



Curriculum Overview History



Intent

We teach History:

To enable our children to understand how things have changed in their own lifetime and beyond. We want them to understand how key events and significant people from Britain and the wider world have shaped their lives today.

The children will develop a well-rounded knowledge of the past and its events, with intention to improve every child's cultural capital, understanding of the world around them and their own heritage.

Our curriculum aim is for children to:

- Become increasingly critical and analytical thinkers
 - Possess a secure understanding of the chronology of periods of British History
- Discover links and connections to the History they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past



How is History taught at Heatherside Infants?

At Heatherside Infant School, history is taught with the focus on developing historical skills and enabling children to work as historians through a range of activities, trips and visitors.

We provide our children with opportunities to inspire them to learn about the past, develop a chronological awareness, understand the similarities and differences between life in the past and now, discover information using different sources and correctly using subject specific vocabulary.

The children develop their knowledge and understanding through an enquiry base approach, which is built upon year on year. We believe that it inspires children's curiosity, encourages them to ask critical questions and enables them to have a understanding of the world around them.



Vocabulary

Year group	Key Vocabulary
YR	today, yesterday, tomorrow, present, past, future, chronology, day, night, week, month, year, seasons, long ago, old, new, recent, baby, child, grown up/ adult, parent, grand parent, great grandparent
Y1	Timeline, Old, older, oldest, new, newer, newest, modern, before, after, past, present, future, earliest, earlier, latest, later, years, century, change, consequence, same, different Toys. Plastic, metal, China, wood, artefacts, Mary Anning, palaeontologist, fossils, discovery, dinosaurs, Neil Armstrong, Buzz Aldrin, Michael Collins, Apollo 11, space, rocket, gravity, moon landing, lunar, space, sources,
Y2	Timeline, Local, long time ago, Old, older, oldest, new, newer, newest, modern, before, after, past, present, future, earliest, earlier, latest, later, years, century, change, cause, consequence, same, different, similarities, differences, source, evidence, Florence Nightingale, Mary Seacole, Crimea, Scutari, infections, nurse, doctor, patient, hospital, clean Great Fire of London, Pudding Lane, bakers, Samuel Pepys, Thomas Fariner, King Charles II, St Paul's cathedral, fire fighters, River Thames, Tower of London, eye witness, , leather bucket, thatched roof, wooden houses, gunpowder Local, Basingstoke Canal, barges, transport, agriculture, man-made, industrial revolution, locks, tunnels, horse drawn



Progression map / end points

Theme / area	Year R	Year 1	Year 2
Chronology	<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class• Beginning use vocabulary associated with the past eg 'old and new, then and now'	<ul style="list-style-type: none">• Creates simple timelines to sequence processes, events, objects within their own experience.• Confidently use vocabulary associated with the past eg 'old and new, then and now'	<ul style="list-style-type: none">• Realises that historians use dates to describe events.• Use phrases describing intervals of time eg. Before, after, at the same time etc.
Characteristics features	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<ul style="list-style-type: none">• Recognises that buildings, clothing, transport or technology could be different in the past.• Shows awareness of significant features not seen today.	<ul style="list-style-type: none">• Recognises and describes, in simple terms, some characteristics features of a person or period studied.• Increasingly uses period specific language in explanations.
Continuity & change	<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Can match old objects to people or situations from the past.• Can describe how some aspects of life today differ from the past using historical vocabulary.	<ul style="list-style-type: none">• Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i>.
Cause & consequence	<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	<ul style="list-style-type: none">• Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.



Progression map / end points

Theme / area	Year R	Year 1	Year 2
Historical significance	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none">• Can recognise and describe special times or events for family and friends.	<ul style="list-style-type: none">• Can recognise and talk about who was important eg. in a simple historical account.
Historical interpretation	<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none">• Can identify and talk about different accounts of real historical situations.	<ul style="list-style-type: none">• Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) from the present (interpretive source)
Historical enquiry	<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class• Understand the past through settings, characters and events encountered in books read in class and storytelling	<ul style="list-style-type: none">• Can talk about similarities and differences between 2 or more historical sources using simple historical terms.• Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.	<ul style="list-style-type: none">• Can gather information from simple sources to ask and answer questions about the past.• Can explain events & actions rather than just retell the story