

# 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 look closer to Birmingham by visiting Cadbury World and they study John Cadbury as part of their Chocolate 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 4 have a Saxon Day, where the children come to school dressed in Saxon clothing and have a full day of experiences and workshops linked to Saxon life.

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 recognize 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. For example, children in Year 2, as part of their Chocolate Topic, find out all about the history of Fairtrade.

key  
knowledge  
& skills

Love of  
Learning

History



Global  
citizens

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 Memory Box topic – where the children have compared old and new toys and have done observational drawings and labels of toys old and new to display in their class museum. Life in 21<sup>st</sup> 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.

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!

## MEADOWS FIRST SCHOOL LONG TERM PLAN - History

**Intent:** With a focus on Meadows curriculum; Unique child; Positive relationships; Key knowledge and skills; Love of Learning; Global Citizens - children will learn

- To develop the children's interest and curiosity of the past and an appreciation of human achievements.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop knowledge of chronology within which the children can organise their understanding of the past.
- To develop a sense of identity through studying the history of our locality.
- To understand the values of our society.
- To develop a range of skills and abilities - particularly those relating to finding out about the past, explaining what happened, and what people then, and now, think about what happened.

		<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
<i>Implementation</i>		<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Rights Respecting</i>		<i>I have the right to Friends Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
<i>Year N</i>	<b>Theme</b>	<b>Settling In Marvellous Me</b>	<b>Celebrations Special times</b>	<b>STEM Machines!</b>	<b>My Wonderful World - people</b>	<b>My Wonderful World - Nature</b>	<b>Fantasy Fun</b>
	<i>Focus- skills/ knowledge</i>	<i>Remembers and talks about significant events in their own experience.</i>	<i>Recognises and describes special times or events for family or friends.</i>			<i>Can talk about some of the similarities and differences in relation to friends or family.</i>	
	<i>Activity</i>	<i>Circle times and discussions. Transition Friendly Friday</i>	<i>Remembrance - Picture Stimulus Child's Voice +Speech Bubbles</i>			<i>Circle times and discussions. Outside Visitors</i>	
	<b>Theme</b>	<b>Marvellous Me</b>	<b>Marvellous me</b>	<b>Around the world &amp; beyond (part 1)</b>	<b>Around the world &amp; beyond (part 2)</b>	<b>Once upon a tale</b>	<b>All Creatures great &amp; small</b>
	<i>Focus- skills/ knowledge</i>	<i>Talk about past and present events in their own lives and in the</i>	<i>Recognise and describe special times</i>	<i>Know about similarities and differences between themselves</i>		<i>Be curious about people and show interest in stories.</i>	

<b>Year R</b>		<i>lives of family members. Order and sequence familiar events using visual prompts.</i>	<i>or events for family or friends. Answer 'how' and 'why' question, in response to stories or events.</i>	<i>and others, and among families, communities and traditions. Know that information can be retrieved from books and computers.</i>		<i>Look at different ways that the past is represented (e.g. photos, stories)</i>	
	<b>Activity</b>	<i>Make a Marvellous Me Box - children to put photos and items inside that represent themselves e.g. Baby photo, family photo, first toy/shoes.</i>	<i>Remembrance Day - Cbeebies poppy video, making poppies etc. Espresso video - Remembrance Day</i>	<i>Use the IWB and books to find out about life in China. Learn about Chinese traditions and stories - Willow pattern / Chinese New Year</i>		<i>Find out about the history of royal balls - what did people wear? Etc Look at art/photographs.</i>	
<b>Year 1</b>	<b>Theme</b>	<b>Making SENSE of our world (Our senses)</b>	<b>Memory box (Toys including materials)</b>	<b>Our town, Bromsgrove</b>	<b>Animal Allsorts</b>	<b>Let's Explore Africa</b>	<b>Famous for more than five minutes</b>
	<b>National curriculum</b>		<i>Changes within living memory</i>				<i>Lives of significant individuals in the past who have contributed to national &amp; international achievements</i>
	<b>Skills</b>		<i>Develop an awareness of the past, using phrases relating to the passing of time. Look at pictures and objects and ask questions e.g. "Which things are old and which are new?"</i>  <i>Sort artefacts "then" and "now" in chronological order.</i>				<i>Talk about simple similarities and differences between life at different times.</i>  <i>Understand the difference between things that happened in the past and the present (chronology).</i>

