

# THE VAYNOR CURRICULUM

## HISTORY SEQUENCE



### INTENT



#### Love for Learning:

Children will develop a love for History and learning about the past. History is a pivotal subject that helps our pupils understand who they are. It is from the past that we can understand our current place in the world and how that influences our future. History is taught so pupils can connect with the past and explore sensitive issues with empathy. Our progressive curriculum enables our pupils to become successful historians.



#### Enquiring Minds:

We encourage our pupils to ask questions about the past and widen their perspective on historical interpretations. Through our thematic approach we instil a curiosity about the world that existed before them and what responsibility they have in shaping the world they live in now. We engage our pupils in thought-provoking enquires to help build their understanding of themselves and others, which gives them the tools they need to succeed in life. Engaging enquiries empower our pupils to question, interpret and challenge the past. We equip our pupils with the historical skills they need to be able to challenge viewpoints and interpret evidence to form their own historical judgements.



#### World Wise:

Redditch has a rich history, and we use that to enhance and connect our local areas, as well as give every pupil a real sense of belonging to this history. This enables our pupils to understand that they are part of something bigger. We celebrate the importance of the past through a variety of viewpoints to ensure all our communities are represented and the past is portrayed in an impartial way. We want our pupils to be empowered to use the past to inform their actions in the future.

	Historical Study	Historical Skills and Awareness	Chronology and Change
EYFS	<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>Comment on things that are from the past (e.g. Dinosaurs)</p> <p>Compare and contrast characters from stories, inc. figures from the past</p>	<p>To talk about special times, celebrations/ birthdays they remember in their life.</p> <p>Begin to think about why we celebrate things such as Bonfire Night.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about their memories and experiences.</p>	<p>To talk about how they have changed from being a baby.</p> <p>To talk about how children and adults are different.</p> <p>To sort objects/images into old and new and begin to use vocabulary linked to the history topic.</p>

<p><b>Year 1</b></p>	<p>What my family tree looks like What my full date of birth is People change as they grow older. Some events happened a short time ago and some events occurred a long time ago. What the terms past, present and future mean That toys have changed. How was Vaynor different in the past? Study how Redditch has changed over time. Key events based on current monarchy. Where the Royal family live – links to homes and where they are in relation to UK. Study a significant event (Coronation of Queen Elizabeth)</p> <p><b>National Curriculum Links:</b> Events beyond living memory that are significant nationally. Lives of significant individuals in the past. Significant historical events, people and places in their locality. Changes within living memory. Know where things fit within a chronological framework.</p>	<p>Compare similarities and differences between ways of life in different periods. To describe that people may have lived differently in the past and begin to identify differences. Ask questions about the past object and begin to answer them with support. Observe and describe toys now and from the past. Sequence events in their life. Sequence objects identifying old and new.</p> <p>Recognise that things have changed through examining sources (photos, films and eye-witness accounts)</p> <p><b>National Curriculum Links:</b> Identify similarities and differences. Ask and answer questions.</p>	<p>Recognise the passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/today a long time ago.</p> <p>Recognise how something has changed within their living memory.</p> <p>Day, year and month, and living memory.</p> <p>Understand that historical events happened a long time ago. Understand the key vocabulary: old, new, past, present, yesterday, a long time ago.</p> <p><b>National Curriculum Links:</b> Changes within living memories. Know where things fit within a chronological framework. Use a wide vocabulary of historical terms</p>
<p><b>Year 2</b></p>	<p>Who was on the throne during the Victorian era? The relationship between the current royal family and the Victorian royal family Similarities and differences between Queen Elizabeth II and Queen Victoria.</p> <p>Significant events and people during the Victorian period What school life was like for a Victorian child. The difference between rich and poor families What the Titanic was and how it sank Where was the Titanic going?</p> <p><b>National Curriculum Links:</b> Events beyond living memory that are significant nationally.</p>	<p>Make comparisons between 2 monarchs. Make comparisons between 2 eras – London then and now. Place the Victorian Era on a timeline including significant events. Place the Victorian Era on a timeline including significant events. Compare school life (Victorian to present day) Explain how their lives differ to those of Victorian children. Sequence the events which led to the sinking of Titanic. Explain how we know what happened (historical sources)</p> <p><b>National Curriculum Links:</b> Understand how we find out about the past</p>	<p>To understand how historical events studied fit within a chronological framework.</p> <p>Sequence main points of a significant event or a famous person's life.</p> <p>Understand the vocabulary: Recent memory, beyond living memory, decade, century (once understanding of place value to 100 is secure).</p> <p><b>National Curriculum Links:</b> Changes within living memories. Know where things fit within a chronological framework.</p>

