

Reception Unit: Past and Present (community)

Who are the people that help us?

What toys did my grandparents play with?

Were boys' toys very different to girls' toys?

What were toys like before batteries?

What else has changed over the years?

Why am I pleased to live now and not a long time ago?

Continuous Provision

Set up a Victorian style kitchen in the domestic play area

Create a toy shop at the time my grandparents were children

Sequence of learning: What to look for

- Appreciate that photographs of the past tell them about how things have changed.
- Learning, through handling artefacts, that people did not have the modern appliances we have today.
- Able to talk about changes they note in photographs and from direct experiences of past events.
- Begin to show that they can organise artefacts by age and start to justify their choices.

Understanding of the World: History

Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed learning sequence
<p>Comment on images of familiar situations in the past</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p>Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<pre> graph TD A[Appreciate that photographs of the past tell them about how things have changed.] --> B[Learning, through handling artefacts, that people did not have the modern appliances we have today.] B --> C[Able to talk about changes they note in photographs and from direct experiences of past events.] C --> D[Begin to show that they can organise artefacts by age and start to justify their choices.] </pre>
<p>Key vocabulary</p>		
<p><input type="checkbox"/> past</p>		
<p><input type="checkbox"/> long ago</p>		
<p><input type="checkbox"/> yesterday</p>		
<p><input type="checkbox"/> last week</p>		
<p><input type="checkbox"/> a long time ago</p>		
<p><input type="checkbox"/> artefact</p>		

Past and Present: Early Learning Goal

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Long-term overview for HISTORY

YEAR 1

How different was my grandparents' childhood to mine?

Know what our grandparents' toys were like

Know how different our grandparents' school days were

Know how our grandparents used to shop

Know what our grandparents would have eaten

Know how grandparents celebrated their birthdays or enjoyed holidays

Chronology & Causation

Historical Enquiry

Interpretation & Significance

- To appreciate the difference between long ago and very long ago
- Create a simple timeline to capture recent events
- Remember parts of stories they have read or have had read to them which involve memories about the past
- Know that the toys their parents and grandparents played with were different to their own
- Organise a number of artefacts by age
- Recognise that familiar objects we have today would have been different in the past, i.e., telephone
- Know what a number of older objects were used for
- Know the main differences between their school days and that of their grandparents
- Begins to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories
- Consider the differences between 'long ago' and 'now'

Long-term overview for HISTORY

YEAR 2

Which internationally famous person did something incredible in the past?

Know about a person who did something in the past that has impacted on our lives today

Know when and where the famous person lived

Know the difference between being well known and being internationally famous

Know about someone who is alive today and is famous all over the world

Know about someone who sacrificed their life to make things better for others

Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- 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

Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

Interpretation & Significance

- Know about people in the past who have contributed to national and international achievements
- Recount historic details from eye-witness accounts, photos and artefacts
- To develop an awareness of the past and comment on how they found they found out

Long-term overview for HISTORY

YEAR 3

How did Britain change between the beginning of the Stone age and the end of the Iron age?

Know the significance of the invention of the wheel

Know the significance of the discovery of iron ore

Know some of the key differences between the stone, bronze and iron ages

Know about the significance of the creation of Iron Age Forts

Know what is meant by hunter gatherers

Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Able to use dates to explain British, local and world history
- Start using a timeline that identifies different centuries
- Use appropriate dates and chronological conventions, e.g., BC, BCE and AD
- Put artefacts or information in chronological order from a long time ago
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore

Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

Interpretation & Significance

- 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

Long-term overview for HISTORY

YEAR 4

How did Britain change between the end of the Iron age and the end of the Roman occupation?

Know why the Romans came to Britain in the first place

Know how the Romans changed the landscape in Britain

Know why there was some resistance to the Roman occupation

Consider what was the most important change the Romans brought to Britain

Know why the Romans left Britain

Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Know how to use the timeline in relation to the unit being studied.
- Use words and phrases: century, decade

Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

Interpretation & Significance

- Look at more than two versions of the same event or story in history and identifies differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied

Long-term overview for HISTORY

YEAR 5

How did Britain change between the end of the Roman occupation and 1066?

