



## HISTORY

### **Curriculum Intent**

Through studying history at Walton Oak, pupils will build an understanding of the chronology of events within our history and how these have impacted on life in modern Britain today. We aim to inspire children's curiosity about the past by ensuring they have exposure to a range of sources including images, artifacts, original documents, experience days and visits. Children will learn to ask perceptive questions about the past, learn ways to find answers to their questions and recognize similarities and differences between 'now' and 'then'.

### **Themes:**

**1. Chronological Knowledge**

*BCE/CE, main periods in history, significant events and people*

**2. Historical understanding**

*How things happened and why, points of view, contrasting arguments, similarities and differences*

**3. Historical skills**

*Primary and secondary sources, research skills, interpreting the past*

**4. Impact on modern Britain**

*Local history, impact on modern day*

All history books will contain two timelines: one which encompasses pre-history and early civilisations and peoples and one which covers the past 1000 years of British history. These will be added to with each new topic taught so that children can see where the time they are learning about fits in relation to others.

## HISTORY: CORE STUDY FOR YEAR ONE

1. Chronological Knowledge - Core knowledge includes themes, concepts, and skills that underpin the chronological narrative.

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>Time and Chronology</b></p> <ul style="list-style-type: none"> <li>● Use time words.</li> <li>● Understand timelines (e.g., life events). Know some things happened long ago, others recently.</li> </ul> <p><b>Personal and Family History</b></p> <ul style="list-style-type: none"> <li>● Sequence personal life events</li> <li>● Compare their lives with parents' and grandparents'.</li> </ul> <p><b>Significant Events</b></p> <ul style="list-style-type: none"> <li>● Know some events happened before they were born.</li> <li>● Sequence major events (e.g., Kings and Queens).</li> </ul>	<p><b>Time Vocabulary:</b> Use time-related words; understand time moves forward.</p> <p><b>Sequencing Events:</b> Order personal events, daily routines, and simple historical events.</p> <p><b>Recognising Change:</b> Spot differences between past and present; notice changes in their own lifetime.</p> <p><b>Timelines:</b> Place events on simple timelines; understand older events are further back.</p> <p><b>Personal vs. Historical Time:</b> Compare their life to grandparents' and understand when historical figures lived.</p> <p><b>Patterns and Continuity:</b> See what changes and what stays the same; identify old vs. new objects.</p>	<p><b>Victorian Seaside Towns</b></p> <ul style="list-style-type: none"> <li>● Past</li> <li>● Victorian</li> <li>● Seaside</li> <li>● Holiday</li> <li>● Steam train</li> <li>● Pier</li> <li>● Bathing machine</li> </ul> <p><b>Toys: Past and Present</b></p> <ul style="list-style-type: none"> <li>● Old</li> <li>● New</li> <li>● Past</li> <li>● Present</li> <li>● Toys</li> <li>● Materials (wood, metal, plastic)</li> <li>● Change</li> </ul> <p><b>Castles</b></p> <ul style="list-style-type: none"> <li>● Castle</li> <li>● Fortress</li> <li>● Moat</li> <li>● Drawbridge</li> <li>● Crown</li> <li>● Throne</li> <li>●</li> </ul>	<p><b>Victorian Seaside Towns</b></p> <ul style="list-style-type: none"> <li>● Know seaside holidays were different in Victorian times.</li> <li>● Understand travel by steam train to seaside towns.</li> <li>● Recognise features like piers and bathing machines.</li> <li>● Compare Victorian holidays to today's holidays.</li> </ul> <p><b>Toys: Past and Present</b></p> <ul style="list-style-type: none"> <li>● Identify old and new toys.</li> <li>● Recognise materials (wood, metal, plastic)</li> </ul>

<p><b>Comparing Time Periods</b></p> <ul style="list-style-type: none"> <li>● Spot differences between past and present (e.g., toys, homes).</li> <li>● Understand some things change, others stay the same.</li> </ul> <p><b>Using Timelines</b></p> <ul style="list-style-type: none"> <li>● Order simple events on a timeline (e.g., daily routine, seasons).</li> <li>● Recognise broad periods (“long ago” vs. “recently”).</li> </ul>		<p><b>Queen Elizabeth</b></p> <ul style="list-style-type: none"> <li>● Monarch</li> <li>● Queen</li> <li>● Queen Elizabeth I</li> <li>● Queen Elizabeth II</li> <li>● History</li> <li>● Timeline</li> <li>● Reign</li> </ul>	<p>used in the past and today.</p> <ul style="list-style-type: none"> <li>● Sequence toys from past to present.</li> <li>● Understand how toys and play have changed over time.</li> </ul> <p><b>Castles</b></p> <p><b>Know castles were built for protection.</b></p> <ul style="list-style-type: none"> <li>● Identify parts of a castle (moat, drawbridge, towers).</li> <li>● Understand why castles were important in the past.</li> <li>● Recognise castles today as historical places.</li> </ul> <p><b>Queen Elizabeth</b></p> <ul style="list-style-type: none"> <li>● Understand what a monarch is.</li> </ul>
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- Know who Queen Elizabeth I and Queen Elizabeth II are.
- Recognise differences between their times.
- Place monarchs on a simple timeline.

