

A Curriculum For Hindhayes - Building History Skills

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS							
Hindhayes Key Skills EYFS	Key Skills	<p>Context: what were you like as a baby?</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Range and depth of historical knowledge- 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>Historical Enquiry- 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>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Context: People who help us</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Historical Enquiry- Talk about the lives of the people around them and their roles in society.</p> <p>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Context: Exploring the High Street past and present</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Range and depth of historical knowledge- Know some similarities and differences between things in the past and now, drawing on their experiences</p> <p>Historical Enquiry- 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>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Context: how did we used to farm?</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Historical Enquiry- Talk about the lives of the people around them and their roles in society.</p> <p>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Context: Castles and The Royal Family</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Range and depth of historical knowledge- Know some similarities and differences between things in the past and now, drawing on their experiences</p> <p>Historical Enquiry- 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>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Context: transport in the past</p> <p>Chronology/Interpretations of History- Understand the past through own experiences and books read in class.</p> <p>Range and depth of historical knowledge- Know some similarities and differences between things in the past and now, drawing on their experiences</p> <p>Historical Enquiry- 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>Organisation and communication- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

KEY STAGE ONE				
National Curriculum Statutory Requirements	Changes within living memory.	Events beyond living memory.	Lives of significant individuals.	Significant historical events, people or places. (local history)
Hindhayes Key Skills Year 1	<p>What did our school used to be like?</p> <p>Chronology- Children can sequence events or objects in chronological order.</p> <p>Range and depth of historical knowledge- Children can begin to recognise and describe similarities and differences between the past and present.</p> <p>Interpretations of history- Children can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites and artefacts)</p> <p>Historical Enquiry- Children can ask and answer questions related to different sources and objects.</p> <p>Organisation and communication- Children will be able to discuss their ideas with their peers in partners and in small and larger groups. They will use appropriate vocabulary to explain their ideas and to talk about what they know. They will be able to engage in a conversation and listen thoughtfully.</p> <p>Children will use drawing and a range of writing skills to communicate their ideas.</p>	<p>What made the Great Fire of London so great?</p> <p>Chronology- Children can sequence events or objects in chronological order.</p> <p>Range and depth of historical knowledge- Children can begin to recognise and describe similarities and differences between the past and present.</p> <p>Children can recognise and describe similarities and differences between some artefacts. Children are beginning to understand why people did things in the past.</p> <p>Children are beginning to use a range of sources to find out characteristic features of the past. Children know that there are some people from the past who were important.</p> <p>Interpretations of history- Children can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites and artefacts)</p> <p>Children are starting to be aware of different versions of a past event and identify the differences.</p> <p>Historical Enquiry- Children have the opportunity to explore as wide a range of sources as possible. Children can ask and answer questions related to different sources and objects. Children can ask questions related to an event or series of events from the past. Children can sort artefacts into "then" and "now"</p> <p>Organisation and communication- Children will be able to discuss their ideas with their peers in partners and in small and larger groups. They will use appropriate vocabulary to explain their ideas and to talk about what they know. They will be able to engage in a conversation and listen thoughtfully. Children can make time lines using pictures and objects and talk about what it means. Children will use drawing and a range of writing skills to communicate their ideas. Children will use drama and role play to explore and share ideas. Children will use a range of ICT to find and present information.</p>	<p>Why is Queen Elizabeth II special?</p> <p>Chronology- Children can sequence events or objects in chronological order.</p> <p>Range and depth of historical knowledge- Children know that there are some people from the past who were important.</p> <p>Interpretations of history- Children can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites and artefacts)</p> <p>Historical Enquiry- Children can ask questions related to an event or series of events from the past.</p> <p>Organisation and communication- Children will be able to discuss their ideas with their peers in partners and in small and larger groups. They will use appropriate vocabulary to explain their ideas and to talk about what they know. They will be able to engage in a conversation and listen thoughtfully. Children can make time lines using pictures and objects and talk about what it means. Children will use drawing and a range of writing skills to communicate their ideas. Children will use drama and role play to explore and share ideas. Children will use a range of ICT to find and present information.</p>	<p>Why should we remember the Clarks?</p> <p>Chronology- Children can sequence events or objects in chronological order.</p> <p>Range and depth of historical knowledge- Children can begin to recognise and describe similarities and differences between the past and present.</p> <p>Children are beginning to understand why people did things in the past.</p> <p>Children know that there are some people from the past who were important.</p> <p>Interpretations of history- Children can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites and artefacts)</p> <p>Historical Enquiry- Children can ask and answer questions related to different sources and objects. Children can sort artefacts into "then" and "now"</p> <p>Organisation and communication- Children will be able to discuss their ideas with their peers in partners and in small and larger groups. They will use appropriate vocabulary to explain their ideas and to talk about what they know. They will be able to engage in a conversation and listen thoughtfully. Children can make time lines using pictures and objects and talk about what it means. Children will use drawing and a range of writing skills to communicate their ideas.</p>

National Curriculum Statutory Requirements	Lives of significant individuals.	Significant historical events, people or places. (local history)	Events beyond living memory.
Hindhayes Key Skills Year 2	<p>Who was Guy Fawkes?</p> <p>Chronology- Children can sequence a series of related events.</p> <p>Range and depth of historical knowledge- Children can find out about people and events in other times and talk about them. Children can explain why some people are important and had an impact on society. Children use drama to help develop the skills of empathy and understanding (hot seating, sp. and listening) and start to understand there are reasons why people in the past acted as they did.</p> <p>Interpretations of history-Children can identify and compare different versions of a past event.</p> <p>Historical Enquiry- Children can ask and answer questions related to an event or series of events form the past. Children can use simple time lines to help make sense of events.</p> <p>Organisation and communication- Children will be able to discuss their ideas and those of others with their peers in partners and in small and larger groups. They will use appropriate vocabulary to explain their ideas, talk about what they know and to talk about the ideas and feelings of others.</p>	Brunel	<p>The First Flight</p> <p>Chronology- Children can sequence a series of related events.</p> <p>Range and depth of historical knowledge- Children can find out about people and events in other times and talk about them. Children can explain why some people are important and had an impact on society.Children can recognise and describe a range of similarities and differences between collections of artefacts and begin to identify similarities and differences between ways of life in different periods. Children use drama to help develop the skills of empathy and understanding (hot seating, sp. and listening) and start to understand there are reasons why people in the past acted as they did.</p> <p>Interpretations of history- 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 identify and compare different versions of a past event.</p> <p>Historical Enquiry- Children can ask and answer questions related to an event or series of events form the past. Children can use a source to find information about the past, they ask questions such as - why, what, who, how, where. Children can discuss the effectiveness of a source. Children can use simple time lines to help make sense of events.</p> <p>Organisation and communication- Children can make time lines using pictures and objects and talk about what it means and use this information to help understand the bigger historical picture.</p>