



# History Syllabus



To empower our children to be the change-makers of the future.

## #WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.



They are compassionate, empathetic and supportive of others.



They strive for excellence in all that they do.



Everyone in our school community contributes and is both heard and valued.



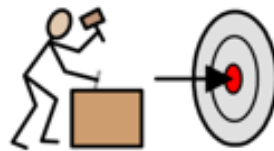
inclusivity

Diversity  
Equity  
Respect  
Acceptance



integrity

Moral  
Principles  
Honesty  
Fairness



tenacity

Resilience  
Hard working  
Perseverance  
Never give up



collaboration

Partnerships  
Working together  
Supportive  
'Families'



ambition

Excellence  
High expectations  
Creative  
Innovative  
Risk taking

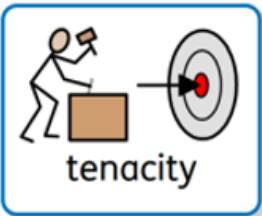
# How our Mission, Vision and Values are reflected in History



All children are included in history based activities. They are given the opportunity to learn about chronology, enquiry skills, how to use sources, and learn about significant historical people and events. Adaptations are made to support children to communicate their ideas through a more practical approach and communicate their ideas through Makaton, story telling and roleplaying. Lessons are planned to deliver new material in small steps and where needed children are pre taught new concepts. Modelling and scaffolding are key to an inclusive history lesson, teachers use 'thinking aloud' when modelling writing tasks to support learners when they progress to independent practice.



Through learning about significant historical events and people children learn about the impact this has on the world around them. Children use stories and sources to begin to show that they know and understand key features of events. Through learning about events beyond living memory and making links to the world now this allows children to show compassion and empathy for how these events have shaped the world today. They explore the past and present through enquiring, looking at sources, role play and making comparisons. Children learn about the history of the local area and this gives them an understanding of how the area has changed and why.



Throughout the history curriculum children are supported to build on resilience and to have a positive working attitude. The children are taught to work hard and to take pride in their written work in history. Children will need to show resilience and perseverance when starting to understand historical enquiry skills such as using evidence to answer questions, sequencing events and artefacts, comparing different versions of events, identifying differences between old and new objects and recounting events from the past.



In history children are given many opportunities to work collaboratively with their peers. During enquiry lessons children work together to hold discussions, ask questions, select and evaluate evidence to learn about the past. Children also work collaboratively to understand chronology to create timelines together in groups. When learning about significant events and people from the past children share stories and role play to deepen their understanding on topics. Children work together to look at topic based sources to identify differences between old and new objects. When working together in history this allows children time use and reinforce the wide historical vocabulary they have learnt.



Children are taught about a variety of significant events/ historical figures both male and female from a range of backgrounds, to provide inspirational figures for children and how they have impacted and made changes to the world we live in today. Children are given opportunities to go on schools trips linked to their learning in history giving children real life context and to inspire children (e.g year one castle trip and year two cosford trip) Children also have days in school linked to history topics to give a 'Wow' experience (pirate day, seaside day)

# History Curriculum Intent

History is a key aspect of the primary curriculum and makes a distinctive and valuable contribution to a child's education. It provides children with the essential skills to understand, explain, and develop an awareness and sense of curiosity about the world we live in today and develop a sense of identity. Our aim is to enthuse and inspire further their historical understanding and develop their knowledge of the past and how this has impacted on the world we live in today. History is an important part of a child's curriculum. It develops their understanding of the world today and how events and people in the past have influenced our lives. Learning about the past and the methods used to study sources and draw conclusions helps children understand and contribute to the wider world. It inspires and enthuses them to question and become curious about the past and their own local history allowing history to become part of their life both in and out of school. A high quality history curriculum will develop a range of skills from thinking critically, analysing sources, understanding the passing of time, chronological ordering, enquiry skills and evaluating. In history children need to be able to find evidence, weigh it up and reach conclusions. To do this they need to be able to begin to research, sift through evidence and begin to argue for their point of view skills which are also important throughout school. As a result, children will be able to begin to look critically and inquisitively at the world around them and begin to question the past and present. The skills required to be an historian not only lead to children becoming critical, independent thinkers but also contribute to the development of a range of skills necessary for life.

# History Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Getting to know you</b> Understanding routines, time language (now, next, later) following simple routines, talking about routines they follow, talking about their life using scrapbook.</p>		<p><b>People who help us</b> Ordering events, understanding first, next and then, ordering the events of a trip, retell a trip using pictures</p>		<p><b>Down on the farm</b> Talk about a baby picture from the past, how they've changed, how animals change, making comparisons between the start of nursery and now</p>	
Reception	<p><b>Nursery Rhymes</b> Understanding what is meant by past, use scrapbook to look at past events, share news from weekend, look at baby pictures making comparisons between now and then</p>		<p><b>Traditional tales</b> Talk about family members, talking about family members using scrapbooks,</p>		<p><b>At the bottom of the garden</b> Changes in homes (local history) how rooms in houses have changed, what objects are in their rooms at home.</p>	
Year 1	<p><b>Toys –How have toys changed overtime?</b> children explore how toys have changed over time. Introduction to a timeline. Change and continuity – baby toys, toys from thirty years ago (parents toys), toys from 60 years ago (grandparents toys) looking at toys Victorian toys.</p>		<p><b>Castles – Why do we have castles?</b> Features of a castle, motte and bailey castle, defending a castle, knights, jobs in a castle, blacksmith (link to local history)</p>		<p><b>Seaside</b> What is the seaside like today? Research seaside of today, seaside of the past (Victorian seaside) making comparisons, story of Grace Darling (fact finding, chronological ordering of story and life of Grace Darling)</p>	
Year 2	<p><b>Pirates and Explorers</b> Fact finding about pirates, jobs on pirate ships, life on a pirate ship (rules, jobs etc) famous</p>		<p><b>Pioneers</b> What is a pioneer? Amelia Earhart (childhood and learning to fly)</p>		<p><b>Beyond Britain</b> How has school life changed? What was school like in the 90's 60's similarities and differences- looking at our school and local</p>	

# History

## Disciplinary Concepts – (Areas of the Subject)

Chronology

Change and  
continuity

Evidence and  
Interpretation  
(Understanding the  
past)

Historical  
Significance—People,  
places, events

Cause and  
Consequence

# History

## Implementation

### Chronology

Nursery – following simple routines, talking about the routine they follow, ordering now and next, children using simple time language to talk about what they did before nursery and at nursery, looking scrapbooks with an adult to talk about past events.

Reception- understanding time language first, now, next, later, then, following routines, talking about what they do before, during and after school, discussing the difference between daytime and night time. ordering events in their life, ordering the events of a trip, retell a trip using pictures (cut and stick) talk about what they did on holidays or the weekend (group discussion) writing and simple sentence/drawing a picture

Year One- Introduction to a timeline, cut and stick a simple timeline to order toys, baby toys, toys from thirty years ago (parents toys), toys from 60 years ago (grandparents toys) looking at toys Victorian toys. Ordering Grace Darling's life on a timeline (cut and stick/labelling)

Year two –pirates discussion of where it fits on a timeline of life in the past and present, picture and written timeline of Amelia Earhart life, timeline of the children's time at school and write how they have changed over school life,

# History

## Implementation

### Change and continuity

Nursery -Children talk about how they have changed overtime from a baby to now -Look back at photos of when they were a baby and make comparisons to photos now. Talk about what they were like when they started nursery and what they are like now. Watching change happen over time (ducks, planting) Look at how animals change as they grow (piglets to pigs, ducklings to ducks, chicks to hens)

Reception- Look at baby pictures and talk to them about what they could/couldn't do. Comparing themselves as baby, start of nursery and now. (book- *Once there were Giants*) children plant seeds and discuss the change over time, children discuss how they have changed over time from baby, nursery and now. houses how different what's stayed the same what's different. Look and compare how houses have changed overtime and discuss a different room in the house. Children to bring in photos of rooms in their houses (bedroom, kitchen, bathroom) and discuss what is the same and different.

