



History

Reviewed July 2022

The History Curriculum at Horndale has been planned carefully so that pupils can build on their first-hand experiences and knowledge of their own families history before developing a clearer understanding of Britain's history and key events from the past around the world. We endeavour to provide first-hand learning experiences to bring pupils understanding of history to life and inspire them to ask questions, think critically and to understand and use evidence to develop their own views.

Nursery

Key Knowledge & Skills	Vocab	Opportunities and Experiences	Development Matters /ELG Links
<p>To talk about themselves, likes and dislikes, favourite things, similarities and differences to when they were younger.</p> <p>To talk about their family and who they live with.</p> <p>To talk about special times within their family (birthdays, Christmas, Easter)</p> <p>To talk about other celebrations (Remembrance/Bonfire)</p> <p>To talk about their own life story, baby, child, will grow into an adult, get old.</p> <p>To know about different jobs our family members do.</p> <p>To know about jobs of people who help us.</p>	<p>Today, tomorrow, yesterday now, then, next Mam, Dad, Brother, Sister A long time ago, old, memory, remembering, change.</p> <p>Vocabulary related to different occupations, encourage children to use it in their play.</p>	<p>Spend time with children talk about photos and memories. Encourage children to retell what their parents told them about their life story and family.</p> <p>Invite different people to visit from a range of occupations. (Plumber, farmer, vet, emergency services)</p>	<p>3 & 4 year olds will be learning to:</p> <p>To make sense of their own lives, their own life story and family history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p>



Reception

Key Knowledge & Skills	Vocab	Opportunities and experience	Development Matters /ELG Links
<p>Talk about members of their immediate family.</p> <p>Name and describe people who are familiar to them.</p> <p>Look at pictures and artefacts from the past relating to Remembrance Day, Bonfire Night, Christmas, Chinese New Year, Queen’s Jubilee.</p> <p>To know the stages of human growth, from a baby to elderly.</p> <p>To know days of the week that repeat and go in order.</p> <p>To know about the jobs of people around them in the local community.</p>	<p>To build on Nursery vocabulary. Grandma, Grandad, Auntie, Uncles, cousins</p> <p>Baby, child, toddler, teenager, adult, elderly</p> <p>Remembrance, War</p> <p>Guy Fawkes</p> <p>Same, different</p> <p>Past, Present</p> <p>Vocabulary related to different occupations, encourage children to use it in their play.</p>	<p>Talk and listen to what children say about their family and other peoples families. Bring in baby photos to share. Notice and celebrate new things that they can do.</p> <p>Talk about people who the children may have come across within their community, police officers, doctors, fire service and teachers. Appropriate visitors.</p> <p>Visitors to talk to children about when they were young to deepen children’s understanding of life in the past.</p> <p>Show images of familiar situations in the past such as homes and toys.</p> <p>Share texts and images to help children develop an understanding of the past and present.</p> <p>Show an awareness of different times in the day.</p>	<p>Children in Reception will be learning to:</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>ELG : Past and present</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of people around them and their role in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings characters and events encountered in books read in class and storytelling.</p>



Year One

Core Curriculum Drivers: Literacy, Respect, Confidence, Wellbeing

Topic/Unit of Work	Key Vocabulary	High level general outcomes Key Knowledge/ Skills
<p>Autumn Term - Me, my town and my family in the 50s Focus on: Families, Children, Homes, Christmas</p> <p>Builds on: Summer Term Reception: People who are familiar to them and a basic understanding of the 'past'</p> <p>Prepares for: Man on the Moon, talking about what lives were like in the past</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How do we talk about things that have already happened and who was in my family before me? 2. What was Newton Aycliffe like in the 50s? 4. What were homes like in the 50s? 5. What toys did children have in the 1950s?(link with Christmas) 6. How is your childhood the same or different to 50 years ago? <p>Enrichment Activities Beamish 1950s area</p>	<p>Dates, timeline, source, memory, change, before, after, past, same, different, Atari,</p>	<p>NC Objective/s: - changes within living memory Develop and demonstrate the concept of the past (Chronology) Develop and use historical vocabulary (Historical terms) Ask and begin to answer questions about the past (Historical enquiry) Understand some ways that we find out about the past (Historical enquiry)</p>
<p>Spring Term - Man on the Moon Focus on: Neil Armstrong, Moon landing</p> <p>Builds on: Reception: People who help us: talking about people's roles in society, Y1- Me, my town and my family in the 50's</p> <p>Prepares for: Y1 Queen Elizabeth</p> <p>Key Questions:</p>	<p>Neil Armstrong, Mission, Rocket, Moon, Apollo 11, Buzz Aldrin, Michael Collins, America, Astronaut, Significant, 1960's,</p>	<p>NC Objective/s: - significant individuals in the past, local significant individuals</p> <p>Recognise and make simple observations of who was important in an historical event or account. (Significance) Develop and demonstrate the concept of the past (Chronology) Develop and use historical vocabulary (Historical terms) Recognise why people did things and why things happened (Cause and consequence) Choose and use parts of stories to show understanding of events (Historical enquiry)</p>



