

Incidental Learning

Although history is not explicitly taught in the EYFS through a dedicated history lesson slot; there is a lot of history learning taking place! At CFPA we recognise that within 'Understanding the world', there is a new ELG entitled 'Past and Present' and through the use of chronology development we strive to ensure even the youngest learners have an understanding of time, the past, present and future, as well as where to find information, by the time they are ready for KS1. In EYFS, there is always a lot of talk about the past, often through the use of story books, daily routines and our learning journey timeline.

Learning Journey Timeline

A permanent, 'live' display within the EYFS classroom is the learning journey timeline.

This display was purposefully designed to replicate a traditional timeline. The adults refer to the children's learning to help them talk about what they have learnt in the past. The remaining space on the timeline and how it reduces over the two week period exposes the children to their place within a timeline; subconsciously developing their understanding which will be built upon in KS1.

Daily Routines and Timetable

Each day the children begin with a visual timeline, again showing the children another timeline representation.

The adults use chronological language when discussing the day with the children. This routine also provides a pre teach and then recall from their learning in Spring 1.

Days of the Week

Each day the children sing a days of the week song, and are encouraged to talk about yesterday, today and tomorrow. This provides the children with a simple way they can apply their knowledge of past, present and future.

Start

Autumn 1: Me and My Family

Chronology Skill Development

Enquiry Skill Development

During Autumn 1 the children will talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. They will learn that you can find out information from different sources e.g. internet, books. They will talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

They will use the language of the past when describing seasonal changes around them. They describe what they see, feel and hear during the seasons and how these change. This is the beginning of their learning about timelines.

Autumn 2: Night and Day

Chronology Skill Development:
The Past

Historical Events

During Autumn 2 the children will use the language of time when talking about past and present events in own their lives and the lives of others. (including the lives of others they've learnt about in books). They will find out about historical events and investigate why we celebrate them. For example, Christmas Day and Remembrance Day. This builds on their understanding of time from A1; knowing that Christmas is when it is cold and winter and their chronological development that these events originally happened in the past.

Spring 1: Traditional Tales

Chronology Skill Development:
Timelines

Chronology Skill Development

Enquiry Skill Development

During spring 1 the children will deepen their knowledge of chronology to create a timeline of their day, corresponding with their knowledge of 7 days in a week. The children will use chronological language such as first, next, finally. Children will be exposed to the idea of the future, using events in their day which have not happened yet. They will investigate and explore the changes within the natural world building upon their knowledge of time from A1.

Spring 2: Modern Tales

During spring 2 the children explore and talk about the changes that have happened in their own lifetimes. They will talk about the changes that have happened to themselves since they were a baby. Such as, wearing a nappy as a baby to wearing pants as a child.

Summer 1: In the garden

Chronology Skill Development

During summer 1 the children will recount an event. (Theatre trip, caterpillars growing). They will use language such as before, next, after that consolidating their knowledge of the past, present and future and timelines. They will investigate the changes plants and animals make during periods of growth again using chronological language to describe their observations.

Summer 2: Chronology Development

End

Cycled Approach Overview

Events beyond living memory.

What caused the Great Fire of London?

In this unit the children will use **sources** of evidence to investigate what actually happened, how the fire began, what happened during and how we know this over 350 years later. They will also explore how the fire impacted modern life.

How did significant people from Derbyshire change the world?

The lives of significant individuals in the past who have contributed to national and international achievements.

Significant historical events, people and places in their own locality.

Why did astronauts risk their lives to reach the moon?

In this unit the children will learn use enquiry skills to research why astronauts risked their lives to go to the moon, who was the first to walk on the moon but also extends their learning to discuss big questions such as, should space travel continue. The children will learn who Neil Armstrong and Buzz Aldrin are as significant people within history.

The lives of significant individuals in the past who have contributed to national and international achievements.

In this unit the children will compare and contrast the lives of Florence Nightingale and Richard Arkwright, two influential people who shaped the modern world from Derbyshire.

This is a local history study and prior learning for the Year 5 / 6 unit learning about Richard Arkwright, and the industrial revolution.

How have seaside holidays changed over the last 100 years?

In this unit the children will learn about 3 periods of time, within the last 100 years looking at the concept of change over time. They will explore if the reasons we go to the seaside have remained the same throughout the 100 years.

Understand historical concepts such as continuity and change, similarity and difference and use them to make connections

Why is Mary Anning remembered as the mother of dinosaurs?

The lives of significant individuals in the past who have contributed to national and international achievements.

Events beyond living memory.

What is a castle and who lives in them?

In this unit the children will look at how homes have changed over time; building on their knowledge from EYFS. It also helps children's understanding of what 'old' really means historically. The children contrast with the present. This unit also provides prior learning to the children Tudor's unit in Year 5.

Events beyond living memory.