Year one- discuss causes that have lead to toys changing overtime, children look at toys from different eras and make comparisons what's the same and different. Discuss how the seaside has changed overtime from Victorian times to now children to look at artefacts and make comparisons Children look at castles how are they different to life now and the way we live today.

Year two- Discuss how aeroplanes have changed overtime what is the same and different. Expand on their knowledge of the past by thinking about their school life and how it has changed Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their parents—90s? What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their grandparents—60s? What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What was it like for Victorian children. Comparison of schools now and schools in Victorian Times.

# History

## Implementation

Evidence and  
Interpretation  
(Understanding the past)

Nursery -Children to look at how have the chicks have changed over time. They look at their scrapbooks to talk about themselves and their families. What is happening in the pictures in your scrapbook?

Reception - Children look at pictures of when they were babies and make comparisons to what they can do now. Children discuss and ask question about how they have changed over time babies, toddler and now using their photos as evidence.

Year One- observe toys from past/present to ask questions about the past, children to discuss how they can find out about the past, children to explore artefacts and how they inform us about the past, looking at photos and paintings to look for evidence from the past.

Year Two - use a wide variety of sources to look at the past. Children to explore artefacts and they inform us about the past, what sources are reliable and not reliable, children learn about primary and secondary sources

# History

## Implementation

Cause and  
consequence

Nursery- Children explore a range cause and effect toys, rolling cars down a ramp and talking about what happens,

Reception – Children to discuss how they have changed overtime what they can do know because they have grown (walk, talk, read words)

Year One- the causes which lead to toys changing new materials and the impact of electricity, can begin to explain why castles were built and the different roles within a castle, the story of grace darling and the consequence of this event, seaside past (invention colour photography and materials)

Year Two – Children look at different aeroplanes in explorers in the past they had propellers. Schools in the past they didn't today we do have electricity the impact of laptops, ipads etc.

# History

## Implementation

Historical  
Significance—People,  
places, events

Nursery – using scrapbook to look at people who are important in their life and help them at home. Use scrapbook to talk about important places in their life (home, school, places they enjoy to visit) People who help us and having people from the community visit and talk to the children (vet, police and nurse) Important events in their life (birthdays, holidays, what they did at the weekend)

Reception – looking at people who are important in their life in more detail, people who are significant in the community (teacher, doctor, shopkeepers) Children talk and discuss significant events in their life (birthdays, Christmas, Easter etc)

Year one – Significant people (Grace Darling) looking at job roles in castles,

Year Two – Significant people Guy Fawkes (Explorers -Ellen Mcarthur, Christopher Columbus- Pioneers- Amelia Earhart)

# Lesson/Activity Sequencing

	Autumn Me and My Celebrations	Spring People Who Help Us	Summer Down on the Farm
Nursery	<p>Routines</p> <ul style="list-style-type: none"> <li>-understanding the language of now, next and later.</li> <li>-follows a simple routine supported by an adult e.g name on box, water bottle in box, sit on cushion,,</li> <li>-Talk about Nursery routines at the end of the session</li> <li>-talks about night time routines e.g story then sleep, brush teeth then sleep.</li> </ul> <p>Talking about the past</p> <ul style="list-style-type: none"> <li>-talks about a toy they have played with during the session</li> <li>-talks about a picture in their scrapbook with support</li> <li>-talks about what they did in half term with support of a picture</li> </ul>	<p>Ordering events</p> <ul style="list-style-type: none"> <li>-order the key events in a daily routine (have breakfast, come to nursery, bed)</li> <li>-understanding the term first, next and then (brushing teeth, going to the toilet, getting dressed etc)</li> <li>-ordering the events of a trip</li> <li>-retell a trip verbally with picture prompts.</li> </ul>	<p>Children to understand what is meant by the 'past'</p> <ul style="list-style-type: none"> <li>-talk about key events in their past</li> <li>- children to look at a baby picture of themselves and now in nursery—children to talk about what they could or couldn't do then and in nursery. To build the understanding of changing as we grow.</li> <li>-look at how animals as they grow (piglets to pigs, ducklings to ducks, chicks to hens) This is focussed on during the children's farm talk. And when discussing the eggs.</li> <li>-talk about what they were like when they started nursery and what they are like now.</li> </ul>
Drip Feed/Cont Prov	<ul style="list-style-type: none"> <li>talks about a past event with support of a picture clue</li> <li>talks about something that happens during the day e.g what they have had for breakfast, what they have played with</li> <li>talk about a significant event in their life e.g Christmas or birthday</li> </ul>	<p>begins to differentiate between past and present (starts to use simple terms morning, night, a long time ago)</p>	<ul style="list-style-type: none"> <li>Starts to enjoy joining in with family customs and routines.</li> <li>Talks about a past event without a picture clue.</li> <li>-look at farm in the past and farm now. Look at photographs and videos.</li> </ul>

	Autumn Nursery Rhymes	Spring Traditional Tales	Summer At the bottom of the garden
Reception	<p><b>Me and my life (revisit from nursery/ for new joiners)</b></p> <p>1) Looking at the children's scrapbooks using language of the past and knowing what is meant by the past (I went...I was...)</p> <p>2) Sharing weekend news without pictures using the correct language.</p> <p>3) Look at baby pictures and talk about them as babies what they could/couldn't do (book—The Baby's Catalogue)</p> <p>4) Ordering three pictures baby, nursery, now (book- Once there were Giants)</p> <p>5) Comparing themselves as baby, start of nursery and now. (book- Once there were Giants)</p>	<p><b>Me and my family</b></p> <p>1) Talk about family members. Look back at the children's scrapbooks this time focus on who is in their family.</p> <p>2) Pick one family member. What do you like to do with them? Children to draw a picture and write a sentence. Here is my... I like to...</p> <p>3) Grandads Island. Focus on attic page of the book. Looking at artefacts (spinning wheel, gramophone, record player, chest, teapot, easel, sailboat. What are they, what are they used for, what would we have now.</p> <p>4) Create a list of questions children would like to ask grandparents—using ideas from the story Grandpas Island and the artefacts the children looked at.</p> <p>5) Invite Grandparents into school to ask questions created in previous lesson. Grandparents to bring in toys/clothes/photos/videos/tapes from their childhood.</p> <p>Maths week 6—time links to ordering and sequencing the day.</p>	<p><b>Changes in homes</b> (Peepo book) Local history focus</p> <p>Walk of local area to look at different homes linking to Geography (flat, house bungalow etc)</p> <p>1) Look at what time period Peepo is set using pictures and videos from Mary Poppins that looks at the children's bedroom what is the same? What is different? Children to explore looking at different types of houses modern, houses from the 50s, old houses, their house. Comparing what is similar and what is different.</p> <p>Over the next four lessons children will make a fact booklet about homes using ICT and writing. Watch Magic Grandad (bath time) to look at different clips of the house.</p> <p>1) Children to focus on looking at their bedrooms and bring in a photo of their bedroom and what objects are in there. Children to then make comparisons between their bedroom and the bedroom in Peepo. Children to look at a range of artefacts within the lesson.</p> <p>3) Children to focus on looking at their living room and bring in a photo of their living room and what objects are in there. Children to then make comparisons between their living room and the living in Peepo. Children to look at a range of artefacts within the lesson.</p> <p>4) Introduce by watching Magic Grandad in the kitchen -(you tube) Mrs Mopple washing line. Time machine lesson focusing on Mrs Mopple kitchen and comparing it to our kitchen.</p> <p>5) Children to focus on looking at their garden and bring in a photo of their bedroom and what objects are in there. Children to then make comparisons between their garden and the garden in Peepo.</p> <p>6) Children will look at a range of artefacts and photos they have seen throughout the topic and sort them into past and now as part of the introduction. Children will then create a fact video about what they have found out.</p>
Drip Feed/Cont Prov	<p>Language of time (yesterday, morning, night, a long time, next, now, before, after, day)</p> <p>Scrapbook opportunities to look at past events.</p>	<p>Having out the artefacts that children have looked at in lesson.</p> <p>Language of time.</p> <p>Scrapbook opportunities to look families and names of people in their family.</p>	<p>Scrapbook to look at their home.</p> <p>Roleplaying homes from the past (different room from each house)</p>