***Activity: Dress Up Day***

- Have a "history day" where children **dress as people from the past** and experience old-fashioned activities (e.g., playing with Victorian toys).

***Activity: Class Calendar & Days of the Week***

- Help children **sequence time daily** by talking about yesterday, today, and tomorrow.
- Introduce words like **morning, afternoon, evening, past, future** in daily discussions.

			<p><b>Activity: Celebrating Historical Events</b></p> <ul style="list-style-type: none"> <li>● Use Remembrance Day, Bonfire Night, and royal events to <b>discuss the past</b> in a meaningful way.</li> </ul>
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**Extended skills and vocabulary:**- Ordering events beyond personal history (e.g., placing historical events in the correct order). Comparing and contrasting different time periods - understanding that different people and places **experienced history differently**. Recognising that changes happen at **different speeds**—some things change quickly, while others stay the same for a long time.

2. Historical Understanding			
Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>How we learn about the past:</b></p> <ul style="list-style-type: none"> <li>● People learn about history using <b>artefacts, books, photographs, stories, and museums</b>.</li> <li>● Historians ask questions about the past and try to find evidence.</li> </ul> <p><b>Recognizing different sources of history:</b></p> <ul style="list-style-type: none"> <li>● Old photos show us how people looked and dressed.</li> <li>● Paintings and drawings tell stories about events.</li> </ul>	<p>Use pictures and objects to <b>guess what life was like in the past</b>.</p> <p>Look at <b>old and new objects</b> and say how they are different.</p> <p>Answer <b>simple historical questions</b> based on stories and images.</p> <p>Begin to <b>ask their own questions</b> about history (e.g., “Why did people use candles instead of lights?”).</p>	<p><b>Sources of history:</b> artefact, evidence, museum, historian, source, clue</p> <p><b>Questioning words:</b> who, what, where, when, why, how</p> <p><b>Comparing objects:</b> old, new, similar, different</p> <p><b>Investigating history:</b> discover, find out, research, record, diary, historian, evidence, clue, discover, research</p>	<p><b>Role-play historical figures</b> – Dress up as Florence Nightingale, Neil Armstrong, or Guy Fawkes and act out their stories.</p> <p><b>Create a class timeline</b> – Add children’s baby photos, school events, and historical figures.</p> <p><b>History Detective Game</b> – Show objects from the</p>

<ul style="list-style-type: none"> <li>• Objects (artefacts) help us understand how people lived.</li> </ul> <p><b>Asking and answering historical questions:</b></p> <ul style="list-style-type: none"> <li>• Who was this person?</li> <li>• What happened?</li> <li>• When did it happen?</li> <li>• How do we know?</li> <li>• Why is this important?</li> </ul>	<p>Talk about how we find out about the past (e.g., books, museums, talking to grandparents).</p>		<p>past and let children guess what they were used for.</p> <p><b>Storytelling with picture books</b> – Read books about historical events and discuss changes over time.</p> <p><b>Museum workshop or virtual tour</b> – Look at historical artefacts and talk about what they tell us.</p>
<p><b>Extended skills and vocabulary:-</b> Understand that history is divided into different periods (e.g., Victorian times, Tudor times). Compare timelines (e.g., their own timeline vs. a historical figure’s timeline). <b>Time comparisons:</b> older, newer, earliest, latest, previous, historical past</p>			

3. Historical Skills			
Core knowledge	Core skills	Core vocabulary	Taught through
<p>Time is split into past, present, and future.</p> <p>Events happen in sequence.</p> <p>Some events are long ago; others are recent.</p> <p>Life in the past was different (e.g., transport, homes).</p> <p>Timelines show the order of events.</p>	<p>Recognising whether something happened in the past or present.</p> <p>Placing <b>events and objects in order</b> (e.g., their life stages, historical events). Using <b>time-related words</b> to describe the past.</p> <p>Identifying changes over time (e.g., how transport has evolved).</p>	<p><b>Time-related words</b> - Past, Present, Future, Long ago, Nowadays, Recently</p> <p><b>Sequencing words</b> - First, Next, Then, Last, Before, After, Later, Earlier</p> <p><b>Measuring time</b> - Year, Decade, Century, Timeline, Ancient, Modern</p>	<p><b>Use real artefacts</b> – Bring in old objects, books, or photos for children to explore and ask questions about.</p> <p><b>Encourage questioning</b> – Model asking "Who?", "What?", "Where?", "When?", "Why?", and</p>

