

**HATHERLEY
INFANT
SCHOOL**

Teaching and learning intent for History

National Curriculum:

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

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
- 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
- significant historical events, people and places in their own locality.



Where children learn and grow together

	Reception	Year 1				Year 2			
Skill		Significant historical event in own locality - people and places in their own locality.	changes within living memory	events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical event in own locality - people and places in their own locality.	changes within living memory	events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements.
Chronology	<p><u>Chronology</u></p> <p>to talk about past and present events in my own life and in the lives of family members</p>	<p><u>Chronology</u></p> <p>I can put up to three objects in chronological order</p> <p>I can use words and phrases like: old, new and a long time ago. I can tell others about things that happened when they were little</p> <p>I can recognise that a story that is read to me may have happened a long time ago</p> <p>I can understand that some objects belonged to the past</p>				<p><u>Chronology</u></p> <p>I can sequence a set of events in chronological order and give reasons for their order</p> <p>I can use the words past and present correctly. I can use phrases and words like: before, after, past, present, then and now within my historical learning.</p> <p>I can use a range of appropriate words and phrases to describe the past.</p> <p>I can retell a familiar story set in the past</p> <p>I can understand that some objects belonged to the past and begin to give some reasons how I know this</p>			

Knowledge and Interpretation

Knowledge and Interpretation

To make observations of animals and plants and explain why some things occur, and talk about changes

Knowledge and Interpretation

to appreciate that some famous people have helped our lives be better today

to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago

to understand that we have a queen who rules us and that Britain has had a king or queen for many years

to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later

to give examples of things that are different in my life from that of my grandparents or great grandparents when they were young

Knowledge and Interpretation

To give some reasons why our lives have been improved by famous people in the past

To explain why Britain has a special history by naming some famous events and some famous people
to recount some interesting facts from an historical event, such as where the fire of London started

to understand that monarchs were different to each other in how they ruled and to talk about some ways in which they were different

to explain why someone in the past acted in the way

to explain how my local area was different in the past

Historical Enquiry

Historical enquiry

Can I look closely at similarities, differences, patterns and change

Can I make observations of animals and plants and explain why some things occur, and talk about changes

Historical enquiry

To begin to identify the main differences between old and new objects and begin to ask questions about them

to give a plausible explanation about what an object was used for in the past

to begin to answer questions using an artefact/ photograph provided

to spot old and new things in a picture

to find out something about the past by talking to an older person?

to find out more about a famous person from the past and carry out some research on him or her

Historical enquiry

to answer questions using a range of artefacts/ photographs provided

to answer questions by using a specific source, such as an information book

to research about a famous event that happens in Britain and why it has been happening for some time

to research the life of someone who used to live in their area using the Internet and other sources to find out about them

to find out more about a famous person from the past and carry out some research on him or her

to research the life of a famous Briton from the past using different resources to help

KEY VOCABULARY

Before, after, past, present, chronological, sequence, artefacts, source, reliable/ reliability, significant, eye witness, monarch, period, compare, change, reign, research, evidence.