	<p>Toys and Me</p> <p>Autumn 2</p>	<p>Traditional tales and Castles</p> <p>Spring 2</p>	<p>Over land the Sea—The seaside</p> <p>Summer 2</p>
<p><b>Year One</b></p>	<p>How can we find out about the toys in the past?</p> <p>1) General introduction of toys have changed. Being a history detective. Exploring toys looking at evidence.</p> <p>2) Introduce children to what a timeline is use the following video to introduce chronologically and within living memory using the following video <a href="https://www.youtube.com/watch?v=Hb4ciidq7kE">https://www.youtube.com/watch?v=Hb4ciidq7kE</a>. Make links to reception and them growing. Explain the purpose of a timeline to show how toys have changed overtime. Children will set up a timeline showing 100 years in blue blocks of ten and then beyond living memory as a strip of green. They will plot on a toy they play with now.</p> <p>3) What was my favourite toy as baby? Change and continuity some things change while others stay the same. Has your favourite toy changed or stayed the same? Children to draw a picture of their favourite baby toy and wrote sentences about their it. Children to have sentence stems to support them.</p> <p>4) Recall previous lesson children to plot on their favourite baby toy onto the timeline. Discuss with the children how can we find out about the past? Looking at toys from 30 years ago (parents toys in the 90's) This is within living memory. Children will practically explore toys from the past using a range of artefacts. Children will be encouraged to ask enquiry questions about toys in the past</p> <p>4) Looking at toys from 60 years ago (grandparents toys) Children will practically explore toys from the past using a range of artefacts. Children will be encouraged to ask enquiry questions about toys in the past</p> <p>6. Looking at Victorian toys Comparing toys from the past to toys we have now . Compare how these are different and analyse how they have changed over time. Which materials were used to make the toys my great-grandparents and grandparents might have played with? Which materials are used to make the toys that I play with now?</p> <p><i>Whole School commemoration</i></p> <p><i>Why do we celebrate bonfire night? The gunpowder plot—order events and find out about Guy Fawkes</i></p> <p><i>Remembrance Day How and why do we celebrate Remembrance Day? —Research remembrance day and meaning behind it.</i></p>	<p>1. Assessment of knowledge kings and queens and castles.</p> <p>2. Why do we have castles? Brief introduction to William first and why he built castles. First castles made of wood and later stone. (children to visit Stafford Castle at this point in the topic)</p> <p>3. Features of a motte and bailey castle (over two lessons)</p> <p>4. Look at castles for each monarch (esp ones still used today, compare features—why might they have them? (include motte and bailey)</p> <p>5. Medieval castle focus—who lived and worked in a castle—Elizabeth first—look at Windsor castle</p> <p>6. Castle day (Medieval Banquet—knight school archery– medieval dance—prepare food/weaving)</p> <p>7. Knights and defending a castle over two sessions—How to become a knight—stages—How to attack a castle Research Knights, jobs in castle and blacksmith (linked to local history) Write a non-chronological report on knights and then blacksmiths cross-curricular with English</p> <p>8. Castles today—ruin—Stafford– link to Queen Elizabeth second and King Charles third.</p> <p>Throughout topic set up a timeline to add on each king and queen. Talk about if they are beyond or within living memory.</p>	<p>1. What is the seaside like today? Children will develop their knowledge of the seaside by researching the seaside of today—children will be encouraged to bring in any photos of their visits to the seaside—use a range of videos, photos, books, websites. How do you get to the seaside?</p> <p>2. Do you think visiting the seaside has always been this way? In medieval times we wouldn't have been able to travel the seaside in the same way. Queen Victoria—invention of the railway. Would the trains be the same or different? Steam trains.</p> <p>3. What was the seaside like in the past? Travel on a virtual steam train Education in 360 travel on a steam train (You tube) Then watch Mr Allsop Victorain Britain—Seaside holidays (You tube) talk about what is the same and what is different? What are people wearing? What transport can you see? Identifying artefacts and sources to find out how the seaside has changed. (over two lessons) Make a Victorian seaside poster to advertise a Victorian holiday. Cross curricular English write a Victorian themed seaside post card.</p> <p>3. Making comparisons between the seaside now and in Victorian times. Make link back to Queen Victoria and it was a time when she was on the throne.</p> <p>3. Who lives by the sea? Who was Grace Darling?</p> <p>What is a lighthouse? Why do we have one?</p> <p>Grace Darling Fact finding about her life, life at sea, why she is famous. Link back to superheroes and Queen Victoria. Watch video bbc life and work of Grace Darling. Immersive session role playing the story.</p> <p>4. Chronological ordering of famous events/stories. Ordering Grace Darling life on a timeline—speech bubbles to write how she was feeling at each stage.</p> <p>5. Comparing how Grace Darling lived and how they live now? Look at their home, jobs, school, things they have in their bedroom.</p>