	<i>Significant person/ place</i>		Hartlebury Museum trip				Christopher Columbus Neil Armstrong
	<i>Activity</i>		Describe the characteristics of a selection of modern toys and old. Suggest who might be able to tell them about toys in the past. Ask questions about old toys.  Sort and compare new and old toys.  Make a Class Museum to study changes within living memory.				Write questions about what they would like to ask Christopher Columbus.  Discuss Neil Armstrong and his achievements and compare his time to our time. Then compare with Christopher Columbus.
Year 2	<b>Theme</b>	<b>Oh I do like to be Beside the Seaside</b>	<b>Keeping healthy</b>	<b>Chocolate – That's Not fair!</b>	<b>Knights &amp; Castles</b>	<b>Go wild!(Plants and Animals)</b>	<b>Pirates</b>
	<i>National curriculum</i>	An awareness of the past, using common phrases relating to the passing of time- <i>comparison to locality</i>	Events beyond living memory that are significant nationally or globally (remembrance) The lives of significant individuals in the past who have contributed to national and international achievements.(Keepin g healthy)	significant historical people and places in their own locality.	Significant historical places in their own locality		
	<i>Skills</i>	Describe the differences between then and now (linked to a certain period of time).	Recognise that certain celebrations are as a direct result of an event that occurred in the past. Recount the main events from a	To describe significant individuals from the past and explain why they are famous. Find answers to simple questions about the past from sources of information.	Understand how to put people, events and objects in order using a timeline  They should use everyday historical terms. They should ask and answer questions, choosing and using parts of stories and		

		Compare pictures or photographs of people or events in the past.	significant event in history.  Describe similarities and differences between ways of life in different periods.	identify similarities and differences between ways of life in different periods.  Chronology	other sources to show that they understand key features of events. They should understand some of the ways in which we find out about the past		
	<i>Significant person/ place</i>		Florence Nightingale Mary Seacole	Local person - John Cadbury	Warwick Castle trip		
	<i>Activity</i>	Compare seascapes today with those from the past. Look at photos and videos and observe what has changed and what has stayed the same.	Writing our own special memories  Trip to Worcester cathedral -Look at County War Memorial and link to Remembrance.  Explain what makes a person significant. Explain how Florence Nightingale and Mary Seacole improved nursing. Compare the lives of different nurses.	Find out about John Cadbury and make notes. Why is John Cadbury famous? What did he do? Use the facts they have found out to build up a picture of why he is famous.  Find out about how chocolate used to be made in the past.	Look at the features of a castle - label a castle picture. Coats of Arms- symbols and meanings. Put castles in chronological order- use a timeline.		
<i>Year 3</i>	<b>Theme</b>	<b>Stone Age to Iron Age</b>	<b>Can I Run Faster Than Usain Bolt?</b>  <b>Happy, Healthy Bodies</b>	<b>Forces and Magnets</b>  <b>Light</b>	<b>Rocks &amp; Soils</b>	<b>Life of Plants</b> <b>Romans vs Britain</b>	<b>Blue Planet</b>
	<i>National Curriculum</i>	Changes in Britain from the Stone Age to the Iron Age				Roman Empire and its impact on Britain	
	<i>Skills</i>	Find out about everyday lives of people				Describe dates of and order significant events from the period studied.	

