

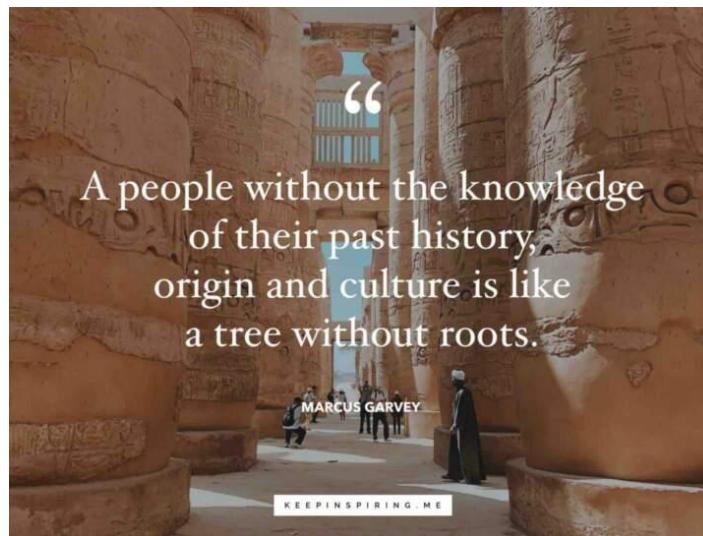
Our History Curriculum

Intent of the History Curriculum

Our high quality CLICK Curriculum for History will *'will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'* (National Curriculum, 2019) We work hard in providing a creative, skills based curriculum which is personalised to meet the needs of our pupils. Our rich and fulfilling curriculum allows children to explore and ask questions to inspire and challenge their learning. Children have the opportunities to learn more about the world they live in and the historical events and individuals which have shaped the current world around them.

Our milestone document is carefully thought out to include the statutory components of the national curriculum to ensure all children are progressing in their own learning journey throughout our schools.

Implementation of the History Curriculum





Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes	Brilliant Birds	Pets	Splash	Transport	Mini beast Madness
Focus/ Content	Talking about who lives in their house. Building relationships with adults and peers in order to be able to talk about their family, friends and significant events in their lives. Understanding that nursery rhymes are very old, and will have been sung by our parents and grandparents.	Talking about our family traditions based around Christmas/Eid. Looking at families while exploring owl babies	Explore the traditions based around Chinese New Year. Exploring the role of a vet or people who care for animals	Understanding that pirates existed in the past. Looking at how we celebrate Easter in different families	Transport in the past Looking at the role of bus/train drivers	Finding out where mini beasts live.
Skills	I can talk about the member of my family and significant life events I can sing some nursery rhymes from the past	I can talk about how and what my family celebrate and have celebrated in the past I can talk about members of my family	I can talk about how and what my family celebrate and have celebrated in the past I can	I can begin to make sense of my own life story and family history I can talk about pirates and how existed in the past	I can show an interest in different occupations UW NUR	I can talk about where I can find minibeasts- their names and habitats
Knowledge	I know about my own life-story and family's history and talk about this	I know about my own life-story and family's history and talk about this	I know about and can name different occupations	I know about my own life-story and family's history and talk about this I know that pirates existed in the past	I know about and can name different occupations	I know where different minibeasts live
Vocabulary *Ambitious vocabulary *previous vocabulary	new old young then before now time today, yesterday, tomorrow change grow same different remember family names mother father mum dad grandma, grandad stories order birthdays					