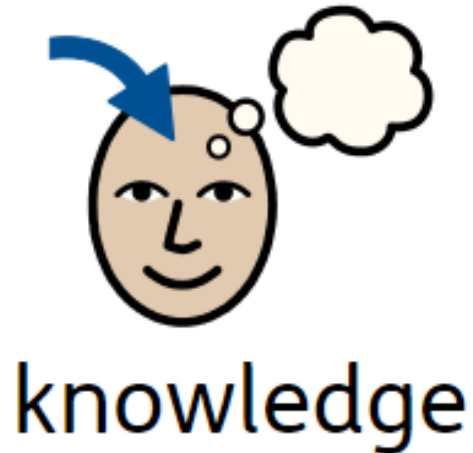
<p>Drip Feed/C ont Prov</p>	<p>Asking and answering enquiry questions about toys in the past</p> <p>Describing artefacts from the past (toys)</p> <p>Independently begin to research - toys from the past using (non-fiction texts, photographs, artefacts, objects) espresso</p> <p>Making comparisons between toys in the past and toys now</p>	<p>Ordering artefacts.</p> <p>Researching life in a Castle</p> <p>Ordering historical events and stories.</p>	<p>Asking enquiry questions about artefacts from seaside in the past</p> <p>Describing artefacts from the past (seaside)</p> <p>Role playing famous events and stories they have learnt</p> <p>Independently researching Grace Darling using non-fiction texts, pictures and paintings</p>
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	Pirates and Explorers Autumn 2	Pioneers End of Spring 1/ Spring 2	Beyond Britain End of Summer 1/Summer 2
Year Two	<p><b>Create a timeline throughout the topic of each significant event/significant person and where they fall. Have Kings and Queens learnt about in Year One already on the timeline to build understanding of where these people and events fall</b></p> <ol style="list-style-type: none"> <li>1. Link back to work on homes children have covered in previous years. Now we going to think about some people who spent some of their time living at sea. Topic launch Read the story 'Night Pirates'—Children go on a treasure hunt and find Pirate artefacts—who do they think they belong to? What do they know already?</li> <li>2. What did a pirate look like? -Is this the same as what we see in books and films? What materials was their clothing made from? What colours did they wear? What items of clothing did they have? Draw a pirate outfit onto an outline that is true to the sources we have (cross-curricular with art)</li> <li>3. What are the rules on a pirate ship? What jobs were on a pirate ships? (link back to castle jobs) look at the hierarchy of jobs and how this is similar to the hierarchy of jobs in a castle.</li> <li>4. A pirates diet and past times—What do you think a Pirate might of eaten and why? What main food groups were they eating from? Use their knowledge of Pirates to create a healthy meal for a Pirate.</li> <li>5. A pirates punishments—research.</li> <li>6. How was a Pirate's life different to our life—e.g. diet, rules, pastimes etc. Children will create a scroll with key facts on each aspect of Pirates life and then make comparisons between a pirates life and our life in each sessions</li> <li>7. Looking at famous Pirates—Who was Blackbeard? Historical figure from 18th Century after Elizabeth I and before Queen Victoria. Use of sources and artefacts to retrieve facts about Blackbeard. Fact Find about his life, his ship, how he sailed, how he communicated and how we know about him etc.</li> <li>8. Who was Ellen MacArthur?</li> </ol>	<p><b>Create a timeline throughout the topic of each significant event/significant person and where they fall. Have Kings and Queens learnt about in Year One and key events and people from the Autumn Term already on the timeline to build understanding of where these people and events fall</b></p> <ol style="list-style-type: none"> <li>1. Topic launch- Share the Literacy shed video - Taking flight - Discuss the adventure the boy has been on. How did he feel when he was finding new ways to travel and exploring new places? Introduce the term 'pioneer' and ask for ideas about what this means. Sort pictures of pioneers and captions of who they are and what they did. What do they all have in common. All of these people are pioneers- they are all the first person to do something. Create a mind map in about pioneers.</li> <li>2. Why do we think Amelia Earhart was famous? Ask the children how do we find out about the past? If we wanted to find out about a particular individual what could we do as historians? Explain the term <b>artefacts</b> and that these are usually things from the actual time of the important event. We use the term <b>Sources</b> to describe any object we use to find out about the past. Children to use the sources to find out 'who was Amelia Earhart? When did she live? What did she do to make her so famous? Where did she live?</li> <li>3. Why was Amelia Earhart famous? Introduce the children to Amy Johnson and explain that she is a pioneer too. Why do we think she was famous? Show the children pictures and see if they can use those to look for clues to what she did for job? Why she was famous? Do we notice anything in the pictures that are the same as in the photos we looked at for Amelia Earhart? Talk to children that Amy Johnson was a pioneering English pilot who was the first woman to fly solo from London to Australia. Children to use padlet to record the information about Amelia Earhart so far.</li> <li>4. Finding out about Amelia Earhart past (childhood and learning to fly) Amelia Earhart's childhood and about her learning to fly. What does the word 'childhood'? Use Padlet to record the information about Amelia Earhart</li> </ol>	<p><b>Create a timeline throughout the topic of each significant event/significant person and where they fall. Have Kings and Queens learnt about in Year One and key events and people from the Autumn Term already on the timeline to build understanding of where these people and events fall</b></p> <p>How have schools changed?</p> <ol style="list-style-type: none"> <li>1. Children will expand on their knowledge of the past by thinking about their school life and how it has changed Nursery, Reception, Year One and Year Two.</li> <li>2. What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their parents—90s?</li> <li>3. What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their grandparents—60s?</li> <li>4. What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What was it like for Victorian children Comparison of schools now and schools in Victorian Times.</li> <li>6. Create a table to compare schools in the past and schools now.</li> </ol> <p><b>7. Local history take over two lessons if needed</b> — Our school and local area now, 50 years ago, when built—how school has changed How the area has changed, now, 50 years, early 1900s, include old-fashioned school day dress up, spend a day at school in the past. (Queen Victoria's eldest son—Elizabeth the second great grandfather—King Edward on the throne)</p>

	<p>Research Ellen MacArthur and compare how she sailed compared to Blackbeard—How life has changed for sailing? How she communicates, navigates, diet, how we know about her etc.</p> <p>Whole School commemoration Why do we celebrate bonfire night? Whole school commemoration The gunpowder plot—order events and find out about Guy Fawkes Remembrance Day How and why do we celebrate Remembrance Day? Whole school commemoration—Research remembrance day and meaning behind it. Write remembrance day acrostic poems to demonstrate an understanding of Remembrance Day—<b>CC link English</b></p>	<p>5. What contributed to Amelia Earhart pioneering? Discussion about what made Amelia Earhart a pioneer? - Questioning when? Where? Talk to the children about 'Historical Enquiry' - can you remember what this mean? What contributed to Amelia Earhart pioneering? -Contribute means the same as... helping someone/ giving someone to help them achieve something. Children use a range of different sources as evidence to find the answer to the historical enquiry.</p> <p>6. - <b>Finding out about Amelia Earhart past (achievements and disappearance)</b> We are going to be finding out all about Amelia Earhart's achievements and disappearance. What does the word 'achievements' mean? What does the word 'disappearance' mean? Create a timeline of Amelia Earhart's life. What is a timeline?</p> <p>7. Zara Rutherford - Who is she? Why is she famous? Find out about Zara Rutherford and understand why she is significant. Show a photo of Zara Rutherford and her plane. What can you see? What clues tell us this is from today and not long ago? Create list of questions of what we would like to find out. Tell the story of Zara life (born in 2002, learned flying as a teenager, in 2022 she became the youngest women to fly solo around the world. Use sources (fact sheet, photo of plane, a world map)</p> <p>8. Comparing Zara Rutherford and Amelia Earhart. Recap key facts found out about Zara Rutherford and Amelia Earhart. Source comparison have a photo of Zara plane and Amelia plane. What is the same? What is different? What is different between travel then and now? Create comparison table to write sentences to compare.</p>	
Drip Feed/ Cont. Prex	Independent fact finding (Blackbeard) Researching pirate life independently Ordering historical events and stories	Ordering artefacts. Independent fact finding (Neil Armstrong) Ordering historical events and stories	Independent sorting about schools now and schools in the past

# Breakdown of Knowledge

This document shows how **substantive, declarative (knows that)** and **procedural (knows how to)** knowledge develops in Computing across the school.



# Knowledge Organisers

# Reception

## Me and my life—Nursery Rhymes

- Understanding that they have changed as they have grown
- Understand the past and present
- Use vocabulary like "yesterday," "before I was born," and "when I was little"
- Discuss special events in their lives and personal experiences.

My prior knowledge  
What I will have experienced in Nursery.