	<p>Lives of significant individuals in the past. Significant historical events, people and places in their locality. Compare and contrast life at different times.</p>	<p>and how it is represented. Ask and answer questions. Use a wide vocabulary of historical terms.</p>	
<b>Year 3</b>	<p>How the Roman Empire spread and conquered parts of the ancient world including Britain in 43CE Who were Julius Caesar and Septimus Severus and why were they significant? The Romanisation of Britain and the impact of technology, culture, and beliefs. How did Roman rule end and start of Anglo-Saxons That the Romans believed in many Gods The similarities between Celtic and Roman life. <b>National Curriculum links:</b> The Roman Empire and its impact on Britain.</p>	<p>To compare and explain the difference between Roman and Celtic life. Explain the importance of the legacy left in Britain by the Romans. Use timelines effectively to compare relevant time periods. Explain the significance of the Roman Army and the Roman Empire. Observe and describe how objects, people, and places change throughout a time period. Begin to talk about which historical sources are most useful to give us information. To use timelines to represent the vast scale of the era and where modern history fits in. To compare and explain the differences within the prehistoric era. To explain how humans developed as they found ways to manage their environments. To use evidence to make plausible conclusions. <b>National Curriculum links:</b> Note connections, contrasts, and trends over time. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses through a selection of relevant historical information. Address and sometimes devise historically valid questions. Develop appropriate use of historical terms.</p>	<p>Place significant dates on a simple timeline. Understand that the past can be divided into different periods of time. Understand the key vocabulary: BC/BCE and AD/CE, scale, duration, period Understand the key vocabulary: Ancient, evidence, fossil, prehistory. <b>National Curriculum links:</b> Develop a chronologically secure knowledge and understanding. Develop appropriate use of historical terms.</p>
	<p>That the Stone Age lasted around 2.5million years and consisted of 3 different periods – Palaeolithic, Mesolithic and Neolithic. The Stone Age lasted from approximately 13,000BC to 4000BC. During the Neolithic, people began to create and settle in villages such as Skara Brae. Settlements were chosen to enable them to still hunt for food and farm. The Bronze Age came after the Stone Age in which the discovery of bronze was used to make hunting tools. Humans also began to farmland. The Iron Age came after the Bronze Age in which humans discovered and used iron to make tools and farmed lands instead of hunting. They began to live in communities. <b>National Curriculum links:</b> Changes in Britain from the Stone Age to the Iron Age.</p>		