		<p><i>in time studied.</i></p> <p><i>Use a timeline to place historical events in chronological order.</i></p> <p><i>Distinguish between different sources and begin to evaluate their usefulness.</i></p> <p><i>Use a range of sources to find out about a period.</i></p>				<p><i>Select and record information relevant to the study.</i></p> <p><i>Identify reasons for and results of people's actions.</i></p> <p><i>Understand why people may have had to do something.</i></p> <p><i>Explore the idea that there are different accounts of history.</i></p>	
	<b><i>Significant person/ place - trips</i></b>	<i>Bishops wood trip</i>				<i>Boudica Julius Caesar Lunt Roman Fort trip</i>	
	<b><i>Activity</i></b>	<p><i>Timeline walk - whole class (Learning outside the classroom) building a timeline to highlight how far back the Stone Age era was.</i></p> <p><i>Sequencing events and milestones from Stone age to Iron age on a timeline.</i></p> <p><i>Stonehenge debate - look at popular theories as to Stonehenge's original purpose, examine evidence, debate each element and vote on which they find most plausible.</i></p> <p><i>Skara Brae excavation dig.</i></p>				<p><i>What did the Romans eat? Archaeological exploration.</i></p> <p><i>Research battle tactics and use of scutum using books/iPads.</i></p> <p><i>Shield challenges on field - can your shield protect you from your enemies?</i></p> <p><i>Roman Rule - democracy vs dictatorship - Julius Caesar's control.</i></p> <p><i>Claudius and British invasion - debate Boudicca and Celtic revolt.</i></p>	

		<i>Iron Age report - research information from video extracts and record report.</i>					
<b>Year 4</b>	<b>Theme</b>	<b>Were the Dark Ages really dark?</b>	<b>Switch it Off (Sound and electricity)</b>	<b>The Amazing Amazon</b>	<b>Beautiful Bromsgrove / animals and habitats</b>	<b>The Good, The Bad, the Ugly</b>	<b>Where does my Food go?</b>
	<b>National Curriculum</b>	<i>Britain's settlement by Anglo Saxons and Scots</i>			<i>A local history study</i>	<i>A study of an aspect of British History that extends pupils' chronological understanding.</i>	
	<b>Skills</b>	<p><i>Place events from period studied on a time line.</i></p> <p><i>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</i></p> <p><i>Describe how some of the things I have studied from the past affect and influence life today.</i></p> <p><i>Use different sources to find out about everyday lives of people in time studied.</i></p>			<p><i>Identify how land use patterns have changed over time. (Geography cross curricular link)</i></p> <p><i>Compare the high street in the past with present.</i></p>	<p><i>Develop a chronological knowledge of British History.</i></p> <p><i>Use terms related to the periods and begin to date events.</i></p> <p><i>To use historical sources and evidence to build a picture of crime and punishment in Victorian times.</i></p> <p><i>To discuss connections, contracts and trends over time in crime and punishment.</i></p>	
	<b>Significant person/ place</b>	<i>Edward the Confessor Alfred the Great</i>			<i>Bromsgrove</i>	<i>Dick Turpin Henry Catlin Dic Penderyn</i>	