<p>Historical figures lived at different times.</p> <p>We learn history from sources (books, artefacts, pictures).</p> <p>Historians ask questions about the past.</p> <p>Objects and photos give clues about old life.</p> <p>Old buildings and sites show history.</p> <p>Different evidence shows different parts of history.</p> <p>Important people changed the world (e.g., Florence Nightingale, Guy Fawkes).</p>	<p>Beginning to use <b>timelines</b> to order simple events.</p> <p>Asking <b>simple historical questions</b> (e.g., "Who was this person?", "What happened?", "Why did this happen?").</p> <p>Looking at <b>artefacts, pictures, and books</b> to find out about the past.</p> <p>Comparing <b>old and modern objects</b> and discussing their differences.</p> <p>Describing what they can see in a historical source (e.g., "This picture shows people using horses instead of cars").</p> <p>Beginning to <b>understand that sources give us clues</b> about history.</p>	<p><b>Comparison words</b> - Older, Newer, Similar, Different, Change, Tradition</p> <p><b>Types of sources</b> -Artefact, Evidence, Photograph, Diary, Document, Historian, Museum</p> <p><b>Questioning words</b> -Who, What, Where, When, Why, How, Clue, Research</p> <p><b>Describing sources</b> -Old, New, Ancient, Recent, Past, Record, Discovery</p> <p><b>Comparing evidence</b> -Same, Different, Similar, Change, Tradition, Invention</p>	<p>"How?" about historical sources.</p> <p><b>Introduce primary and secondary sources</b> – Explain that old photographs, letters, and objects help us learn about the past.</p> <p><b>History Detective Game</b> – Give children different artefacts (e.g., an old camera, a feather pen) and let them guess what they were used for.</p>
<p><b>Extended skills and vocabulary:</b> Talking about why an event or person was <b>important</b> in history. <b>Changes in history:</b> invention, discovery, revolution, progress, tradition.</p>			

4. Impact on Modern Britain			
Core knowledge	Core skills	Core vocabulary	Taught through
<p>Some historical events changed Britain and made it the way it is today.</p> <p>Certain inventions and discoveries from the past are still used today.</p> <p>Key figures in British history made lasting contributions (e.g., Florence Nightingale improved hospitals).</p> <p>Cities, transport, and buildings have changed over time due to historical events</p> <p>We can still see history in <b>buildings, traditions, and celebrations</b> today.</p> <p>Statues, museums, and historical sites help us remember important people and events. Some words, customs, and inventions from history are still used today.</p>	<p>Recognising that the past influences the present.</p> <p>Placing key historical events on a simple timeline and seeing how they led to changes.</p> <p>Comparing <b>past and present Britain</b> (e.g., Victorian Brighton to now). Identifying objects, traditions, and places that have remained the same and those that have changed.</p> <p>Asking “How did this start?” when looking at modern places and traditions.</p> <p>Using pictures, maps, and artefacts to compare past and present Britain.</p> <p>Finding evidence of history in their local area (e.g., old buildings, statues, street names).</p> <p>Understanding that some historical sources help us see how Britain has changed over time.</p>	<p><b>Time-related words:</b> past, present, modern, long ago, century</p> <p><b>Change over time:</b> progress, development, invention, impact</p> <p><b>Important events:</b> war, invention, discovery</p> <p><b>Key places:</b> London, Britain, capital city, landmark</p> <p><b>Historical evidence:</b> artefact, statue, museum, document, record</p> <p><b>Modern influences:</b> legacy, tradition, invention, discovery, foundation</p> <p><b>Places in Britain:</b>, palace, castle,, railway</p> <p><b>Celebrations and traditions:</b> monarchy, coronation, Remembrance Day, Guy Fawkes Night</p>	<p>Comparing past kings and queens to today’s royal family and how their roles have changed - Queen Elizabeth/King Charles</p> <p>Compare old and new London maps</p> <p>Walk around local area to find historical evidence, investigate British traditions</p>

		<b>Famous figures:</b> queen, king, prime minister, explorer  <b>Technology and progress:</b> invention, discovery, railway, electricity	
<b>Extended skills and vocabulary:</b> Discuss how past events influence modern life, debate whether changes were good or bad, identify things that have stayed the same.			