

History at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our History Curriculum as follows:

We equip children with the historical **skills, knowledge and vocabulary** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in History across the school. Vocabulary development plays a vital role in this. We want children to have a wide vocabulary of everyday historical terms and to use this language skilfully. For example, children can confidently use common words and phrases relating to the passing of time. They talk about people and events and devise historically valid questions about change, cause, similarity, difference and significance. They enjoy asking and answering questions and will use relevant historical information to give an informed response.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in History. Our children are introduced to significant historical events, people and places from around the world as well as in their own locality. For example, Year 2 enjoy a visit to Warwick Castle as part of their Castles Topic. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. We want the children to be immersed in their history topic and trips or visitors are therefore planned to enhance the children's experiences. For example, Year 3 visit Bishops Wood for a Stone age experience day, Year 4 take a trip to Harvington Hall to discover what life was like there in Tudor times.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the History curriculum- through the teaching of history, children discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live.

key
knowledge
& skills

Love of
Learning

History



Global
citizens

At Meadows First School we can all become historians! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the History curriculum. All of our children will have their history work proudly displayed in their classroom and around the school. Children use Meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: We promote the children's historical curiosity and encourage them to ask questions, talking enthusiastically about what they want to discover.

Determined: We encourage a growth mindset, with high expectations, so children are confident to share and talk about their ideas. We want the children to be proud to share their opinions about historical findings and confidently answer questions.

Focused: We want them to have no ceiling to their achievements and to grow up wanting to be historians, archaeologists or researchers!

Organised: We aim for our children to be independent and confident to use equipment and artefacts safely as well as selecting the right equipment for historical enquiry. We are proud of what we can achieve!

Positive
Relationships

Unique
child

The History curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in History, supporting and encouraging each other, as well as engaging in constructive debates about historical events. We enable parents to support their children by involving them in their education and inviting them into school where possible. For example, Year 1 host a Toy Museum for their parents during their Toys topic – where the children compare old and new toys and have do observational drawings and labels of toys old and new to display in their class museum. Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in history and explore the richness of the world around them can aid wellbeing and reduce stress. We know how to keep ourselves safe in History, using equipment and artefacts carefully and safely.

History Topic Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me Own life story/ history	Celebrations Yesterday today tomorrow	Machines! Marvellous Materials THEN & NOW	My Wonderful World Nature Yesterday today tomorrow	My wonderful World People THEN & NOW	Fantasy Fun recap their own life-story/ family's history immediate family and community.
Reception (Focused learning opportunities)	All about me/ family history	Remembrance and Florence Nightingale		Around the World – familiar artefacts and how they have changed		Fairy tales (The royal family)
Year 1	Toys How have our toys changed since our grandparents were little?	Homes How have homes changed over time?				Intrepid Explorers How have explorers changed the world?
Year 2	Kings and Queens What is a monarch?			Castles How has castles (Warwick Castle) changed over time		Great Fire of London What happened to London during the fire of 1666?
Year 3	Stone Age to Iron Age How did daily life change in Britain from the Stone Age to the Iron Age		Ancient Egyptians What did the Ancient Egyptians believe?			Romans Why did the Romans settle in Britain?
Year 4	Anglo-Saxons How did Britain change during the settlement of the Anglo Saxons?		Tudors Why is Harington Hall so significant in our local area?		Crime & Punishment How has crime and punishment changed over time?	

Knowledge Coverage

	EYFS		
Term:	Autumn	Spring	Summer
EYFS: Pupils will have opportunities to explore 'Past and Present' and...:			
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society 	<i>All about me/ family history</i>		
<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 		<i>Familiar artefacts and how they have changed</i>	
<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and story telling 	<i>Remembrance and Florence Nightingale</i>		Fairytale

Key Stage 1 Pupils should be taught about:	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change to national life 	Toys	Homes				
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 						Great Fire of London
<ul style="list-style-type: none"> 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 			Intrepid explorers	Kings and Queens		
<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		Homes (old school)			Castles (Warwick castle)	

Pupils should be taught about:	Year 3			Year 4			Parkside – Year 5/6
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Changes in Britain from Stone Age to the Iron Age	Stone Age to Iron age						
The Roman Empire and its impact on Britain			Romans				
Britain's settlement by Anglo Saxons and Scots				Anglo Saxons			
The Viking and Anglo-Saxon struggle for the Kingdom to the time of Edward the Confessor							Vikings and Anglo Saxons – Y5
A local history study					Tudors Harvington Hall		Worcestershire – Y6
A study or theme in British History that extends pupils' chronological knowledge beyond 1066						Crime and Punishment	Industrial Revolution - Y6 WW1 and WW2 – Y6
The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared		The Egyptians					
A depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		The Egyptians					
Ancient Greece – A study of Greek life and achievements and their influence on the western world							Ancient Greeks – Y5
<ul style="list-style-type: none"> A non-European society that provides contrast with British history 							Mayan civilisation – Y5