Beginning to use simple time language– now, next.  
Be able to talk about simple changes from baby to now  
Talk about what they did before nursery.  
Talk about what will do after nursery.  
Sequence three pictures.  
Identify what's the same and different.  
Understand day and night

## Me and my life-what will I do?

- Take part in discussions about myself and my life looking at photographs.
- Observe from photos how I have changed from baby, toddler, child
- Sequence simple events from my own life.
- Talk about themselves and listen to stories.
- Share weekend news and use the language of time to talk about the order.



baby	toddler	child
needs lots of care	still needs adult care	may start to read and write
communicates by crying	may talk and walk more	gains more life skills
may begin to crawl and talk		goes to school
feeds on milk		
starts to eat solid food		

Year group:

Reception

Strand:

Me and my life

## Vocabulary

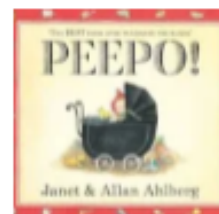
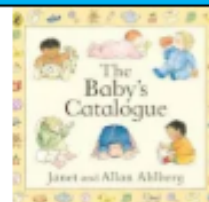
yesterday, morning, night, a long time, next, now, before, after, day, baby, toddler, child, me, past, present, grow, change, memory.



Same

Different

## Books



## Me and my family—Traditional Tales

- Understand who is in their family
- Understand different family structures.
- Identify people who are special to them and why.
- Use a variety of language about time in day to day conversations
- Talk about routines, memories and family



## Vocabulary

yesterday, morning, night,  
a long time, next, now,  
before, after, day, baby,  
toddler, child, me, past,  
present, grow, change,  
memory, old, young,  
family, same, different,  
parents  
grandparents

My prior knowledge  
What I will have experienced in Nursery.

Beginning to use simple time language– now, next,.  
Be able to talk about simple changes from baby to now  
Talk about what they did before nursery.  
Talk about what will do after nursery.  
Identify who lives in their home.  
Talk about close family members.

Year group:

Reception

Strand:

Me and my family

## Me and my family-what will I do?

- Take part in discussions about family members by looking at photographs.
- Choose a close family member and draw and write and sentence about them.
- Sequence simple events from life events and stories.
- Share story grandad island and talk about the order of the story
- Ask grandparents or care givers questions about their childhood.
- Explore old objects, photographs from the past.

## Books and links

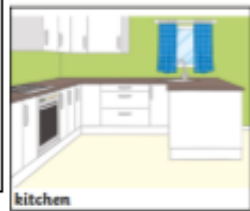


Who is in your family?

[www.bbc.co.uk/bitesize/articles/zcgsb7h](http://www.bbc.co.uk/bitesize/articles/zcgsb7h)

## Homes—At the bottom of the garden

- Talk about your home and the different rooms in the home
- Understand that homes are different
- Name different types of home (house, flat, bungalow)
- Compare similarities and differences between homes
- Compare similarities and differences between rooms in different homes (compare a kitchen now and a kitchen in the past)
- Understand how homes have changed over time
- To use the correct vocabulary to compare homes.



## Vocabulary

yesterday, morning, night, a long time, next, now, before, after, day, baby, toddler, child, me, past, present, grow, change, memory, home, house, flat, bungalow, old, new, modern

### My prior knowledge

What I will have experienced in Nursery.

Beginning to use simple time language to compare.  
Be able to talk about their home and where they live  
Looked at different homes in the area of walks to the library  
Talk about who lives at home  
Identify what's the same and different.

Year group:

Reception

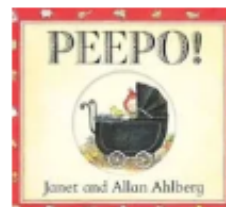
Topic:

Homes

## Homes-what will I do?

- Go on walk of the local area to understand what different homes look like from outside (house, flat, bungalow)
- Read stories about homes.
- Take part in discussions about homes.
- Observe from photos, books and videos how homes have changed over time.
- Compare the differences in rooms in a home from the past and now.
- Talk about themselves and their home.
- Use language to compare homes

## Books



**Year One**

[Subject name] Quiz		Child's Name	
Question 1: Toys are different in the general compared to the past because now they...	Start of unit	End of unit	Question 2: Tick the toys your Grandparents would have
Clearly used electricity			Clubs
Made out of wood			Teddy bear
Made out of plastic			Clubs
Are usually handmade			Toys

Question 3: Chronology matters	Start of unit	End of unit
Putting events in order of when they happened		
in the past		
in the present		
What something is made from		

Question 4: What toys would have rich children played with in the past?	Start of unit	End of unit
Rocking horses		
Wooden peg dolls		
Action figures and dolls		
Homemade hobby horse		

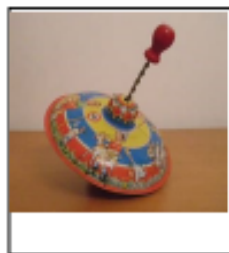
Question 5: Tick one material that was not invented in the past?	Start of unit	End of unit
Plastic		
Metal		
Wood		
Glass		



## New Invention Infant School Knowledge Organiser



### History



Topic: Toys	Year group: 1	Strand: Changes within living memory
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My prior knowledge What I should already know before starting this topic
There are different types of toys that move in different ways. Names of common materials and what they look and feel like. The chronology of my family history and that people who are older than me, were born before me. There was a time before my grandparents were born.



What will I know by the end of this unit? (e.g. key facts, concepts)	How long have toys existed?
What were toys made out of in the Victorian period?	Toys have existed for thousands of years. They were made out of materials that were available at that time. The toys we played with as a baby will be different to the toys we play with now as we are in the 21st century.
What toys did Victorian children play with?	Toys were mainly made out of wood, paper and metal.
What are modern toys made out of?	Children from rich Victorian families played with rocking horses and dolls that were made out of expensive materials. Children from poor Victorian families played with toys that were usually made from wood, paper and metal.
What are similarities and differences between old and new toys?	Modern toys are mainly made out of plastic. This is because it's usually safer and easier to make things.
How can we find out about toys from the past?	There are many similarities and differences between old and new toys - this can be down to how they move and what they are made from. Some toys, like teddies, have hardly changed over time.
	There are many ways we can find out about toys from the past - books, the internet, photographs, visiting toy museums.

(Diagrams, maps, artefacts, photographs, pictures, of key people in this section will vary depending on topic section)



300 years ago, a doll was made with a porcelain face and a felt body. Today, dolls are usually made from soft plastic.



lots of modern toys have batteries which make them move. Before batteries were invented, many toys that moved had windup gears and clockwork devices. This means that you had to turn a key to tighten a spring and then let the spring unwind for the toy to move.



Many toys we play with now were not created 200 years ago. Before plastic was used, toys were made of cloth, wood, leather, tin or porcelain. Children might have played with toys such as, tin cars, wooden hoops and leather footballs. They also might have played with board games such as, snakes and ladders.



Links to NC domains/strands (e.g. historical enquiry, scientific investigation, British history)
Sort 1 toys between old and new. Identify similarities and differences between them. Bring in your own toys, your parents/career's toys and then your grandparents/career's toys - identify similarities and differences. Put them in order from newest to oldest. Discuss how the materials from which toys are made have changed over time and why this is the case. Place toys on a timeline in the chronology in which they were played with. Discuss which toys children will have been playing with in those times. Discuss which toys your grandparents have played with that you still play with today. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.
Engagement evaluation and thinking (C4C)
I will research how toys have changed over time. I will investigate how the materials of toys have changed over time. I will ask questions about toys and how they have changed over time. I will reflect on how my toys are different to family members toys.

