



History Whole School Curriculum

EYFS – Victorian Christmas; Castles; Post; Family history; Birthdays; Seasides; Commemorations; Transport

Rationale

Building on from their learning in Nursery, children will maintain their learning in history through continuous provision and texts that are linked to these themes. They will encounter a number of different elements of history that not only build on from Nursery but also helps them explore new parts or new topics altogether.

For each unit, just like Nursery, a story will be used to help contextualise the historical learning and to embed historical language that may be encountered in KS1. During their study of Christmas, children use the text 'Twas the Night Before Christmas' which allows them to see how the idea of Christmas has changed over time and is something that we do every year, bringing in the language of chronology. With castles, they use stories like 'St George and the Dragon' and fairy-tales like 'Jack and the Beanstalk' and 'The Princess and the Pea' which help embed their understanding from Nursery of what castles were, the types of people who lived there and how that links to the celebration of St George's Day each year, allowing them to compare and contrast recurring celebrations like Easter, Christmas and patron saints days. Through their study of communications, they use 'The Jolly Postman' which allows them to see how communication over time has changed as well as how post travels. Throughout their study of family history, the children read 'A New House for Mouse' which allows them to see that houses can change and how they can be different for different people as well as reading 'A Squash and a Squeeze' which allows them to look at how people in the past might have lived as well as looking at language like 'old'. This links in nicely with their unit on Birthdays which, when using 'Kipper's Birthday', allows the children to see different people's birthday and explore how long members of their family have been alive. It also helps build on from their learning about celebrations that happen each year. The children also learn about 'People Who Help Us' which allows them to see different modes of transport to compare and contrast with their understanding of trains from Nursery. When they learn about Seasides, the text 'Mrs Armitage's Big Wave' introduces the concept of seaside holidays and the kinds of activities that can take place there, which helps prepare them for their Y1 study of Seaside Holidays whilst making links to Redcar and Saltburn which are places that most of them have likely visited and will study in Y1 as well. The study of commemoration around Bonfire Night and Remembrance helps reinforce the idea that certain events happen each year and are linked directly to history, rather than some of the other events that they have learnt which are not. The study of the Titanic and travelling helps them compare and contrast from the trains that they learnt about in Nursery whilst also giving them some knowledge about famous boats that have existed in the past, ready for learning about Robert Ropner and Stockton shipbuilding. The Titanic will also be studied in more detail in Y2 so this provides a starting point for it.

Throughout each of these units, children will continue to engage with and build on the concept of events, people and places happening both a short time and a long time before they were born. They will start to compare and contrast some of their prior learning in Nursery to begin building a schema of historical knowledge about the past including vocabulary linked to the passing of time, the concepts of continuity and change, the links between cause and effect, the notion that some events, people and places in history hold significance and that sources of evidence help us understand the past better. This will help prepare them for their historical studies in Y1.

Learning

Prior Knowledge

That events, people and places have occurred in history

That things in the past might have changed or stayed the same

In Reception, pupils are taught

That some events that happen each year can have historical backgrounds

That the types of houses that we live in have changed from the past

In Y1, pupils will be taught

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.

<p>That they have only been alive for a short period of time</p>	<p>That the makeup of families in the past might have been different from today</p>	<p>That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.</p>
<p>That people around them might have lived for longer periods of time</p>	<p>That events from the past were significant enough that we still remember/study them today</p>	<p>That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.</p>
	<p>That we can use items to find out about the past</p>	
	<p>That events can last a long or short amount of time</p>	
	<p>Begin to identify that some things happen at the same time but in different places</p>	<p>About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.</p>
	<p>That some changes can lead to other events happening and that they often happen for a reason</p>	
	<p>That we can ask questions about the past to help understand it better</p>	

Key Vocabulary

Using simple phrases and words to describe the passing of time -
e.g. 'past' 'before' 'now' 'then'
'Long ago' 'before' 'today' 'yesterday' 'at the same time'

Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special' 'remember' 'event' 'question'

Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Begin to identify that some events in history have been really important</p>	<p>Begin to identify that some events and people existed long before they were born</p>	<p>Begin to identify simple continuities and changes through historical events such as trains and transport</p>	<p>Begin to identify that one event can lead to another</p> <p>Begin to identify that some effects have lasted for a long time – still using trains etc.</p>	<p>Begin to identify that some events are so important that we remember them each year</p>	<p>Begin to identify that asking questions can help us understand the past</p> <p>Begin to identify that asking questions about the</p>	<p>Begin to give reasons for why certain objects might be old or new</p> <p>Begin to identify that items from the past can help us understand more about it</p>	<p>Begin to use simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'at the same time'</p> <p>Begin to use simple words and phrases to describe events</p>
<p>Begin to identify that some events in history can last for a long or short amount of time</p>	<p>Begin to identify that some events happen at the same</p>	<p>Begin to identify that certain commemorations</p>					

	<p>time but in different places</p> <p>Begin to identify objects or events and attempt to place them in order with some degree of reasoning</p>	<p>continue to happen each year</p>			<p>past can lead to more questions</p>		<p>and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special', 'remember' 'event' 'question'</p>
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