	<p><b>Activity</b></p>	<p>Archaeological 'dig' in the allotments with skeleton/ Saxon artefacts from Sutton Hoo.</p> <p>Make a historical timeline ordering Kings.</p> <p>Research "Where did the Anglo Saxons come from?" online and write paragraphs about each section of daily life e.g. food/clothes/etc.</p> <p>Research Alfred the Great and write a fact sheet.</p>			<p>Library visit to examine documents showing land use patterns changing over time.</p> <p>Looking at old maps of Bromsgrove to compare changes in land use.</p> <p>High street walk.</p>	<p>Children use a range of images to discuss punishments during Tudor periods. Research what was considered a crime during the period. Match Tudor characters to their crimes.</p> <p>Class debate-was Dick Turpin a hero or a villain?</p> <p>Victorian Prison drama - 'hard labour' activity. Children create a diary extract from a Victorian prisoner.</p> <p>Timeline activity using images.</p>	
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## History Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
<i>Chronological understanding</i>	<ul style="list-style-type: none"> <li>● Use everyday language related to time.</li> <li>● Order and sequence familiar events using visual prompts.</li> <li>● Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the difference between things that happened in the past and the present.</li> <li>● Put two or three events or objects in chronological order.</li> <li>● Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, when my parents/carers were young</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to put people, events and objects in order of when they happened.</li> <li>● Use a timeline to sequence objects or events.</li> <li>● Understand and use the words past and present when telling others about an event.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe dates of and order significant events from the period studied.</li> <li>● Sequence several events or artefacts.</li> <li>● Use a timeline to place historical events in chronological order.</li> <li>● Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the main changes in a period in history.</li> <li>● Develop a chronological knowledge of British History.</li> <li>● Use terms related to the period and begin to date events.</li> <li>● Place events from period studied on a time line.</li> <li>● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>
<i>Knowledge and understanding of events, people and changes in the past.</i>	<ul style="list-style-type: none"> <li>● Recognise and describe special times or events for family or friends.</li> <li>● Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise the difference between past and present in their own life and the lives of others.</li> <li>● Talk about simple similarities and differences between life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the differences between then and now (linked to a certain period of time).</li> <li>● Describe similarities and differences between ways of life in different periods.</li> <li>● Describe significant individuals from the past and explain why they are famous.</li> <li>● Recount the main events from a significant event in history.</li> <li>● Recognise that certain celebrations are as a direct result of an event that occurred in the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Find out about everyday lives of people in time studied.</li> <li>● Compare with our life today.</li> <li>● Identify reasons for and results of people's actions.</li> <li>● Understand why people may have had to do something.</li> </ul>	<ul style="list-style-type: none"> <li>● Use different sources and evidence to find out about everyday lives of people in time studied.</li> <li>● Describe similarities and differences between people, events and artefacts studied.</li> <li>● Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>
<i>Historical interpretation</i>	<ul style="list-style-type: none"> <li>● Look at different ways that the past is represented (e.g. photos, stories, adults talking about the past)</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</li> <li>● Use stories to distinguish between fact and fiction and to remember key historical facts.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</li> <li>● Compare pictures or photographs of people or events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and give reasons for different ways in which the past is represented.</li> <li>● Distinguish between different sources and begin to evaluate their usefulness.</li> <li>● Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>● Look at different versions of the same event in history and identify differences.</li> <li>● Know that people in the past represent events or ideas in a way that persuades others.</li> <li>● Look at and evaluate the evidence available</li> </ul>

			<ul style="list-style-type: none"> <li>● Use stories to distinguish between fact and fiction and to remember key Historical facts.</li> </ul>		<ul style="list-style-type: none"> <li>● Use text books and own growing historical knowledge to gain a better perspective.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>● Answer 'how' and 'why' questions ... in response to stories or events.</li> <li>● Explain own knowledge and understanding, and asks appropriate questions.</li> <li>● Know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>● Sort artefacts "then" and "now".</li> <li>● Look at pictures and ask questions e.g. "Which things are old and which are new?" or "What were people doing?"</li> <li>● Look at objects from the past and ask questions e.g. "What were they used for?" and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>● Handle sources and evidence to ask and answer questions about the past on the basis of simple observations - ask questions why, what, who, how, where.</li> <li>● Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of sources to find out about a period.</li> <li>● Observe small details – artefacts, pictures</li> <li>● Select and record information relevant to the study.</li> <li>● Use books, printed sources, photographs, artefacts and e-learning for research.</li> <li>● Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to build up a picture of a past event.</li> <li>● Choose relevant material to present a picture of one aspect of life in time past.</li> <li>● Use books, printed sources, photographs, artefacts and e-learning for research.</li> <li>● Ask and answer a variety of questions.</li> <li>● Answer and begin to devise own historically valid questions.</li> </ul>
Organisation and communication	<ul style="list-style-type: none"> <li>● Question why things happen and give explanations.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate knowledge through discussion, drawing, drama and role play, making models and writing.</li> <li>● Use simple terms to talk about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>● Use appropriate words and phrases to describe historical events, objects and people.</li> <li>● Use timelines to order events or objects or place significant people.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama and models.</li> <li>● Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● Use historically accurate terms to talk about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>● Construct own responses, beginning to select and organise relevant historical information.</li> <li>● Use historically accurate terms to talk about the passing of time.</li> <li>● Display findings in a variety of ways.</li> </ul>

# 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.**



**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.**