Cross-curricular links, if appropriate
Science - understanding of different materials and their purpose.
DT - making and designing toy vehicles.
Music/P.E - children to create toy dances.

(Diagrams, maps, photographs, pictures of key people in this section will vary depending on what star you need to add)			
Victorian Toys	Grandparents toys	Parents/career's toys	Your toys

Key Vocabulary	
after	later in time than, or behind in order
before	at an earlier time, in the past
chronology	the order of events in the time they happened
differences	The condition of being different from or not alike
era	a period of time in history. An era often begins or ends with an important event.
handmade	Made by hand or with hand tools rather than machines
old	Having existed many years ago
past	having happened or gone by at an earlier time
plastic	a material which is light in weight and does not break easily existing in this time
present	existing in this time
Victorian	during the reign of Queen Victoria
wood	the material which forms the trunks and branches of trees



# History



Topic: Castles	Year group: 1	Strand: Changes within living memory
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**My prior knowledge**  
**What I should already know before starting this topic:**  
 There are different types of toys that move in different ways.  
 Names of common materials and what they look and feel like.  
 The chronology of my family history and that people who are older than me, were born before me.  
 There was a time before my grandparents were born.  
 The history of toys and how they have changed overtime.  
 The ways in which we can find out about the past.

[Subject name] Quiz			Child's Name:		
Question 1: List four ways we can find out about castles?	Start of unit:	End of unit:	Question 2: Who are castles home to? Write your answer below.	Start of unit:	End of unit:

Question 3: What job roles are there in a castle? Write two below.	Start of unit:	End of unit:

Question 4: What is a portcullis?	Start of unit:	End of unit:
A strong iron gate that can be raised to allow the drawbridge to be lowered.		
Small tower built on the castle, at the corner or on top of a larger tower.		
An inner courtyard in the middle of the castle.		
A circular or square building used for a lookout and defence.		

Question 5: What are castles made from? Write your answer below.	Start of unit:	End of unit:

<b>What will I know by the end of this unit? (e.g. key facts, concepts)</b>	
How castles were built and the features of castles? e.g. battlements.	Many castles were built during the Middle Ages (16th Century) till the 18th Century.
What life was like living in a castle?	Castles were fortified houses of important people such as lords of the King or Queens. A castle allowed them to control the surrounding land and kept their family and riches safe. They had lots of defence in placed there. Lots of people worked in a castle doing different jobs including knights, soldiers, craftsmen, cooks and servants.
What was life in different time periods like? e.g. in medieval times.	Life in a medieval castle centred around the Great Hall. This is where the Lord would eat, entertain guests, hold banquets and conduct business.
We will find out about some of the Kings and Queens of England (House of Tudors). Why are they important?	The Kings and Queens of England help us to understand the history of the country.
What are castles made from?	Originally castles were made of wood and timber. Later they were replaced with stone to make them stronger. Castles were built on top of hills or where they had natural features of the land to help with their defence.

**Diagrams, maps, artefacts, photographs, pictures, of key concepts in this unit can be used (depending on topic content)**

<b>Links to NCJ documents/links e.g. historical reports, scientific knowledge (see, Robinson, )</b>	
Use appropriate labels words and phrases to describe historical events and events into chronological (time order).	
Find out information from different historical sources of evidence.	
Identify some ways that people from the past have impacted upon our lives.	


<b>Engagement motivation and thinking (2x)</b>	
Shows high levels of engagement during practical and text based learning.	
Children will be inspired and engaged to find out facts about the features of a castle and what life was like in a castle. When faced with challenges, children will show resilience to overcome these.	

<b>Draw particular links if appropriate</b>	
Geography label a diagram or photograph using cover geographical vocabulary. Identify locations on maps. Identify key features of a local by using a map. To understand where castles were located and the geographical features related to this.	
Art— Children will learn about the artist Paul Cézanne and make their own art piece based on his artwork the Castle and the Sun.	
English— Children will read texts to find out about the historical facts and features of a castle. Children to complete writing activities based on this. Children will read a range of fairy tales (Jack and the Beanstalk).	


**Diagrams, maps, photographs, pictures of key concepts in this unit can be used (depending on what else you need to add)**

<b>Key Vocabulary</b>	
after	later in time than, or behind in order
before	at an earlier time, or in the past
drawbridge	the outer of towers on the line they happened
different	The condition of being different from or not alike
era	a period of time in history. Eras often begins or ends with an important event.
attack	fight with weapons or force
defend	protect someone or something against attack
pass	having happened or gone by at an earlier time
moat	The small man a deep trench or ditch that was dug all around the outside of the castle walls from filled with water
ground	existing in this time
drawbridge	A bridge which is hinged at one end so that it may be raised to prevent people crossing
portcullis	A strong iron gate that can be raised to allow for a drawbridge to be lowered.
turrets	small tower built on the walls at the corners or on top of a larger tower
bailey	The bailey was an inner courtyard in the middle of the castle
arrow loops	Arrow loops, or slits, were narrow slits cut into the stone walls and used to shoot arrows through.
Towers/Keep	A circular or square building used for a lookout and defence.


(Subject name) Quiz			Child's Name:		
Question 1: Buckets and spades are different in the present compared to the past because now they... (tick two)	Start of unit:	End of unit:	Question 2: Tick the seaside items from the past	Start of unit:	End of unit:
Made out of tin			Penny lick		
Made out of wood			Ice cream van		
Made out of plastic			Bathing machine		
Are usually handmade			Punch and Judy show		
Question 3: Chronology means	Start of unit:	End of unit:			
Putting events in order of when they happened					
In the past					
In the present					
What something is made from					
Question 4: Why was Grace Darling a significant person?	Start of unit:	End of unit:			
Question 5: Tick one material that was not invented in the past?	Start of unit:	End of unit:			
Plastic					
Metal					
Wood					
Glass					



## New Invention Infant School Knowledge Organiser



### History





Topic: Seaside

Year group: 1

Strand:



**My prior knowledge**  
What I should already know before starting this topic:



There are similarities and differences between life in the past and life now.  
Names of common materials and what they look and feel like.  
The chronology of my family history and that people who are older than me, were born before me.  
There was a time before my grandparents were born.

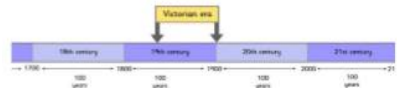
What will I know by the end of this unit? (e.g. key facts, concepts)	
Who went to the seaside in the past?	At first only rich people could afford to go to the seaside
What happened when steam trains were invented?	The invention of the steam train and the building of the railways meant that travelling to the seaside became quicker and cheaper
What are the similarities and differences between the seaside in the past and today?	There are differences and some similarities between seaside holidays in Victorian times and seaside holidays today.
How have seaside items changed over time and why?	In the past plastic wasn't invented so seaside items were made from metal, glass or wood. For example a bucket was made from metal and a spade from wood.
What sources can we use to find out about the past?	We can use artefacts, books, paintings, photos.
Who is Grace Darling and why is she important?	Grace Darling was the daughter of a lighthouse keeper in England. One her and her father rowed out into the dangerous sea to rescue the survivors night in 1838 she spotted a shipwreck in the stormy sea. They helped to rescue nine people.

(Diagrams, maps, artefacts, photographs, pictures, of key people in this section: edit size depending on top section)

The Victorian era is **legend living memory**. It began in 1837, when Queen Victoria came to the throne, and ended in 1901, when she died.



