

Curriculum Sequence for History – Is the study of the past, the last 6000 years

Early Years	Autumn Term Stories and Rhymes		Spring Term Changes		Summer Term Me and My World	
	<p>Declarative Knowledge Understanding the World Can I talk about things that change? Changes that happen around us (seasons) Can I name and talk about some similarities and difference between thing in the past and things now?</p>	<p>Procedural Knowledge Observe their surroundings and discuss what is different and what is the same. Talk about their own recent past experiences and what is happening now</p>	<p>Declarative Knowledge The stages in growth within humans, animals and insects and how they change over time. name animals that change</p>	<p>Procedural Knowledge Know about life cycles and name some of these animals. Describe how humans change over time.</p>	<p>Declarative Knowledge about past and current history How school and local community has changed from the past to the present day</p>	<p>Procedural Knowledge What is the same and what is different about now and last year? What has changed in your home and family?</p>
	Enhancements: Autumnal week, trip to the theatre, perform in front of an audience, visit from librarian		Enhancements: Visit to the farm, guess the baby competition, my family tree		Enhancements: Visitors, police, firemen, nurses	
Year 1	Autumn Term A Trip Down Memory		Spring Term Animals Everywhere		Summer Term The Great Outdoors	
	<p>Declarative Knowledge Look at toys past and present Chronology What is History? How do we know what happened in the past? How have I changed since I was born? (Recent memory) How have things changed since my grandparents were my age? (What is living memory) Can we find out about how things have changed within the last 100/120 years? How can we show people what happened and when?</p>	<p>Procedural Knowledge Place events on a simple timeline Sequence some events beyond my living memory Ask questions about what has happened in my lifetime Start to ask why things might have happened in the past. Compare how something was different in the past to now. (Use toys) Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same.</p>	<p>Declarative Knowledge Researching 2 significant individuals from the Victorian period Why are people fascinated by the past? How can curiosity lead to a lifelong journey of discovery? Find facts about Queen Victoria and Mary Anning What is an Archaeologist? How do they find out about the past? Why are these two individuals significant – what were their achievements?</p>	<p>Procedural Knowledge Start to ask why things might have happened in the past. Compare how something was different in the past to now. Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same. Sequence artefacts and photographs from different periods on a simple timeline. Research the achievements made by Queen Victoria and Mary Anning – why are they significant?</p>	<p>Declarative Knowledge How can we find out about the past? Describe how at least 1 thing has changed over a period of time and compare and contrast. Compare how something was different in the past to now – West Smethwick park</p>	<p>Procedural Knowledge Start to ask why West Smethwick Park might have changed over the past. Compare how West Smethwick Park is different in the past to now. Describe what things have changed in the park and how. Understand historical concepts such as continuity and change, similarity and difference, and use them to make connections and draw contrast. Gain historical perspective by placing their growing knowledge into different contexts, understanding the difference between short- and long-term timescales.</p>

	Enhancements Traditional toys and games day Visit local library	Enhancements Visit from Animal person, trip to the safari park/zoo/nature centre, create exhibition for parents	Enhancements: Outdoor day, trip to West Smethwick Park, prepare an outdoor day for their family			
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Year 2	Autumn Term Home and Away	Spring Term Change Makers	Summer Term Change 4 Life			
	<p><u>Declarative Knowledge</u> What industry was our local area famous for? Mural in hall – What does this represent? Why was it painted? Link to local history Study the mural in the hall and find out the history behind it. Make links with local historic society to come to talk to us about it. How has Smethwick changed over time? Who are the local people that make up our local community in Smethwick? (Use J Stamps and S Green’s local knowledge. And interview first generation immigrant who settled into Smethwick in the late 1960s.) Find out about the history of Sikhs settling in Smethwick and what this looks like today</p>	<p><u>Procedural Knowledge</u> Compare aspects of life in different periods Identify different ways in which the past is represented Start to ask how and why things might have happened in the past. Ask questions about what has happened in a time period beyond our lifetime Sequence key events within a specific time period.</p>	<p><u>Declarative Knowledge</u> Change makers- Famous people in history who made a difference to how people live. How do we know what happened in the past? What sources can we use? What does living memory and beyond living memory mean? Which of our famous people are within living memory and beyond living memory? What was happening in the world when our famous person was alive? How did life change because of the work these people did locally, in our country, in our world? Explorers What is an astronaut? How has space travel changed the way we live today? Space race and competition. Can you name some? Neil Armstrong, Buzz Aldrin, Michael Collins, Helen Sharman, A sailor of the stars - why would people use this term? Link to early explorers- someone who travels or explores space. Compare with Christopher Columbus What did people know about the world in his time? Why was exploration important? Medicine How did Florence Nightingale and Mary Seacole’s nurses help soldiers</p>	<p><u>Procedural Knowledge</u> Refer to historical periods as the past and use historical phrases and time periods Attach periods of time correctly on a timeline Sequence key events within a specific time period / era Sequence photographs from the past Extract information from an artefact or source Ask questions about what has happened in another period of time Use evidence from both visual and written sources to understand the past Ask how and why things might have happened in the past Contrast people’s achievements from different times Compare 2 sources that show the same event to start to see similarities and differences Describe how a number of things (e.g objects, an area) have changed over a period of time Use a timeline to build chronology</p>	<p><u>Declarative Knowledge</u> Famous Queens What is a Monarch? plan bee Famous Queens unit To understand what a monarch is and where monarchs live. To explore Tudor life and Queen Elizabeth I. To explore who Queen Victoria was. To explore the Victorian period. To explore the life of Queen Elizabeth II. To compare three major time periods. To compare the three significant queens.</p>	<p><u>Procedural Knowledge</u> Attach periods of time correctly on a timeline Refer to historical periods as the past and use historical phrases and time periods Sequence photographs from the past Ask questions about what has happened in another period of time Ask how and why things might have happened in the past Contrast people’s achievements from different times Describe how a number of things (e.g objects, an area) have changed over a period of time</p>

			<p>during the Crimean War? How did this change hospitals then and now? Cleansed hospitals and encouraged good hygiene.</p> <p>Engineering What did engineers like Brunel, and local engineers Mathew Boulton and James Watt, do to change the way we live today and our local area? What obstacles did they have to overcome? What has engineering achieved today?</p> <p>Royalty Can I understand the impact Queen Elizabeth 11 had during her reign? Can I understand the role of the Commonwealth – link to Mary Seacole and Florence</p>			
	Enhancements Walk around Smethwick, interview people who lived in Smethwick since they were young, visit to church or Gurdwara		Enhancements Visit to Black Country Museum Create a performance for parents		Enhancements: Visit to Sandwell sports academy, create an exhibition for parents	