

Subject overview: History

What does a Historian look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

At Mengham Infant school children will become enthusiastic Historians and will demonstrate a curiosity to know more about the past. The children will gain a knowledge and understanding of Britain’s past and that of the wider world through opportunities to explore key events and people in history. The children will develop an awareness of the past and use common words and phrases relating to the passing of time in order to develop a sound understanding of chronology. Our children will be confident to talk about their own personal history and show others what has already happened in their own lives. Our Historians will understand some of the ways in which we find out about the past and identify ways in which it is represented. They will think creatively about how to best present key information they have learnt. As they move through school we will equip them with the questioning skills needed to encourage independent investigation and allowing them to start to compare key periods in time. Children will begin to understand how key events in history have made a difference to their lives and the community around them. Through the use of themed weeks such as our “Billy Trail Adventure” and Making the Most of Mengham”, our Historians will have access to people and places that inspire them to find out about the past and help them to begin to recognise and respect how past events can make a difference to their present and their future.

These are the key skills and knowledge that a Historian will develop during each year

Year R	Year 1	Year 2
	<p>Case Studies</p> <p>1 study of a significant historical person 1 study of a historical change within living memory (ie toys, cars, clothes, local shops) 1 study of a significant event beyond living memory</p>	<p>Case Studies</p> <p>1 study of a significant historical person 1 study of a significant event beyond living memory 1 study comparing significant people and their life at different times (ie Queen Victoria and Queen Elizabeth II)</p>
<p>Chronology</p> <p>Children begin to think about sorting artefacts into “old” and “new”.</p> <p>Children can use terms yesterday, today and tomorrow appropriately.</p> <p>Children use the words old and new appropriately.</p>	<p>Chronology</p> <p>To sequence events or objects in chronological order.</p> <p>To begin to make time lines (3D with objects/sequential pictures)</p> <p>Children can use older, oldest, after, next, earlier, later, etc</p> <p>To begin to use a class time line to order events or actions.</p>	<p>Chronology</p> <p>To sequence artefacts closer together in time</p> <p>To sequence events or artefacts and to talk about what they notice.</p> <p>Use dates related to the passing of time</p> <p>To be able to sequence a collection of artefacts in order of age and give reasons for their choices.</p> <p>To be able to use a time line of key events and make their own.</p>

<p>Characteristic Features of a period/a person/an event</p> <p>Children talk about past and present events in their own lives and in the lives of family members, relating to periods within their own experience.</p>	<p>Characteristic Features of a period/a person/an event</p> <p>Children can begin to talk about the key characteristic features of a period/person or event outside their own or families experience.</p> <p>To remember some key historic facts linked to their learning.</p>	<p>Characteristic Features of a period/a person/an event</p> <p>Children can start to compare key characteristic features between historic periods or significant people and explain why these are important.</p>
<p>Change and Continuity – similarities and differences between ways of life at different times.</p> <p>Children begin to identify similarities and differences between themselves and others.</p> <p>Children talk about how they have changed since birth and discuss these changes using photographs.</p> <p>Children will begin to understand/experience that other children don't always enjoy the same things and are sensitive to this.</p>	<p>Change and Continuity – Within Living Memory similarities and differences between ways of life at different times.</p> <p>To compare changes over time through the study over an age appropriate topic, such as toys, cars, clothes.</p> <p>To be able to describe memories of key events in their own lives</p>	<p>Change and Continuity - Beyond Living Memory – similarities and differences between ways of life at different times.</p> <p>To compare aspects of life in different periods through investigating the lives of significant people alive in those periods [for example; Queens - Elizabeth I and Queen Victoria, Explorers - Christopher Columbus and Neil Armstrong, Nurses - Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>
<p>Cause and Consequence – Why did things happen and what was the cause and result of events and changes.</p> <p>Children talk about changes in their own lives and in the lives of family members, relating to periods within their own experience, ie a new brother or sister and the changes that may have caused, such as a new bedroom.</p>	<p>Cause and Consequence – Why did things happen and what was the cause and result of events and changes.</p> <p>To take part in drama/role play – why people did do things in the past? (begin hot seating to begin to consider cause and consequence)</p> <p>Children begin to understand how events in the past have had an effect on today's society.</p>	<p>Cause and Consequence – Why did things happen and what was the cause and result of events and changes.</p> <p>To continue to use drama/role play – develop empathy and understanding (hot seating – speaking and listening)</p> <p>Children can make links between key events in the past and the changes that occurred as a result</p>
<p>Significance – Why is this information still important today?</p>	<p>Significance – Why is this information still important today?</p>	<p>Significance – Why is this information still important today?</p>

<p>Children talk about things that they feel are significant to them – eg on a school trip they are allowed to take one photo to signify the trip for them.</p>	<p>Children can identify what is or isn't historically significant – ie when looking at a picture of Great Fire of London and can see lack of fire engines was significant, what the hairstyles looked like was not significant.</p>	<p>Children can justify their choices of significant information and can begin to explain why they feel this is still important today.</p> <p>Children can find ways to demonstrate and share the most significant information – ie a class museum, a key fact file.</p>
<p>Interpretation & Historical Enquiry – how do we find out about the past and how it's represented asking and answering questions, using sources and showing understanding</p> <p>Children are introduced to the idea of being able to find things out using books and technology.</p> <p>Children use photographs and pictures to start to draw conclusions about the past.</p> <p>Children are given the opportunity to handle artefacts from the past and to discuss what they think they were used for.</p> <p>Children are encouraged to speak to members of the local community about changes in their lives.(Pen Pals scheme)</p> <p>Children begin to develop relevant questions that will help them find the information they need.</p>	<p>Interpretation & Historical Enquiry – how do we find out about the past and how it's represented asking and answering questions, using sources and showing understanding</p> <p>To begin to describe similarities and differences in historical artefacts</p> <p>To be able sort artefacts into 'then' and 'now' and give simple reasons for their ideas.</p> <p>To be able to use a source to ask why, what, who, how, where to ask questions and find answers.</p>	<p>Interpretation & Historical Enquiry – how do we find out about the past and how it's represented asking and answering questions, using sources and showing understanding</p> <p>Use a wide range of sources to find out about the past (including local artefacts/key events)</p> <p>To ask and answer relevant questions related to different sources and objects</p> <p>To compare pictures or photographs (and other resources) of people or events in the past in order to recognise changes in ways of life.</p> <p>To begin to discuss the effectiveness of sources to give us information.</p> <p>To annotate photographs of Historical things with key differences and similarities they notice.</p> <p>To touch and discuss collections of artefacts – confidently describe similarities and differences</p>
<p>Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?</p> <ul style="list-style-type: none"> • Are the children able to enthusiastically talk about their own past, national and local significant individuals and events? • Do the children use the correct vocabulary for the passing of time? • Can they talk about/show how they have used different materials through their Historical learning/exploration? 		



Cooper, H. (2014) Why are there no History text books in English Primary School?

Hilary, C. (2002) Why didn't you fight Ruby? Developing Citizenship in Key Stage One, through the History Curriculum.