The Victorian era was in the **19th century**. We live in the **21st century**.

Links to NC domains/strands e.g. historical enquiry, scientific investigation, fieldwork, )

Sort seaside artefacts between old and new. Identify similarities and differences between them. Identify similarities and differences. Put them in order from newest to oldest. Discuss how the materials from seaside items have changed over time and why this is the case. Use words and phrases such as old, new, before (i was born), after (i was born), past, present, then, now, a long time ago. Look into the story of Grace Darling and how she was a significant person and why.

**Engagement motivation and thinking (CoI)**

I will research how the seaside has changed over time.

I will investigate how the materials of seaside items have changed over time.

I will ask questions about the seaside and how they have changed over time.

I will understand why Grace Darling is a significant person.

**Engagement motivation and thinking (CoI)**

Science – understanding of different materials and their purpose

Key Vocabulary	
after	later in time than, or behind in order
before	at an earlier time; in the past
chronology	the order of events in the time they happened
differences	The condition of being different from or not alike
era	a period of time in history. An era often begins or ends with an important event.
handmade	Made by hand or with hand tools rather than machine
old	Having existed many years ago
past	having happened or gone by at an earlier time
plastic	a material which is light in weight and does not break easily
present	existing in this time
Victorian	during the reign of Queen Victoria
wood	the material which forms the trunks and branches of trees
seaside	A place by the sea, especially a beach area or holiday resort
holiday	A period of time where you don't go to work or school.
Punch and Judy	A traditional puppet show
parasol	A light umbrella used to provide shade from the sun
Bathing machine	A wheeled hut pulled to the edge of the sea used for changing in

**Grace Darling**



**Grace Darling**

Grace Darling was born in 1815. She lived in a lighthouse on Longstone Rock. This is one of the **Farne Islands**. Her father was a **lighthouse keeper**.






**Year Two**

# Questioning

Area of History	Nursery/The Hub	Reception	Year One	Year Two
Chronology	<p>What is next?            What did you do this morning?            What will you do when you get home?            What did you have for breakfast?            What have you just done?            What did you play with first today?            Can you order the life cycle of the chicks?            Can you order the story— what happened first, what happens next?            Can you order the events in your day?            Can you remember what we need to do at home time?</p>	<p>What is the past?            What is the present?            What is the future?            What is a sequence?            Why do we put things into a sequence?            What can you do now that you couldn't do before?            Why can you do that now?            Why couldn't you do that before?            Could you do that when you were a baby?            What is the same?            What is different?            When did you go there?            When did you do that activity?            How old were you when you did...?            What happened first/next/last?            How have you changed?            What did you do at the weekend?            Do we have those now?            When would they have been used?            What do we have instead?</p>	<p>What is a timeline?            What is the past?            What is the present?            What is the future?            What is a sequence?            Why do we put things into a sequence?            What is a family tree?            What are the stages of becoming a knight?</p>	<p>What is chronological order?            Can you place these significant events in chronological order?            What is a timeline?            How do we use a timeline?            How do you know it is in the correct order?            Which event came...and how do you know?</p>

## Area of History

## Nursery/The Hub

## Reception

## Year One

## Year Two

Change and Continuity

What did you play with when you were a baby?  
Was your Christmas the same as (friend's name)?  
What do you do at bedtime?  
Would you put your pyjamas on at lunchtime?  
Are you the same as when you were a baby? How have you changed?

What is the same/different?  
How is it the same/different?  
How are you different/the same to how you were then?  
What is the same/different in your garden/house/bedroom/living room/kitchen?

How have toys changed?  
What toys did you play with when you were little?  
Are toys the same as when you were little?  
Are the toys you played with when you were little still around?  
How are jobs different from living in a castle?  
How have communities changed from living in a castle?  
Why did humans stop living in castles?  
How has the seaside changed?  
How did you travel to your holiday in the past?  
How do you travel to holidays now?  
How has clothing changed and what do you wear to the seaside now?  
How have the activities changed at the beach/seaside town?

How is sailing now different to sailing in the past?  
How is navigation different now to in the past?  
What is life like now for a sailor compared to the past?  
How have aeroplanes changed overtime?  
What is similar/different about the pioneers we have looked out?

Area of History	Nursery/The Hub	Reception	Year One	Year Two
<p>Evidence and Interpretation (Understanding the past)</p>	<p>This is a rattle. Would you play with it now or when you were a baby? How have the chicks changed? What is happening in the pictures in your scrapbook?</p>	<p>What is an artefact? What can you tell me about the artefact? How do you know this picture/artefact is from the past? What would we use now instead? What do you think that was used for? How can we find information about the past?</p>	<p>Where could you find information about the past? How do you find information about the past? Why do you need to find out about the past? What kings/queens can you remember? How do artefacts inform us about the past? How do photos/paintings inform us about the past? What is an artefact?</p>	<p>Where could you find information about the past? How do you find information about the past? Why do you need to find out about the past? What kings/queens can you remember? How do artefacts inform us about the past? How do photos/paintings inform us about the past? What is an artefact? What is a primary source? What is the secondary source? What is an artefact? What is the most reliable/least reliable source? What sources do we use to find out about the past? How would you use this source to find out about the past?</p>

## Area of History

## Nursery/The Hub

## Reception

## Year One

## Year Two

Historical Significance—People, places, events

What did you do at the weekend?  
What did you do in the holiday?  
Where did you go on your holidays?  
What did you do at Christmas/Easter/Diwali?  
What did you have for your birthday?  
Can you tell me about your scrapbook?

Who is in your family?  
How are they the same/different to you?  
How are you related?  
What is the same/different in your garden/house/bedroom/living room/kitchen?  
What is the same/different?  
How is it the same/different?  
When did you go there?  
When did you do that activity?  
What do you like to do with them?  
How are your toys etc different to your grandparents?

What is a historian?  
What skills do historians have?  
Why is this historian significant?  
Why is this important now?  
Who is Grace Darling?  
What is remembrance day?  
How have things changed?

What is significant about this pioneer?  
What impact did this person have?  
What impact did this event have?  
How are these people similar /different?  
Why is this event important?  
How can we find out about these significant people/events?

## Area of History

## Year One

## Year Two

Cause and  
Consequence

How have toys from the past influenced the present?  
What toys did your mum play with?  
What toys did your dad play with?  
What toys did your grandparents play with?  
Who invented tourism?  
Who invented the seaside?  
What is tourism?  
Can the past inform the present?  
Why is there a castle on the hill?  
What is the purpose of a moat?  
Why is it not a good idea to climb a castle wall?

What impact has technology had on sailors lives today?  
What impact has the development of the aeroplane had on exploration?

**SEND**



# Inclusive pedagogy for all learners in History

## How we create an inclusive environment in History:

- lessons, the learning environment and the curriculum need to be planned with purpose and rigour enabling all learners to develop a firm grasp of the significant aspects of the history of the wider world.
- When planning inclusive lessons within history, is high quality inclusive teaching.
- New material delivered in small steps,
- Modelling and scaffolding are key of an inclusive history lesson – teachers ‘thinking aloud’ whilst modelling writing tasks to support learners when they progress to independent practice.