	Understand the achievements of the earliest civilisations.		
<b>Year 4</b>	<p>That there were many causes that led to start of WW2.  The key figures who impacted WW2 (Axis &amp; Allies)  Most children were evacuated to the countryside.  What the Blitz, Blackout and shelters were and the impact it had on people's lives.  What rationing was and why it happened.  Where the war started and how it progressed. (Battle of Britain)  How the war impacted Redditch.</p> <p><b>National Curriculum links:</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A local history study.</p>	<p>Find information independently and use sources of information in ways that go beyond simple explanations to answer questions.  Use timelines effectively to understand the causes and key dates of WW2.  Explain the different experiences of children during evacuation.  Explain the Nazi invasion across Europe.  Observe, describe and compare objects, places, people and events, with increasing depth of knowledge, and understand that they can be represented and interpreted in different ways.  To understand cause and consequence in the context of historical events.  Draw conclusions consistent with the evidence.  To think critically about evidence and its usefulness. Begin to produce structured accounts e.g. a chronological report using dates and terms.</p> <p><b>National Curriculum links:</b>  Note connections, contrasts, and trends over time.  Understand how our knowledge of the past is constructed from a range of sources.  Construct informed responses through a selection of relevant historical information.  Address and sometimes devise historically valid questions.  Develop appropriate use of historical terms</p>	<p>Be able to fit people and periods into a chronological framework.  Be able to make links between features within and across different periods.  Identify changes over time and begin to make connections between local, national and world history.</p> <p><b>National Curriculum links:</b>  Note connections, contrasts, and trends over time.  Develop a chronologically secure knowledge and understanding</p>
	<p>That Anglo-Saxons were already settled in Britain during Viking era  That the Vikings were from Scandinavian countries  The reasons why Vikings invaded and settled in Britain.  That Vikings first invaded in 793AD (Lindisfarne)  Viking lifestyle – Homes, settlements, boats, roles.  Why the Vikings invaded and settled – Danelaw.  Who Alfred the Great was and his role in a treaty.  Edward the Confessor and his death in 1066.</p> <p><b>National Curriculum links:</b>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		

### Historical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Today, yesterday, old, new, young, a long time ago, year, day, month	now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, timeline then, same, different, past, present, after, future, museum, historian, childhood, adulthood	chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eyewitness, significant, compare, historical, modern kingdom	pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, decade, century, civilisation, cause, consequence, nomadic, Anno Domini, Caesar, millennium, Before Christ, ancient, conquer, conquest, empire	interpretation, legacy, invasion, resistance, democracy, Blitz, evacuation, rationing, allies, revolt, dark ages, middle ages, continuity, reliable, unreliable, truce, medieval, first hand, second hand,

### SMSC in History

Spiritual	Social
<p>Children :</p> <ul style="list-style-type: none"> <li>• Are encouraged to take risks and flourish in a nurturing learning environment.</li> <li>• Experience 'awe and wonder' moments when History is brought to life through active enquiry and experience of artefacts.</li> <li>• Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art, Literacy, music).</li> <li>• Explore the mystery of how and why past events happened.</li> <li>• Realise the significance of past events and people and how they have impacted on our lives today.</li> <li>• Explore values and beliefs from the past and compare and contrast these to values and beliefs from today.</li> <li>• Respect others.</li> <li>• Accommodate and celebrate difference.</li> <li>• Ask questions, offer ideas and make connections.</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning.</li> <li>• Demonstrate attributes such as collaboration, empathy &amp; listening, interdependence and imitation.</li> <li>• Adopt different roles within group work (including leader, scribe, questionmaster and Steps to Success checker).</li> <li>• Develop skills of compromise and negotiation during collaborative learning.</li> <li>• Have the opportunity to be a leader within group work and develop leadership skills.</li> <li>• Consider what society in the past has contributed to society today.</li> </ul>
Moral	Cultural

#### Children

- Promote measures to prevent discrimination based on religion, gender, sexual orientation, age, and other criteria.
- Comment on and debate moral questions stemming from past events.
- Reflect upon past events and consider their own moral opinions.
- Develop a sense of empathy with historical figures (e.g. through drama, diary writing).
- Ask 'big questions', asking 'why' and 'how' and relating responses to their own moral codes.
- Explore models of moral virtue through key historical figures.

#### Children

- Develop a greater understanding of how events in history have shaped our multi-cultural society.
- Celebrate our multi-cultural society (e.g. Black History, religious celebrations, and class topics).
- Explore and discover cultures from around the world and how they have changed over time.
- Demonstrate respect and appreciation for all cultures.
- Are immersed in culture through cross-curricular links with, for example, Art, DT, English, Maths and Music.
- Investigate authentic accounts of attitudes, values, and traditions of diverse cultures over time.

#### British Values

At The Vaynor, we aim to promote British values through history. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the history curriculum. Children explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as World War 2, The Romans. This enables the children to understand how, over time, changes happened and to evaluate their impact. Teaching children to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.