Know why the Romans left Britain

Know who the Anglo-Saxons were and how they divided Britain up

Know who the Vikings were and how they battled with the Anglo-Saxons

Know how many of the words we use today originate from the Anglo-Saxons or the Vikings

Know how the Vikings and Anglo-Saxons improved Britain

Chronology & Causation

- To have a secure understanding of a British timeline that extends from the Stone Age to the present day
- To show a chronologically secure knowledge and understanding of local, national and global history
- To be able to tell the story of events within and across the time periods studied
- To describe connections, contrasts and trends over short and longer time periods
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Accurately use dates and terms to describe historical events;
- Know and describe in some detail the main changes to an aspect in a period of history being studied

Historical Enquiry

- Recognise when they are using primary and secondary sources of information to investigate the past
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Use a wide range of different evidence to collect evidence about the past
- To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context

Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Realise that there is often not a single answer to historical questions
- To see the relationship between different periods and the legacy or impacts for people today

Long-term overview for HISTORY

YEAR 6

When did we create the British Empire?

Know what is meant by the British Empire

Know how important the voyages of discovery were in making Britain great

Know how far the British Empire extended

Know how Britain made an impact on the world

Know why we no longer have a British Empire

Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world
- To identify specific changes within and across different periods over a long period of history
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name date of any significant event studied from past and place it correctly on a timeline

Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Investigate own lines of enquiry by posing historically valid questions to answer
- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Start to know the difference between primary and secondary evidence and the impact of this on reliability
- Show an awareness of the concept of propaganda
- Know that people in the past represent events or ideas in a way that may be to persuade others
- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources

Knowledge Organiser

Year 6

Subject: History Main Learning: Significance – Creation of the British Empire

Key knowledge

Know about the creation of the British Empire

Know what is meant by the British Empire

Know how important the voyages of discovery were in making Britain great

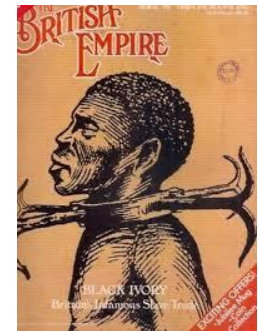
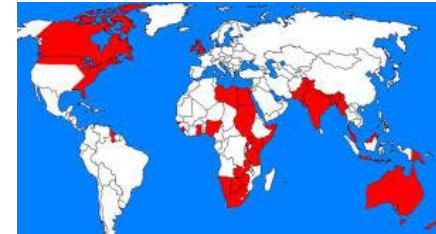
Know how far the British Empire extended

Know how Britain made an impact on the world

Know why we no longer have a British Empire

Vocabulary

empire	An extensive group of states or countries ruled over by a single monarch
mother country	The UK was often referred to as 'the mother country' by members of the British Empire
commonwealth	An international association consisting of the UK together with states that were previously part of the British Empire, and dependencies
colony	A country or area under the full or partial political control of another country and occupied by settlers from that country
slavery	Often associated with the early formation of the British Empire
empire on which the sun never sets	At one time the British empire expanded across the world so that there was always somewhere where the sun shone (in other words was not night time)



HISTORY



Prior Knowledge –

Year 6 — History Quiz

When did we create the British Empire??



1. Can you give a definition of the British Empire?
2. Name three countries that were once ruled by Britain under the British Empire?
3. In what year was there the largest amount of land and highest number of people under the rule of the British Empire and what proportion of the earth's surface did this cover?
4. Which century was referred to as the 'Age of Discovery' and what did this entail?
5. What were the benefits to Britain of building new colonies overseas?
6. How did the poor and unemployed people of Britain benefit from the new found lands?
7. Where were the first British colonies and what were these known as?
8. Name two commodities that British obtained for the West Indies, known today as the Caribbean Islands?
9. During the second British Empire, which countries came under British rule during the scramble for Africa?
10. Name two ways in which indigenous peoples were affected by spread of the British Empire?
11. During the 15th century, what was the name of the most organized slave operation the world had ever seen?
12. How did Britain benefit from slavery?
13. How did the first World War initiate the gradual decline of the British Empire?
14. How did the Second World War further decrease the number of countries under British rule?
15. Name two countries that gained independence after WW2?