<p>1 + 2. What was life like in the 1960s? (houses, fashion, childhood, music)</p> <p>3. Who was Neil Armstrong, when did he live and work and why do people think he is significant?</p> <p>4. Why was the moon landing so important?</p> <p>5. How have astronauts changed since Neil Armstrong? (comparison of Tim Peake with Neil Armstrong)</p> <p>Enrichment activities Visit to York Castle Museum - Sixties Exhibition</p> <p>Summer Term- Queen Elizabeth</p> <p>Builds on: Man on the Moon- significant individual Prepares for: Queen Victoria</p> <p>1. What was life like in the 1920's? 2. How did the wars change the way people live? (before and after) 3. When did Elizabeth become Queen? 4. Why is the Queen an important person? 5. How has technology changed through the Queen's reign? 6. Who is in the Royal family?</p>	<p>Queen, royal, timeline, coronation, reign, technology, changes, events</p>	<p>NC Objective/s: - significant individuals in the past, local significant individuals Recognise and make simple observations of who was important in an historical event or account. (Significance) Develop and demonstrate the concept of the past (Chronology) Develop and use historical vocabulary (Historical terms) Recognise why people did things and why things happened (Cause and consequence) Choose and use parts of stories to show understanding of events (Historical enquiry)</p>
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Year Two

Core Curriculum Drivers: Literacy, Respect, Wellbeing

Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term - Queen Victoria Focus on: Coal mining, homes, school, jobs, transport</p> <p>Builds on: Autumn Y1 Queen Elizabeth</p> <p>Prepares for: Spring Y2- learning about historical figures who impacted on our lives</p> <p>Key Questions:</p>	<p>Victorian, artefact, chronology, similarities, differences, modern, old, Davy Lamp, Poss tub, dolly, chamber pot, cane, dunce, slate, mine</p>	<p>NC Objective/s: - Significant places in own locality Develop and demonstrate the concept of the past (Chronology) Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences)</p>



<p>1. Who was Queen Victoria and why was she important? 2. How is my home different? 3. What clothes did people wear? 4. Would you like to go to a Victorian school? 5. What jobs did children do? 6. How did the Victorian era shape our lives today?</p> <p>Enrichment Activities Beamish Significant events: WW1 – Remembrance, Bonfire Night</p>		
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<p>Spring Term - Historical Figures Focus on: George Stephenson, Alexander Graham Bell, Florence Nightingale, Mary Seacole</p> <p>Builds on: Y1- Man on the Moon, Queen Elizabeth, Y2- Queen Victoria</p> <p>Prepares for: Captain Cook Summer term</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How did George Stephenson change our lives? 2. How has his invention changed over time? 3. What did Alexander Graham Bell invent? 4. How has his invention changed over time? 5. Who was Florence Nightingale and what did she do? 6. Who was Mary Seacole and why isn't she as famous as Florence Nightingale? <p>Enrichment activities- Shildon Locomotion</p>	<p>Significant, important, impact, famous,, inventor, changes, discover, sources, evidence, events, actions, cause, consequence, enquire, chronological</p>	<p>NC Objective/s: - events beyond living memory that are significant globally or nationally</p> <p>Recognise and make simple observations of who was important in an historical event or account. (Significance) Develop and demonstrate the concept of the past. Show where places, people and events fit into a broader chronological framework Begin to use dates (Chronology) Ask and begin to answer question about the past Understand some ways that we find out about the past Choose and use parts of stories to show understanding of events Communicate understanding of the past in a variety of ways (Historical enquiry) Recognise why people did things, why some events happened and what happened as a result of people's actions and events (Causes and Consequences)</p>
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<p>Summer Term - Captain Cook</p> <p>Focus on:</p> <p>Builds on: All prior learning of historical figures across EYFS and KS1</p> <p>Prepares for: British History beyond 1066 KS2</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What was life like in the 1700's? 2. Who was Captain Cook and what did he do? 3. What was life like on the Endeavour? 4. School Trip to Captain Cook museum 5. Who has changed our lives the most? (link to all figures looked at across school) <p>Enrichment Activities Captain Cook museum</p>	<p>Past, present, chronological, Captain Cook, Endeavour, 1700's, scurvy, maps, explorer</p>	<p>NC Objective/s:</p> <ul style="list-style-type: none"> - Changes within living memory and beyond -Significant places in our own locality <p>Discuss change and continuity in an aspect of life (Continuity and change) Recognise and make simple observations of who was important in an historical event or account. (Significance) Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences)</p> <p>Show where places, people and events fit into a broader chronological framework Begin to use dates (Chronology)</p>
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History Objectives | KS1

Objective	Year 1			Year 2		
	Me, my town and my family in the 1950s	Man on the Moon	Queen Elizabeth	Queen Victoria	Historical Figures in the past	Captain Cook
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
significant historical events, people and places in their own locality						