

History National Curriculum

Aims
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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 time <p>At Newtown we want children to:</p> <ul style="list-style-type: none">- Understand how different times in history follow each other- Be curious about people and events across time- Know different ways we find out about the past and use these to look for clues- Understand history in the context of their own identity and community
Subject Content
<p>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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>

<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • significant historical events, people and places in their own locality. 	
<p>By the end of Year 1 children should know:</p> <ul style="list-style-type: none"> • Should understand that time can be ordered and know some vocabulary related to time • Should be able to order time and start to use 'before' and 'after' to say when • To know some changes in my locality that have happened over time • To know that some events are so important everyone remembers them • To ask questions about history and know ways we find out about the past 	<p>By the end of year 2 children should know:</p> <ul style="list-style-type: none"> • Secure their knowledge that time can be ordered and described in 'chunks' (decades and centuries) • To be able to order objects and pictures by time and explain why they have ordered them in that way • To know some events that are commemorated and why • To know how people and places have changed over time and describe some of these changes • To know ways to find out about the past and be able to explain which ones we can use to answer our questions

Long Term Plan

Term	Year 1	Year 2
Autumn	<p>How do our favourite toys and games change over time?</p> <p><i>NC: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods.</i></p> <p><i>Children should be taught about changes within living memory.</i></p> <p>Vocabulary:</p>	<p>Why do we Remember?</p> <p><i>NC: 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.</i></p>

	<p>Past, old, before, after, today, now, present, modern, decade, order, timeline, change/s, similarities, difference, compare, object, artefact, photo, picture,</p> <p>Key knowledge: Children can order objects and events on a simple timeline Children understand 'decade' as a unit of time Children understand that some objects change over time (and some don't)</p> <p>History detective skills: Using objects (Chesham museum) Using pictures</p> <p>Know the word 'decade' and compare images of life from 1900's, 1960's and 2020's</p> <p>Know which decade they were born, their parents were born, their grandparents were born</p> <p>Look at toys that were played with in the 1900's, 1960's and now – describe what is different / the same</p> <p>Look at Lowndes Park playgrounds in the 1980's and now – describe what is the same / different. Use this to look at the Love Lowndes project to generate money to build a new playground</p> <p>Suggest reasons for why toys have changed over time. Look at modern toys / games – especially ones that include technology.</p>	<p><i>Children should learn about the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality</i></p> <p>Vocabulary; Significant, event, commemorate, remember, Remembrance, century, history, past, x years ago, timeline, bonfire</p> <p>Key learning: Children understand that some events are significant and we remember them every year. Children know a significant person from history (Guy Fawkes). Children understand centuries as a unit of time.</p> <p>History detective skills: Using stories Using images (include multicultural) Using books / text to find information Using first hand experiences (Remembrance Day Parades / Bonfire Night)</p> <p>Children know who Guy Fawkes is and why Bonfire Night is celebrated.</p> <p>Children know why we commemorate Remembrance Day.</p> <p>Children know why there is a statue and memorial in the town centre.</p> <p>Children know when the World Wars took place.</p> <p>Children put events on a timeline and understand how long ago they happened in history.</p>
Spring	Let's go to space!	The Great Fire of London

<p><i>NC: know about event beyond living memory that are significant nationally and/or globally. the lives of significant individuals in the past who have contributed to national and international achievements. 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.</i></p> <p>Vocabulary: Decades, past, today, before, after, now, present, important, remember/ed, event, history/historical, future</p> <p>Key knowledge: Children recap decade as a unit of time Children know that some things that happen are important and are remembered forever Children know how to find out more information about events Children can ask and answer what, how and why questions</p> <p>History detective skills; First hand accounts Books Powerpoints / texts Photos and videos</p> <p>Children should look at important people in the space race: Neil Armstrong Catherine Johnson Helen Sharman</p> <p>What is the space race? Children could look at what is happening now in the space race? Which countries have sent a rocket or people to space? Where in space have they gone?</p>	<p><i>NC: events beyond living memory that are significant nationally or globally identify similarities and differences between ways of life in different periods. 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.</i></p> <p>Vocabulary: Past, history, x years ago, timeline, order, memory, remember, change/s, century, before / after, event, national, local, impact, now, present day</p> <p>Key knowledge: Children understand what makes an event significant. Children understand how a significant event can affect a place and people. Children know a significant person from history (Samuel Pepys). Children can use evidence (clues left behind) to build a picture of a historical event.</p> <p>History detective skills: Diary accounts (Samuel Pepys)</p> <p>Children know the key events of the Great Fire of London:</p> <ul style="list-style-type: none"> • It began in Pudding Lane. • The fire spread quickly because the weather was dry and windy, the houses were made of wood and the buildings were close together. • The fire was put out 3 days later by using water, fire breaks and the wind dying down.
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	<p>Children could generate their own historical questions about the space race and work together to find the answers (how would we find that out? Videos / pictures / books / internet)</p>	<p>Children know what changed as a result of the fire:</p> <ul style="list-style-type: none"> • We now have fire brigades. • Houses were rebuilt using brick. • Houses were rebuilt far apart. • The road locations are almost the same as before the fire. <p>Children know that artefacts such as leather buckets, Samuel Pepys diary and paintings are used to know what happened in the Great Fire of London.</p>
Summer	<p>Our Street</p> <p><i>NC: 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>Children should be taught about changes within living memory and significant historical events, people and places in their own locality.</i></p> <p>Vocabulary Decade, history, past, present, modern, street, building, road, local, compare, similar / different</p> <p>Key knowledge: Children understand how a place can change over time Children revisit their knowledge of decades Children can make comparisons between different times</p> <p>History detective skills: Pictures / photos</p>	<p>Our Town</p> <p><i>NC: 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>Children should be taught about changes within living memory and significant historical events, people and places in their own locality.</i></p> <p>Vocabulary Decade, century, history, past, present, modern, local, compare, similar / different, change/s, artefacts, impact</p> <p>Key knowledge Children understand how a place can change over time and why. Children revisit their understanding of decades and centuries. Children can make comparisons between different times.</p> <p>Historical detective skills Objects (Chesham Museum) Pictures</p>

	<p>First hand accounts Historical records Newspapers</p> <p>Children should explore the immediate locality and record what buildings we have on Berkhamsted Road and their uses.</p> <p>Use local people / newspapers / images (satellite and photos) to work out what it used to be like in the past.</p> <p>Create models of what the road used to be like (and compare it to now).</p> <p>Use links with Chesham Museum to support understanding of what life was like</p>	<p>Historical records</p> <p>Describe how Chesham has changed over time and produce a timeline.</p> <p>Compare photographs of buildings from the past to now.</p> <p>Explore artefacts from the past to find out about life in Chesham.</p> <p>Look at the impact of the railway on Chesham.</p>
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