History Skills progression

	EYFS	Year 1	Year 2	Year 3	Year 4
Evidence and Interpretation	<p>Begin to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p>Answer 'how' and 'why' questions.</p> <p>Ask simple questions about artefacts.</p>	<p>Look at sources and ask questions, for examples</p> <p>"What was it like for people?"</p> <p>"What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p> <p>With support, use evidence of people's lives to ask questions about the past.</p>	<p>With support, observe or handle some evidence to ask questions about the past.</p> <p>Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>Use sources of evidence to find out about the past and ask questions.</p>	<p>Observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>Explain how we find prehistoric evidence.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Suggest more than one suitable source for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Devise own questions to find answers about the past.</p>
Cause and consequence	<p>Begin to understand that their actions have consequences.</p> <p>Begin to explore the idea of cause and consequence through role play, small world, stories and songs, discussing the theme with an adult.</p>	<p>Identify how a historical event can change people's lives.</p> <p>Recognise why a historical event happened.</p>	<p>Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Explain the causes of the Great Fire of London and what the consequences were</p>	<p>Find out about the cause of an event.</p> <p>Suggest causes and consequences of the main events within prehistory.</p>	<p>Describe the consequences of crimes.</p> <p>Describe causes of invasion in Britain and what the consequences were.</p>
Change and continuity	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Identify some changes between ways of life at different times. E.g. changes in household objects</p>	<p>Say which toys have stayed the same and which toys have changed overtime.</p> <p>Describe changes over a period of time.</p>	<p>Describe changes and historical events.</p> <p>Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>With support, begin to explain the concept of change over a long period of history.</p>	<p>Explain the concept of change over time and represent this with evidence.</p>

Similarity and difference	Identify similarities and differences between ways of life in the past through stories.	Compare toys using pictures from the past and present. Use pictures and stories to find out about the past and compare different explorations.	Compare the similarities and differences between different castles and monarchs Use artefacts and diary entries to compare similarities and differences. Identify some of the different ways the past has been represented.	Discuss similarities and differences between the Stone Age, Bronze Age and Iron Age. To find similarities and differences between places e.g. Britain and the rest of the Roman Empire	Compare similarities and differences in crime and punishments over time. Compare similarities and differences in religion in Anglo-Saxon times (Christian and Pagan) Compare Tudor clothing to modern day.
Historical significance	Describe an event or family member from their past that is important to remember.	Name a significant toy from the past. Name significant explorers from the past.	Begin to talk about key events of a significant king/queen or castle. Describe significant people from the past and explain why they are important. Name a monarch. Explain why the Great Fire of London was significant.	Suggest suitable sources of evidence to find out about significant people/events. Discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion. Describe the social and cultural significance of a past society.
Chronology	Show an awareness of the past. Begin to use correct words such as yesterday, a long time ago, past. Put two objects or events in chronological order. Understand personal history over time. Begin to understand the concept of a time line.	Use common words and phrases relating to the passing of time. Understand that things change over time. Sequence events in my life. Put objects, artefacts and events in order. Use a basic unnumbered timeline to order. Begin to tell a story of the past beyond my living memory in Britain.	Use common words and phrases relating to the passing of time. Understand that things change over time. Put objects, artefacts and events in order. Put events studied on a basic numbered timeline. Use dates where appropriate. Begin to tell a story of the past beyond my living memory in Britain.	With guidance, begin to explain and understand that the past is divided into differently named periods of time. Place some events, dates and people of British, local and world history, on a timeline, using AD and BC. Put some artefacts or some information in chronological order. Tell the story of events within the time periods studied.	Begin to explain and understand that the past is divided into differently named periods of time. Place events, dates and people of British, local and world history, on a timeline, using AD and BC. Put artefacts or information in chronological order. Begin to tell a chronological story of the events and periods studied. Tell the story of events within the time periods studied. Explain some changes across the time period we have studied and perhaps other time periods too.

History at Meadows

At Meadows First School history is taught through a topic based approach and is linked to many different areas of the curriculum.



Through the teaching of history, we aim to stimulate the children's curiosity about the past. We encourage and inspire the children to ask challenging questions and support them in finding rewarding answers from many different sources.

During their time at school the children develop an awareness of the past and are taught about local, British and world history. The children study key people and events and learn how they fit within a chronological framework. During lessons they are taught to use a wide vocabulary of historical terms and to understand historical concepts.



Year 1 visit Avoncroft museum



Year 3 go to Bishops Wood and learn about the Stone Age.



The children are given multiple opportunities to take part in visits or experience days to expand their learning even further. We also have special whole school history days to commemorate significant historical events.



Year 4 visit Harvington Hall in their Tudor topic.



Year 2 visit Warwick Castle