





Kenmore Park Infant & Nursery School.

History - Curriculum Overview.



<p>Intent</p>	<p>Our intentions is that a high-quality history education will inspire in our pupils' a curiosity to know more about the past and what it is like to be a historian.</p> <p>At KPINS the intent of the history curriculum is to:</p> <ul style="list-style-type: none"> - develop and stimulate pupils' interest, awareness and understanding about real people who lived and real events which happened in the past (i.e. the Great Fire of London, Samuel Pepys, The Gunpowder Plot, Guy Fawkes, Rosa Parks, Elizabeth Fry). - help pupils develop an awareness of the past by using words and phrases relating to the passing of time. - enable pupils to identify similarities and differences between ways of life in different periods (e.g. 19th century: Elizabeth Fry and 20th century: Rosa Parks). - help pupils to understand how events in the past have influenced our lives today (cause and effect). - develop pupils' skills of enquiry, analysis, interpretation and problem solving (Disciplinary knowledge). - develop pupils' understanding of some of the ways in which we find out about the past and the different ways in which it is represented. - equip pupils with the skills to ask and answer questions and interpret various sources of information (primary & secondary sources/artefacts). - develop pupils' understanding of chronology of people and events.
<p>Implementation</p>	<p>We use a variety of teaching and learning styles in our history lessons best suited to the abilities and interests of the pupils. Pupils have the opportunity to use different mediums to enhance and support their learning. We recognise and value the importance of stories and other sources of information (pictures, artefacts, photographs, oral and written accounts, etc) as an important way of stimulating interest of the past. Enrichment opportunities provide first hand experiences to support and develop pupils' learning. We focus on helping pupils understand that historical events can be interpreted in different ways and encourage them to ask and answer questions about the information they are given. A wide range of questioning techniques are used, including open ended questions, to encourage pupils to begin to use higher order thinking skills. They are also encouraged to ask as well as answer questions where all contributions are valued, respected and received positively. Pupils share their thoughts and ideas through individual/paired/group discussions, presentations to the class and through drama/role-play or hot-seating.</p>
<p>Impact</p>	<p>At KPINS we want our learners to be able to:</p> <ul style="list-style-type: none"> *Develop an understanding of the changes within & beyond living memory both nationally and globally; *Know about significant events in British history and to appreciate how things have changed over time; *Develop a sense of chronology within which the pupils can organise their understanding of the past; *Use common words and phrases relating to the passing of time; *Identify similarities and differences between ways of life in different periods; *Know about famous people from the past and present, including those who have contributed to national and international achievements; *Understand how the past influences the present; *Begin to develop pupils' skills of enquiry, investigation, analysis, evaluation and presentation (Disciplinary knowledge) *Be able to talk about the primary and secondary sources they have used to support their learning and enquiry.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Unit/Topic	<p><u>Settling In Family / Ourselves</u> *Talk about how they have changed since they were babies, eg grown taller, can walk, feed themselves. *Begin to recognise some differences between adults and children, eg older, more independent, have jobs.</p> <p><u>Class Routines</u> *Know the routines of their school day.</p>	<p><u>Diwali and Christmas</u> *Begin to observe what is the same and different between their experiences and through stories from the past and now, eg compare to own experiences of celebrations/festivals.</p>	<p><u>Recount an event</u> *Talk about a past experience or special event, eg birthdays and celebrations within the family/community.</p>			
Knowledge, skills and understanding	<p>*I can look at photographs and talk about how I have changed since I was a baby. *I can say what is different between myself and some adults in my family. *I can talk about my school day using a visual timetable (timeline).</p>	<p>*I can share past and present memories of special celebrations and talk about the things I have done.</p>	<p>*I can talk about a past experience or special event.</p>			
Reception						
Unit/Topic	<p><u>Growth and Change</u> *Describe similarities and differences from when they were a baby to now, eg changes in their bodies and</p>	<p><u>Toys</u> *Talk about the toys they enjoy playing with now compared with the toys they had when they were babies /</p>	<p><u>Homes</u> *Compare old and new homes, eg look at features of homes in the past and compare to their own homes in</p>	<p><u>Old and New Clothes</u> *Compare clothes from the past and the present. *Identify what is the same and what is</p>	<p><u>People who help us</u> *Understand why Florence Nightingale was important. <u>Recount an event</u></p>	<p><u>Transport</u> *Discuss and compare different water transport from the past and present, eg rafts, canoes and reed boats</p>

	abilities. Class timeline *Use a timeline of their school day to say what they did earlier (past) and what they will do now (present).	toddlers. Diwali and Christmas *Talk about family celebrations, routines and traditions, eg personal experiences of celebrations/ festivals. Draw comparisons between Diwali and Christmas.	the present.	different.	*Describe a past experience or a special event, eg. recount what they did over the Easter holidays.	from the past and motor boats, cruise liners in the present.
Knowledge, skills and understanding	*I can use photographs from the past and present to describe some similarities and differences from when I was a baby to now. *I can say what I did earlier (past) and what I will do now (present) using a timeline of the school day.	*I can talk about the toys I play with. *I can compare the toys I play with now with the toys I had when I was a baby/toddler. *I can recognise some family and traditions from the past and now.	*I can compare pictures of old and new homes and say what is the same and what is different.	*I can compare clothes from the past and the present. *I can describe how clothes have changed over time.	*I can name a famous person from a long time ago. *I can recognise the past is different from today. *I can use words such as ' <i>last week, yesterday, today, this morning</i> ' to talk about a past experience or a special event.	*I can name different types of water transport. *I can say what is similar and what is different.
Year 1						
Unit/Topic		Toys of the Past and Present *Be able to describe the characteristics of a toy , eg appealing, well made, sturdy. * Explore what toys were like in the past , eg different materials used. * Identify and compare toys of the past with toys of today. *Develop an		Great Fire of London *Describe what London was like in 1666. * Put the events of the Great Fire of London in chronological order. *Know what a timeline is. * Understand how secondary sources can help us to learn about a significant event , eg eyewitness	Castles * Know why castles were built on hills (<i>for defence</i>). * Identify the features of a castle , eg arrow slits, turrets, drawbridge, moat. * Understand why the materials to build castles changed over time , e.g. from wood (which easily burned/rotted) to stone. * Know what life was	

