



**Hindhayes**  
INFANT SCHOOL

Recent research shows us that: The study of **history** in **school** is **important** for children's conceptual development. They can begin to understand that the past has many different facets and that each era is different from the next, as well as being different from our own. ... The study of **history** builds children's understanding of society. (Teaching History in Primary Schools – Pat Hoodless)

Developing History at Hindhayes –  
We want our children to develop a love of history through their interpretations, investigations and analysis of the topics being covered. We want them to learn to ask questions and begin to delve more deeply into the facts behind the artefacts and evidence presented.

Pupils should be taught the historical skills of:	Development of skills <b>Foundation Stage</b>	Year 1	Year 2
<b>Chronology</b>	<p><b>Understanding the World (People and Communities)</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children can sequence events or objects in chronological order.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>sequence events</li> <li>sequence photos etc from different periods of their life</li> <li>describe memories of key events in lives</li> </ul> <p>Children can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>
<b>Range and depth of historical knowledge</b>	<p><b>Understanding the World (The World)</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary</p>	<p>Children can begin to describe similarities and differences in artefacts</p> <p>drama – why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p> <p>Talk, draw and write simple statements about the past</p> <p>Children can:</p>	<p>Children can find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)</p> <p>Children can:</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>identify similarities and differences between ways of life in different periods;</p> <p>know and recount episodes from stories and significant events in history;</p> <p>understand that there are reasons why people in the past acted as they did;</p> <p>describe significant individuals from the past.</p>

	from one another.	recognise some similarities and differences between the past and the present;  know and recount episodes from stories and significant events in history;  describe significant individuals from the past.	Pupils can use a wide vocabulary of everyday historical terms.  use drama/role play to communicate their knowledge about the past.
<b>Interpretations of history</b>	Children share information through books, videos, artefacts, stories and begin to compare.	Children can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)  Children can: start to compare two versions of a past event;	Children can compare pictures or photographs of people or events in the past able to identify different ways to represent the past  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Children can: compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.
<b>Historical inquiry</b>	<b>Understanding the World (The World)</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	Use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts. Use of time lines discuss the effectiveness of sources Children should ask and answer questions, using other sources to show that they know and understand key features of events.  Children can: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.
<b>Organisation and communication</b>	Making a visual interactive timeline using 3D objects  drawing  drama/role play	Time lines (3D with objects/ sequential pictures)  Drawing  drama/role play  writing (reports, labelling, simple recount) ICT	Class display/ book to show what has been learnt and the skills they have practised. Museum visit - S.S.Great Britain Annotated photographs exploring the information given and conclusion drawn. ICT will be used where appropriate to consolidate understanding and knowledge and present the information in a succinct and fun way. Eg. Purple mash – writing a fact file about the life of Queen Elizabeth 11.

	annotating displays/pictures with labels or simple captions		
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