Stalyhill Infant School – Long term curriculum plan

History

Intent: To give all children a sense of 'time' within the world and an understanding of how events and people from the past have shaped our lives today. To develop a sense of chronology and ignite children's interest in historical enquiry to support future learning.

	Reception
People & Communities	• I can show interest in the lives of people who are familiar to me. • I can remember and talk about significant events in my own experience. • I can recognise and describe special times or events for family or friends. • I can start to show an interest in different occupations and ways of life.
Goal	• **I can talk about past and present events in my own life and in the lives of family members.** • **I know that other children don't always enjoy the same things, and I am sensitive to this.** • **I know about similarities and differences between myself and others, among families, communities and traditions.** • **I have a sense of my own immediate family and relations.** • **I can, in pretend play, imitate everyday actions and events from my own family and cultural background.** • **I am beginning to have my own friends.** • **I know that I have similarities and differences that connect me to and distinguish me from others.**

	Year 1	Year 2
Being a historian & Historical content	• I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can spot old and new things in a picture. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can explain what an object from the past might have been used for	• I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence.

Knowledge, Skills and Understanding for History

	Year 1	Year 1 challenging	Year 2	Year 2 challenging
Chronological Understanding	• Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born?	• Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?	• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order?	• Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?
Knowledge and Interpretation	• Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records?	• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works?	• Can they 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? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by	• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing?

			naming some famous events and some famous people? • Can they explain what is meant by a parliament?	
Historical Enquiry	• Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?	• Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?	• Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	• Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?