



Upton Infant School's History Curriculum Rationale

Brilliant historians...

- gain a coherent knowledge and understanding of the history of their own *locality*, of Britain's past and that of the wider world.
 - are curious to know more about the past
 - ask *perceptive questions*, find answers by *research* to draw *conclusions* and *present* their findings in a variety of ways.
 - understand how the recurring themes of *monarchy*, *conflict* and *technology* have impacted on Britain throughout history
 - know and understand the *cause and consequences* of people's actions and key events, their *legacy* and how their legacy has shaped Britain and the World.
 - develop an awareness of the past and *chronology*, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify *similarities and differences* between ways of life in

History Curriculum – Significant events

Reception	Year One	Year Two	Year Three
Intent			
Brilliant historians in Reception will learn how to use past, present and future vocabulary with support and learn how to ask and answer questions. They will look at old and new toys and compare them to their parents, grandparents and great grandparents. Brilliant historians in Reception will be able to talk about how they have changed over time and they will be able to talk about their families and their home.	Brilliant historians in Year One will learn about their own personal history. They will have a chronological understanding about events that have happened in their own lives. They will learn how to create a timeline of their life and create a family tree. Brilliant historians in Year One will use phases related to the past, present and future e.g. a long time ago, yesterday, last year, last week, earlier today, next week, tomorrow, now and later today.	Brilliant historians in Year Two will learn about the history of our school. They will ask and research questions using a range of sources e.g. videos, logbooks, photos and interviewing past pupils. They will discuss their reliability by learning the difference between primary and secondary sources. They will be able to discuss the changes within the school between then and now by plotting when they occurred onto a timeline and by creating their own poster to describe these differences. Brilliant historians in Year Two will use phases related to the past, present and future e.g. recently, when my parents were children, years, decades, and centuries.	
Planning considerations for teachers			
• Can the children talk about themselves? • Can the children name members of their family and recognise who they are to them e.g. sister? • Can the children ask simple questions? • Can the children retell a simple past event in the correct order	• Can the children understand that a story from the past could have happened a long time ago or as soon as yesterday? • Can the children explain how they have changed since they were born? • Can they understand that some objects belonged to the past? • Can the children sequence a set of events in chronological order?	• Are children able to build upon the knowledge and understanding they have gained in year 1? • Can they recall key facts and draw comparisons between life then and now? • Can the children use phrases in the correct context such as; before I was born, when I was younger, before, after, past, present? • Can the children sequence a set of events in chronological order and give reasons for that order?	
Skills and knowledge			
Brilliant historians... Can use past, present and future vocabulary with support Can ask and answer questions. Can look at old and new toys and compare them to their parents, grandparents and great grandparents. Can talk about how they have changed over time Can talk about their families and their home.	Brilliant historians use words and phrases relating to the past, present and future such as yesterday, today, tomorrow, last week, next week, last year, and next year.  Brilliant historians can ask questions and answer questions about their personal history using different sources of evidence.     Brilliant historians can use a timeline to chronologically order different events of their own life time and write their date of birth    Brilliant historians can create a family tree of their immediate family.     Brilliant historians can discuss similarities and differences between ways of life for different family members. 	Brilliant historians can name some key historical events and order chronologically   Brilliant historians can describe some ways that we can find out about the past      Brilliant historians can describe key events from their local history   Brilliant historians can compare life in the past with the present    Brilliant historians can use historical vocabulary to describe the past   	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
Our promise to make history learning brilliant			
	Invite family members to discuss family tree	Bury a time capsule 1950s Day	