		understanding of chronology.		accounts. * Know the cause and effect of the building materials during that period. * Describe the impact of the fire and the changes that were made after , eg after the fire houses were built with bricks.	like living in a castle , eg cold, noisy, busy. * Identify the people who lived in castles and their jobs , eg lords, knights, soldiers, servants. * Understand the significance of the Coat of Arms.	
National Curriculum		Changes within Living Memory		Significant Event beyond living memory	Events beyond living memory	
Knowledge, skills and understanding		*I can describe the features of a modern toy. *I can use photographs and other secondary sources to explore what toys were like in the past. *I can compare similarities and differences between toys of the past and toys today (present). *I can place toys on a timeline in chronological order.		*I can describe what London looked like in 1666. *I can sequence the events in chronological order. *I can find out about the Great Fire of London through secondary sources, eg, facts, pictures and eyewitness accounts. *I can explain why building materials changed as a direct result of the Great Fire of London.	*I can explain why castles were built on hills. *I can name and identify the features of a castle. *I can use a timeline to discuss the way that castles were built and the materials that were used changed over time. *I can name the job roles of the people who live and worked in castles. *I can explain what the Coat of Arms represents, eg the symbol/design identified knights and their family.	
Year 2						
Unit/Topic		<u>Guy Fawkes and the Gunpowder Plot.</u> * Know when and how Bonfire Night is celebrated today. *Understand why Bonfire Night continues to be celebrated. * Describe the main events of the Gunpowder Plot. *Understand timelines/chronology.		<u>What was it like to be a child during World War II?</u> *Establish when WWII took place and how long it lasted. *Know why it was called a world war. *Understand timelines/chronology. *Use a timeline to place key events and dates in chronological order.		<u>Rosa Parks and Elizabeth Fry</u> * Know who Rosa Parks was and why she was important during the 20th century. * Understand what segregation means. *Describe how Rosa Parks fought discrimination in America and the

		<p>*Sequence the events of the Gunpowder Plot in chronological order.</p> <p>*Use secondary sources, e.g. pictures, books, letters, etc, to find out about Guy Fawkes and the Gunpowder Plot.</p> <p>*Describe how Bonfire Night has changed over time.</p>		<p>*Use secondary sources, eg pictures, books, videos, etc, to learn more about a significant event.</p> <p>*Know what it was like to be a child during World War II?</p> <p>*Understand what an evacuee is and why children were evacuated.</p> <p>*Describe the evacuation process.</p>		<p>changes that took place, e.g. equal rights for all.</p> <p>*Establish who Elizabeth Fry was and what she was campaigning for during the 19th century.</p> <p>*Describe the changes Elizabeth Fry wanted for female prisoners in the UK.</p> <p>*Compare pictures, photographs, books, stories, eye witness accounts, artefacts and other secondary sources to find out about the past.</p>
National Curriculum		Significant Event beyond living memory		Changes within Living Memory		Significant individuals in the past who have contributed to national/international achievements.
Knowledge, skills and understanding		<p>*I know when and how we celebrate Bonfire Night.</p> <p>*I know that Bonfire Night is celebrated every year to remember the failed Gunpowder Plot of 1605.</p> <p>*I can describe the events of the Gunpowder Plot and sequence them in chronological order.</p> <p>*I can use secondary sources to find out about Guy Fawkes and the Gunpowder Plot such as books, pictures, letters.</p>		<p>*I know when WWII began and ended.</p> <p>*I can explain why was called a world war.</p> <p>*I can show my understanding of chronology and sequence the key events on a timeline.</p> <p>*I can use secondary sources to find out about this significant event.</p> <p>*I know what an evacuee is.</p> <p>*I can explain why children were evacuated, eg to protect them from the air raids.</p>		<p>*I know who Rosa Parks was and why she is still important today (eg she fought for equal rights for all).</p> <p>*I can explain the term 'segregation' and how Rosa Parks fought discrimination.</p> <p>*I can describe the changes that took place thereafter, eg the end of segregation.</p> <p>*I know who Elizabeth Fry was and what she was campaigning for, eg improved prison conditions for all.</p> <p>*I can describe the positive changes that</p>

		<p>*I can describe how Bonfire Night has changed over time, eg lighting bonfires, penny for the Guy, organised bonfire night and firework displays.</p>		<p>*I can describe the evacuation process from London to the countryside.</p>		<p>were made for female prisoners.</p>
<p>Next steps (Yr 3)</p>	<p>*Continue to develop a chronologically secure knowledge and understanding of British and world history. *Develop the appropriate use of historical terms *Understand how our knowledge of the past is constructed from a range of sources. *Address and devise historically valid questions about change, cause, similarity, difference, and significance.</p>					