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content	Talking about their friends and people they love in their family and comparing Explore self- own interests, favourite things, memorable things/experiences Families and own past experiences Why I am special	People who can help us and when we might need help How do we celebrate with our families (past and present) Looking at school & Hospital in the past Figure from the past(Florence Nightingale) Visit to local Library and local post-box	Look at historical explores from the past – Ernest Shackleton, Jane Goodall	Looking at own children's traditions for celebrating Easter	Looking at difference between old and young people Stories from the past- looking at authors in the past Story settings from the past Looking at famous story tellers and authors from the past	Opportunities to look at things from the past-farm related. Pretend to be farmers from the past
Skills	I can draw a picture of my own family and talk about it I can comments on images of familiar situations from the past	I can sort pictures from the past and present and talk about differences I can talk about the lives of people around them and their role in society I can recognise, name and talk about some historical building in my local area I can talk about my own and others celebrations and compare them	I can talk about the loves of the famous explorers and compare to present times	I can talk about my own and others celebrations and compare them	I can talk about how the past from different story settings and characters I can name some famous story tellers and authors from the past	I can sort pictures of farming in the past and present and talk about the similarities and differences
Knowledge	I know who is in my family and can talk about them I know and can talk about past experience in my own life from when I was younger	I know some difference between schools and hospitals in the past and now I know some historical buildings in Huddersfield and can talk about why they are important I know who Florence Nightingale is and what her job was I know about different events that are celebrated by different families I know some important people in my community I know what different celebration people have and how they celebrate	I know some facts about famous explores from the past	I know how different events are celebrated in my life and in others	I know some traditional stories that have been told for a long time I know some difference between the lives of characters in the past and now (through story telling) I know some figures from the past	I know how farming in the past is different to farming in the present day
Vocabulary *Ambitious vocabulary *previous vocabulary	Old/new old/young past present future then now before time change grow same different					

family names mother father grandparents parents
remember
"When I was little..."
family tree
birthdays, Easter, Xmas, Eid (events)
order / *sequence*
Florence Nightingale, Ernest Shackleton, Jane Goodall

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know me and my world.	A Toy's Story	Our Animal Adventures	To infinity and Beyond	Bright lights, Big city.	Ready, Steady, Grow
Focus/Content	<ul style="list-style-type: none"> - Discussing own lives, chronological timeline of our own lives. - Looking at the life of Queen Victoria, fact file. - Opening of Castle Hill for Queen Victoria's jubilee. Exploring local changes of town centre, past/present. - Inspiration day- Visiting Castle Hill 	<ul style="list-style-type: none"> - History of toys from the past 100 years. - Comparing own toys with those from the past. - Exploring the changes, chronological timeline of toys, ordering artefacts in chronological order. - Inspiration day- Looking at toys from different eras. 	-	<ul style="list-style-type: none"> - Discussions into current space missions. - Tim Peake/Neil Armstrong - Helen Sharman – First British woman in Space and also from Yorkshire - Timeline of events into space travel/missions. - Describing the first landing on the moon in newspaper format. 	<ul style="list-style-type: none"> - Comparison with Kings and Queens of the past. - King Charles Timeline - King Charles, coronation/jubilees. - King Charles III - Inspiration day- Red, white and Blue tea party 	
Skills	<p>I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past.</p> <p>I can place events/artefacts in chronological order.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who,</p>	<p>I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past.</p> <p>I can place events/artefacts in chronological order.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>		<p>I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)</p>	<p>I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past.</p> <p>I can place events/artefacts in chronological order.</p> <p>I can use the correct vocabulary to describe the passing of time.</p> <p>I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK)</p> <p>I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements.</p> <p>I can use a selection of artefacts and resources to investigate and interpret the past.</p> <p>I can develop an understanding of events that are significant both nationally and globally.</p> <p>I can ask a range of questions to investigate and interpret the past. (Who,</p>	