## How we scaffold learning to support children who have literacy and numeracy difficulties:

- Checking text given to learners should be checked against reading ages of individuals and the class as a whole.
- Scaffolding reading if the text is above the learners reading age e.g (supporting images, paired reading) we ensure learners have the opportunity to engage with cognitive challenge to develop as a historian.
- Pre-teaching the concept of time (past, present, now)
- Pre-teaching scales and how to read a timeline to support with chronology

## How we scaffold learning to support children who struggle to retain vocabulary:

- Integrate new vocabulary into the lesson hook
- Lessons recaps to revisit vocabulary
- Visual clues and Makaton to go alongside vocabulary
- breaking down the word or giving a concrete example of how it came to be can help learners retain vocabulary.
- Ensuring the definition of key words is clear and concise.
- Working with learners to build their own meaningful definition of the ever increasing complexity: the word + the meaning + an example from their life/today + an example from the past.
- Key vocabulary is emphasised throughout the lesson verbally and repeated.

### How we scaffold learning to support children who need time to develop conceptual understanding:

- We allow children time to consider historical concepts through activities that do not involve writing e.g ( card sort activities, role play, use of artefacts or images)
- Concepts are revisited across the curriculum – links should be made to different periods in time.
- We ensure misconceptions are resolved with the lessons
- Use of sentence starters when completing a longer piece of writing.
- Deploying support staff to support children who need time to develop conceptual understanding and allowing for pre-teaching of new concepts.

### How we scaffold learning to support children with attention difficulties:

- starting off each lesson with a 'hook' – a question or image which inspires curiosity
- A chunked approach alongside cognitive shifts to help with attention and focus
- develop tasks that keep pupils engaged in their learning e.g showing video clip, provide children with phrases to listen for or key questions to answer
- breaking lessons down into smaller steps
- Using stories, role play songs to engage children
- Having time to recap through quiz's

### How we support children who struggle with change and transitions:

- Timelines (now and next boards)
- Following a similar lesson structure within each lesson
- Having visual clues and Makaton symbols
- Starting each lesson in the same way (Recapping prior learning, key vocabulary, talking about what an historian is)
- Having a lesson hook or song

# Assessment

# Pre-Nursery and Nursery









# Reception

## Expected for END OF NURSERY and baseline for Reception

**Names**

**Talks about people who help us, can name their jobs and how they help us.**

**Differentiates between past and present by talking about events from their past and using simple language e.g. now, before and anticipates future events**

**Begin to make sense of their own life-story and family's history. E.g. I had nappies before but I wear big girl pants now, we go to the caravan every weekend**



# Working AT EARLY LEARNING GOAL

<b>Names</b>						
<b>Talk about the lives of the people around them and their roles in society</b>						
<b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b>						
<b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b>						

# Working above THE EARLY LEARNING GOAL

Names


**KS1**

# Working TOWARDS THE EXPECTED STANDARD

## Names

### Overarching

Develops an awareness of the past, using common words and phrases relating to the passing of time. Begins to use vocabulary of everyday historical terms and develop knowledge of chronology. Asks questions and uses appropriate sources to effectively develop perspectives and judgements.

### Historical Enquiry

Answers who, where, why and when questions using parts of stories and other sources to show that they know and understand key features of key events.

Identify differences between ways of life in the past and now ( e.g. Toys in the past comparing them to toys today, teachers in the past and now - e.g. old toys were not made of plastic but our toys are.)

### Using Sources

Understand that we can find out about the past using artefacts, pictures/painting, stories and non-fiction texts.

To use pictures and role play to retell stories from the past using historical language accurately.

Using sources e.g. photographs, artefacts and selected simple short texts, begin to answer questions that show some analysing and evaluating skills e.g. How do you know this object is from the past?

### Significant historical events and people

Can discuss some historical events, people from own locality.

Can discuss significant facts about historical figures from own locality/within Britain/wider world within and beyond living memory and is starting to use them to compare the lives of different periods (e.g Beethoven, Mozart, Grace Darling, Walt Disney)

Can discuss events beyond living memory giving key facts and starting to talk about the impact of the event. (e.g. who was involved, what they did, why it was significant)

With the support of an adult is starting to talk about what they need to do to find out about a historical event, place or person

Can discuss some important events, people and places from their own past (e.g. starting school, Grandparents, holiday destinations favourite places)

Understands what the word significant is in relation to a person, event and knows that some people, events are important.

### Chronology

To order a few events and people in chronological order.

Can discuss changes within living memory - and how these have affected

# Working AT THE EXPECTED STANDARD

Names					
<p><b>Overarching</b>          Uses an awareness of the past, using common words and phrases relating to the passing of time. Uses a wide vocabulary of everyday historical terms and develop knowledge of chronology. Ask questions and uses appropriate sources critically to effectively develop perspectives and judgements.</p>					
<p><b>Historical Enquiry</b>          Ask and answer a range of questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Identify similarities and differences between ways of life in different periods. (e.g. comparing castle life in Norman times to Elizabethan times) and starting to talk about how these would affect the people of the time.</p>					
<p><b>Using Sources</b>          Understand a range of ways in which we find out about the past and identify different ways in which it is represented. E.g. artefacts, picture/paintings, stories, documents, historians (primary and secondary sources) Can talk about what they need to do to find out about a historical event, place or person and is starting to some of the things they suggest independently. Offers opinions and facts with some reasoning. Using a range of sources, can answer questions in detail that show analysing and evaluating skills. e.g. How were the lives of the poor different from the lives of rich? Who could it belong to?</p>					
<p><b>Significant historical events and people</b>          Can discuss significant historical events, people and places in their own locality Can discuss and find out about events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the moon landing or events commemorated through festivals or anniversaries) and discusses the impact of these events. Can discuss significant facts about the lives of significant individuals in the past who have contributed to national and international achievements, and use these to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong) Explore a key event and how it affected people at the time. Decides what they need to do to find out about a historical event, place or person. Have a strong awareness of the term 'significant' and can use this to justify why a person, event or place is significant.</p>					
<p><b>Chronology</b>          Can discuss significant changes within living memory - where appropriate, these should be used to reveal aspects of change in national life Has a developing awareness of the past, using common words and phrases including historical terms and relating to the passing of time. (Including present, modern, future, older, newer, artefacts, prehistoric, ancient, century, reign, era, medieval, king/queen, peasant, nobles, Know where the people and events they study fit within a chronological framework (e.g. order events and people they have studied in chronological order) Is starting to represent historical events using retells and timelines. To order objects in chronological order and to begin to justify how they know (at least four objects) i.e. This toy is the oldest because it is made out of wood. Plastic wasn't invented.</p>					

# Working above THE EXPECTED STANDARD

Names

## Overarching

Uses an awareness of the past, using a range of common words and phrases relating to the passing of time. Uses a wide vocabulary of everyday historical terms and develops a deep knowledge of chronology. Asks their own questions and uses appropriate sources critically to effectively develop a range of perspectives and judgements. There is a well-developed understanding of the passing of time and events and objects are placed in order

## Historical Enquiry

Asks their own question about the past to investigate and selects relevant sources to answer their question. When given a set of historical questions to answer can identify which source/s would be the most suitable to find the answers and explain why they think this. Researches more than one point of view about historical people or events and explains which they think are the most relevant. (e.g. Looks at TV footage, newspaper articles, personal recounts and newsreels of the moon landing) Creates their own line of historical enquiry independently (e.g. Chooses a significant historical character to research independently)

## Using Sources

Uses evidence from a wide range of different sources they have independently explored/researched to compare/contrast/ justify their findings. Uses evidence from a wide range of different sources they have independently explored/researched to compare/contrast/ justify their findings

## Significant historical events and people

A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail.

Chronology There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices that include historical language.