

## Windlesham Village Infant School

### History Subject report 2019

#### Curriculum Intent

Through our History teaching we will offer opportunities for children to:

- Develop a sense of time, from the earliest time to the present day.
- Know and understand significant aspects of the wider world e.g. American/Russian influence of Space travel.
- To know about historical figures and or events e.g. The Great Fire of London and Tim Peake.
- To discuss historical concepts such as change, similarity, differences, and making connections.
- To explore questions about the past using different sources.

#### Curriculum Implementation-Overview of topics:

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Yr R</b>	Mini topics-class names	Understanding the world  Our family Family tree How we change and grow Winter seasons	Understanding the World  People who help us		Understanding the World	
<b>Yr 1</b>	Mini topic-class names	Toys  <b>History</b>	Space Our planet-maps of the world Neil Armstrong/Tim Peake Moon landing Queen, Princess Elizabeth - Church <b>Geography/History</b>		Stone Age UK <b>Geography</b>	
<b>Yr 2</b>	Mini topic-class names	Great Fire of London Samuel Pepys Sir Christopher Wren Charles II	China Qin Shi Hang Emperor (terracotta Army)  <b>Geography/History</b>		Seas and Oceans (Arctic) Titanic Christopher Columbus Ernest Shackleton  <b>Geography</b>	

**All History is strongly linked with RE**

**All year groups learn about Remembrance Day**

Progression

<b>Progression in History Skills</b>			
<b>Skills</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Chronology</b>	<p><b>Understanding the World</b>  <b>30-50 months</b>  Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.  Recognise and describes special times or events for the family or friends  Shows interest in different occupations and ways of life.  Knows some of the things</p> <p><b>40-60 months</b>  Enjoys joining in with family customs and routines</p> <p><b>ELG</b>  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 similarities and differences between themselves and others, and among families, communities and traditions</p> <p><b>Sequence events in chronological order relating to themselves e.g. order of day, events in their life.</b></p>	<p>Sequence events or objects in chronological order</p>	<p>Sequence artefacts closer together in time</p> <p>Sequence events</p> <p>Sequence photos etc. from different periods of their life</p> <p>Describe memories of key events in life</p>
<b>Range and depth of Historical Knowledge</b>	<p><b>30-40 months and 40-60 months</b>  <b>ELG</b>  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 similarities and differences between themselves and others, and among families, communities and traditions</p> <p><b>Self e.g. baby to child</b>  <b>Family history</b></p>	<p>Begin to describe similarities and differences in artefacts</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>Find out about people and events in other times</p> <p>Collections of artefacts- confidentiality describe similarities and differences  Drama-develop empathy and understanding (hot seating, speaking and listening).</p>

<b>Interpretation of History</b>	<b>30-40 months and 40-60 months ELG</b> 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 similarities and differences between themselves and others, and among families, communities and traditions	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Compare pictures or photographs of people or events in the past  Able to identify different ways to represent the past
<b>Historical Enquiry</b>	<b>30-40 months and 40-60 months ELG</b> 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 similarities and differences between themselves and others, and among families, communities and traditions	Sort artefacts "then" and "now"  Use a wide range of sources as possible  Speaking and listening (links to English)  To ask and answer questions related to different sources and objects	Use a source – why, what, who how, where to ask questions and find answers  Sequence a collection of artefacts  Use of time lines Begin to understand that different sources give different information (reliability)
<b>Organisation and Communication</b>	<b>30-40 months and 40-60 months ELG</b> 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 similarities and differences between themselves and others, and among families, communities and traditions	Time lines (3D with objects/sequential pictures)  Drawing  Drama/role play  Writing (reports, labelling, simple recount) ICT	Class display/museum  Annotated photographs  ICT  Drama/roleplay  Writing drawing

### Key Learning Points from each topic (Sticky Knowledge)

#### Toys

- How toys have changed over time
- What might be classed as old and new

#### Space

- Key events in history; being able to talk about the moon landing
- Know key people in space travel

#### Stone Age

- Ways of life (shelter, food and clothing)

#### Great Fire of London

- Date
- Name significant people

- What changed as a result: houses spaced out; no longer all made of wood; birth of fire brigade.

### **China**

- Key events e.g. Terracotta Army, Willow pattern plate
- Put China, Great Fire of London and now in chronological order

### **Seas and Oceans**

- How luwit life has changed
- Significant figures in the past: Ernest Shackleton, Christopher Columbus

Sequence events/objects in chronological order

### **Focus of development this academic year:**

Focus on chronology: develop a whole-school and class timeline to develop awareness of past and where events fit.

### **Curriculum Impact**

To begin to understand their place in the world from a historical point of view, in terms of where they fit. How people/events may have changed the way of life

### **How does History develop Social, Moral, Spiritual & Cultural Development?**

- Developing a sense of where we fit in the family/community/ world
- Value diversity
- How key people have changed the world e.g Prophet Mohammed (pbuh), Usain Bolt, Martin Luther King, Neil Armstrong
- Understanding how people lived differently in the past
- Understanding consequences
- Showing empathy
- Exploring own and others' cultural traditions; similarities and differences; take pride in our own history
- Reflection, curiosity, discussing beliefs.