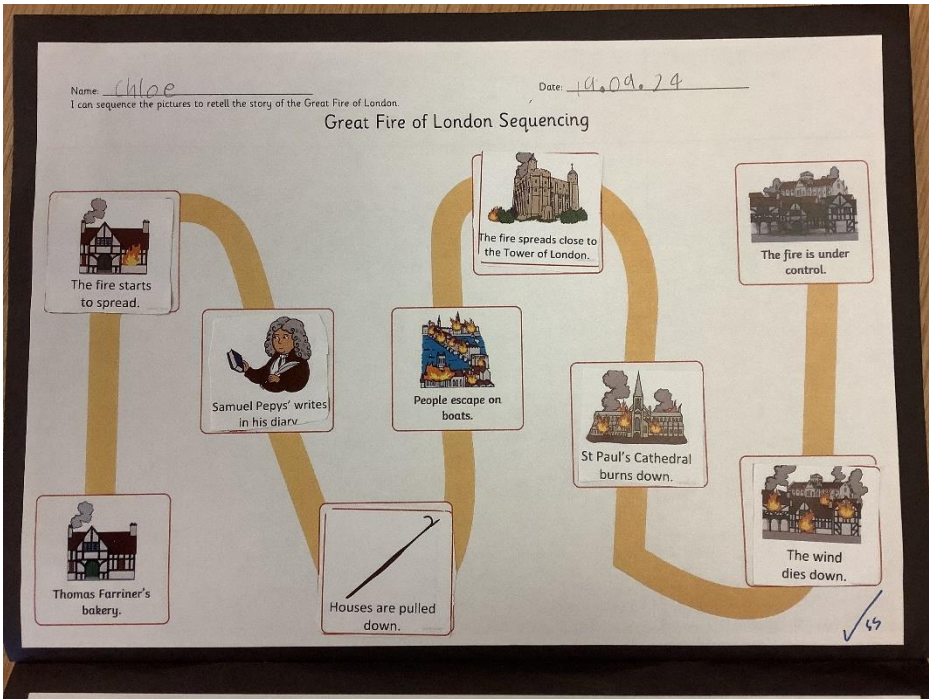
Yr 1 – Victorian artefact handling



Yr 1 – old and new aviation comparison



Yr 2 – exploring historical sources



Yr 2 – sequencing the Great Fire of London

Extra opportunities for History:

Yr 1 – Victorian Day



Yr 1 – trip to AVRoe Heritage
museum (aviation)



Yr 2 – visit to Staircase House
(Great Fire of London)



Our whole school timeline – every topic covered in out in our history curriculum is included in our whole school timeline alongside photos of the children enjoying their learning. This supports children’s ongoing work on chronology as they progress through the school.



Pupil Voice

“I really liked learning about Victorians because when it was Victorian day we got to go in a Victorian classroom.”

“On Victorian day I got to dress in a mob cap, like Victorian children.”

“I liked making a stop motion video when we learnt about the Great Fire of London. We made videos of how the houses burnt. They burnt because they used to be made of wood.”

“I liked learning about aviation. The Wright brother made the first aeroplane.”



CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, history specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

All staff also have access to the Historical Association (HA) to access resources, articles and training.

<https://www.history.org.uk/>

All staff can also access curriculum CPD and resources through Twinkl.

<https://www.twinkl.co.uk/resources/twinkl-cpd>

Governors are also kept up to date with any changes made to the history curriculum through presentations by the subject coordinator and regular visits into school.