



Chandag Infant School - History Scheme of Work

A high-quality history education enables children to think critically, weigh evidence, sift arguments, and develop perspective and judgement. History gives us an understanding of where we have come from, which enables us to learn from the past and to model the future. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and thinking skills.

EYFS

At this stage children should listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to **stories or events**.

ELG 03 speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

ELG 06 Self-confidence and self-awareness: children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families,



Chandag Infant School - History Scheme of Work

communities and traditions.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

In **Years 1 and 2** pupils are taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

The **National Curriculum for history key stage 1** 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
- 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.



Chandag Infant School - History Scheme of Work

<u>Y1 Skills</u>	<u>Topics and Learning Activities in Year 1</u>
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <ul style="list-style-type: none"> Pupils should identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> They should ask and answer questions, choosing and using parts of stories and other 	<p>Autumn 1 Who is Roy Lichtenstein? (Link to art – significant artist)</p> <p>Autumn 2 Remembrance Day. Who was Guy Fawkes? (Events beyond living memory) How is art different? Compare nativity paintings by different artists through time</p> <p>Spring 1 Go Wild: animals, Jane Goodall: (significant individual)</p> <p>Spring 2 How has Keynsham changed over time? (locality study) Personal history – understand changes in my life (changes within living memory)</p> <p>Summer 1</p> <p>Summer 2 Beside the sea: seaside through history (changes within living memory)</p>



Chandag Infant School - History Scheme of Work

<p>sources to show that they know and understand key features of events.</p> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Select from their knowledge of history • Communicate in a variety of ways 	
<p><u>Y2 Skills</u></p>	<p><u>Topics and Learning Activities in Year 2</u></p>
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • 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 <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Pupils should identify similarities and differences between ways of life in different periods. 	<p>Autumn 1: Autumn 2: Remembrance Day (events beyond living memory) Spring 1: Space: To infinity and beyond! Who are Neil Armstrong and Tim Peake? (Compare and contrast lives of significant individuals) Spring 2: Summer 1: Summer 2: The history of transport, The Wright brothers first aeroplane flight, Amelia Earhart first female aviator to fly solo across the Atlantic Ocean (Events beyond living memory, significant individuals)</p>



Chandag Infant School - History Scheme of Work

- They should use a wide vocabulary of everyday historical terms.

Historical interpretation

- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Historical enquiry

- 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

Organisation and communication

- Select from their knowledge of history
- Communicate in a variety of ways