	where, when, how, why, what)				where, when, how, why, what)	
Knowledge	<p>I know about changes in living memory</p> <p>I know that aspects of national life have changed in my living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about the lives of significant individuals from the past who have contributed to national and international achievements</p> <p>I know about significant historical events, people and places from my own locality</p>	<p>I know about changes in living memory</p> <p>I know that aspects of national life have changed in my living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about significant national events beyond living memory</p>		<p>I know about changes in living memory</p> <p>I know that aspects of national life have changed in my living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about the lives of significant individuals from the past who have contributed to national and international achievements</p> <p>I know about significant historical events, people and places from my own locality</p>	<p>I know about changes in living memory</p> <p>I know that aspects of national life have changed in my living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about significant national events beyond living memory</p> <p>I know about the lives of significant individuals from the past who have contributed to national and international achievements</p> <p>I know about significant historical events, people and places from my own locality</p>	
Vocabulary *Ambitious vocabulary *previous vocabulary	<p>Time-line (own) time order</p> <p>Past and present</p> <p>Change, similar, different</p> <p>Queen Victoria</p> <p>Long ago</p> <p>Date month</p> <p>Earlier, later</p> <p>Remember / memory</p> <p>Present, past, future</p> <p>Famous</p> <p>Recount / Retell</p> <p>Events</p> <p>"History remembers (event/person) because..."</p> <p>Object Artefact/Source</p> <p>Decade, ancient</p>	<p>Change</p> <p>Long ago Yesterday</p> <p>Past Present</p> <p>Significance</p> <p>Artefact/Source</p> <p>Decade</p>		<p>Tim Peake/Neil Armstrong</p> <p>Helen Sharman/Chris Hadfield</p> <p>Change</p> <p>Long ago</p> <p>Timeline of events into space travel/missions.</p> <p>Source</p> <p>"History remembers (event/person) because..."</p> <p>Century</p> <p>Discovery</p> <p>Global International</p> <p>Decade</p> <p>Significance</p>	<p>Timeline/ time order</p> <p>King Charles III</p> <p>Queen Camilla</p> <p>Queen Elizabeth II</p> <p>Local Nation</p> <p>Long ago</p> <p>"History remembers (event/person) because..."</p> <p>Significance</p> <p>Monarchy</p> <p>Century</p>	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonders of the World If you had a magic carpet where would you go?	African Adventure What is it like to live in Africa?	Ahoy there! What is it like to be a pirate	London's Burning! What was it like in London in 1666?	Glorious gardens! Where and how do plants grow?	Transport Travelling, trains and the Titanic!
Focus/Content		Nelson Mandela Look at maps of Rawthorpe now and then.	Learn about Blackbeard and what he did. Timeline and History of ships.	Look at artefacts from the war and discuss. Learn facts about remembrance. Learn about Great Fire of London and create a time line of the events that took place each day. Samuel Peypys		Train timeline George Stevenson Titanic – significant event Wilbur and Orville Wright Amy Johnson Plane timeline Harold Wilson
Skills		I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)	I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)		I can recognise and discuss changes within my own life/living memory and events beyond my memory. I can make comparisons between today and the past. I can place events/artefacts in chronological order. I can use the correct vocabulary to describe the passing of time. I can describe historical events, people and places in my own locality (Huddersfield/Yorkshire/UK) I can describe the lives of significant individuals in the past and understand how they have contributed to national and international achievements. I can use a selection of artefacts and resources to investigate and interpret the past. I can develop an understanding of events that are significant both nationally and globally. I can ask a range of questions to investigate and interpret the past. (Who, where, when, how, why, what)

<p>Knowledge</p>		<p>I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality</p>	<p>I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality</p>	<p>I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality</p>		<p>I know about changes in living memory I know that aspects of national life have changed in my living memory I know about significant national events beyond living memory I know about the lives of significant individuals from the past who have contributed to national and international achievements I know about significant historical events, people and places from my own locality</p>
<p>Vocabulary</p> <p><i>*Ambitious vocabulary</i> <i>*previous vocabulary</i></p>		<p>Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers (event/person) because..." Object Artefact/Source Calendar Decade, ancient Historians Nelson Mandela</p>	<p>Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers (event/person) because..." Object Artefact/Source Calendar Decade, ancient Historians Blackbeard the Pirate</p>	<p>Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers (event/person) because..." Object Artefact/Source Calendar Decade, ancient Historians Samuel Pepys Great Fire of London</p>		<p>Time-line (own) time order Past and present Change, similar, different Queen Victoria Long ago Date month, year Earlier, later Present, past, future Famous / Important figures Recount / Retell Events "History remembers (event/person) because..." Object Artefact/Source Calendar Decade, ancient Historians George Stevenson Titanic – significant event Wilbur and Orville Wright Amy Johnson, Harold Wislon</p>

Local links/Inspiration /Enrichment activities

Nursery – Visit from old bus.

Reception -

Year 1 – Trip to Castle Hill (Huddersfield, Trip to Skipton Castle, Wonderdome Planetarium,

Year 2 - Kirklees Light Railway Trip, Pirate Ron Visit.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be 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.**

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and
- debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Impact of the History Curriculum

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will be able to use a wide variety of historical vocabulary. They will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the 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 can be represented.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.