In this unit the children will learn about Mary Anning and investigate why she is crucial in our understanding of dinosaurs. They will also contemplate big questions such as why women were not treated the same as men and why she was 'written out' of history. They will also explore the impact Mary Anning had on our knowledge of the world and our understanding of time and sequence.

Cottons Farm Primary Academy Lower KS2 Learning Journey



Start

Cycled Approach Overview

Changes in Britain from the Stone Age to the Iron Age

Would I rather be a Stone Age, Iron Age or Bronze Age child?

In this unit the children will learn that The Stone Age was made up of 3 time periods, and these were followed by The Iron and Bronze Age. They will place these 3 periods of time on a timeline of Prehistory. They will investigate the achievements of humans in each period and their impact on change. Finally the children will compare their modern life to that of Prehistory.

In this unit the children will learn which societies were active at the same time as the Ancient Greeks building on their knowledge of time and building up their own internal historical time line. They will compare the similarities and differences between the city states of Athens and Sparta and the Greek's and Egyptian's death beliefs/rites. The children will investigate how Greek democracy is seen today and how the Greek achievements can be identified in today's world.

What are the legacies left to us by the Ancient Greeks?

Ancient Greece — a study of Greek life and achievements and their influence on the western world

How does Egyptian society compare with British prehistory?

The achievements of the earliest civilizations

In this unit the children will learn about 3 periods of time, within the last 100 years looking at the concept of change over time. They will explore if the reasons we go to the seaside have remained the same throughout the 100 years.

Non-European society that provides contrasts with British history

How is the Mayan civilization different to ours?

In this unit the children will learn who the Mayan's were and understand that the Mayan civilization started in 1800BC and ended in 900AD. They will explore the ways in which the Maya communicated with their Gods. The children will compare and contrast how the daily lives of the Mayan differ to that of their own.

The Roman Empire and its impact on Britain

How did the Roman invasion of Britain impact modern society?

In this unit the children will understand the impact of the Roman Invasion upon life in Britain today (aqueducts, roads, town names, democracy). Know about the rise and fall of the Roman Empire. Understand how the Anglo Saxons influenced life in Britain today (settlements, Christianity). Explore the impact of invasions and resistance by the British and the ongoing struggle for control of the kingdom.

Viking and Anglo-Saxon struggle for the Kingdom of England

Who won England: the Vikings or the Saxons?

Britain's settlement by Anglo-Saxons and Scots

a study of an aspect or theme in British history that extends beyond chronological knowledge beyond 1066- A-S crime and punishment

In this unit the children will learn where the Anglo-Saxons and Vikings came from, and where they landed in Britain. They will investigate the crime and punishments of the Anglo-Saxon times, and give their opinion on the ethics / effectiveness of their methods eg. stoning. They will explain the importance of Alfred the Great and the Battle of Hastings and explain why this was an important period of British history.

Throughout these units, the children are building up their knowledge on British history, knowing which time periods came first; how each impacted the next, the advancements early civilizations made and how we can still see their impacts today and understand how many time periods overlap (knowing that the Roman's didn't pack up and leave one day and the Saxons/Vikings arrived the next).

End

Cycled Approach Overview

How did British society change following the rule of Henry VIII?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

In this unit the children will place the Tudors on a timeline. They will investigate and explain who Henry VIII was and his six wives. The children will explore the crime and punishments of Tudor period drawing their own conclusion about society but also comparing and contrasting the punishments those of the Anglo-Saxon's which they learnt about in Year 3/4. After this, the children will be able to understand and explain how crime and punishment has changed since Tudor times giving their opinion as to why these changes have been made; linking to ethical;/ moral values.

The children will investigate the impact Henry VIII has on religion within the UK and how his choices still impact modern Britain.

Do the Derwent Valley Mills deserve to be a World Heritage site?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A study over time tracing how several aspects of national history are reflected in the locality

A local history study

In this unit the children learn what The Industrial Revolution was and place it within a timeline of history.

The children will investigate who Richard Arkwright was and how his invention changed the world. They will investigate why he is a significant person in the history of Derby but also the world.

The children will assess the impact of the Silk Mill, the first factory in Britain on the development of Derby. They will explore the importance of the River Derwent (linking to prior Geography Rivers unit) and the creation of The Derwent Valley Mills to the Industrial Revolution.

Finally, the children will compare the achievements made during this time, and how its impacted the modern world; answering the question of why it achieved UNESCO status.

Peace for our time...Which significant events in WW2 had the greatest impact on British history?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

a significant turning point in British history; the Battle of Britain

In this unit the children learn to know where WW2 occurs in the timeline and that is followed WW1.

The children will learn the events around the Battle of Dunkirk and The Battle of Britain and evaluate their significance to the war effort. The children will also assess the reasons and impact of evacuees moving from urban to rural areas. They will learn the role of Churchill and Hitler and compare them as leaders. Finally the children will evaluate how the end of WW1 contributed to the events leaving up to WW2.