



Overview: QPIA (MISSION STATEMENT) THE RATIONALE

At Queen's Park Infant Academy, we study history to provide pupils with the understanding about the past, so that they can better acknowledge the present and their own personal experiences. The children talk, question and listen to the opinions, memoirs and stories of others in order to compare and contrast the experiences within living memory and beyond. This approach is in line with our school's Curriculum Driver of communication as children are taught key vocabulary needed to express themselves as they engaging in historical discussion. Our selected key historical events and individuals weave themselves to our school values: Respecting, Aspiring and Persevering.

The key knowledge and skills children learn need to be coherent. In the EYFS, children begin to learn about their own personal history. In year 1, children take their own experiences and look at local history. Finally, in year 2, children draw upon all of their previous learning and look at wider historical events.

The national curriculum for history aims to ensure that all pupils:

(From the History programmes of study: key stages 1 and 2 National curriculum in England);

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS pupils should be given opportunities to:

EYFS Framework Objectives – (from Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Published: 8th December 2023

Understanding the World – ELG: Past and Present:

- 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.

KS1 Pupils should be taught about:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Mary Seacole and Edith Cavell]
- Significant historical events, people and places in their own locality.



Substantive Knowledge – ‘The Key Ideas..’

<p>Chronology – different periods from key moments in individuals lives or key events.</p>		
<p style="text-align: center;">Significance</p> <p>Significant people or events shape the history of British society and international achievements.</p>	<p style="text-align: center;">Continuity and change</p> <p>Society, people and places have changed over time. These changes have had a wider impact over time (cause and consequence)</p>	<p style="text-align: center;">Monarchy</p> <p>History is shaped by the people in power and throughout British history we know there have been many monarchs (kings and queens)</p>
<p>Taught through...</p> <p style="text-align: center;">Who am I? (EYFS)</p> <p style="text-align: center;">Jurassic Journey/Step back in time (Year 1)</p> <p style="text-align: center;">Fire, Fire and Up, Up and Away (Year 2)</p>	<p>Taught through...</p> <p style="text-align: center;">Who am I? What is the same and What is different? (EYFS)</p> <p style="text-align: center;">On Our Doorstep (Year 1)</p> <p style="text-align: center;">Up, Up and Away/Lights, Camera, Action (Year 2)</p>	<p>Taught through...</p> <p style="text-align: center;">What is the same and what is different (EYFS)</p> <p style="text-align: center;">Step back in time (Year 1)</p> <p style="text-align: center;">Lights, Camera, Action (Year 2)</p>



Pupils will be learning the following skills and knowledge...

Subject themes		EYFS	Year 1	Year 2
		Own living memory	Changes within living memory (within 100 years) local history	Changes beyond living memory -wider historical figures and events.
Chronological Understanding	Chronological knowledge and understanding	<p>UW: Past and Present ELG- Talk about Past and Present events in their own lives and talk about the lives of people around them and their roles in society.</p> <p>Birth to 3: Make connections between the features of their family and others. Can notice differences between people.</p> <p>3-4: Begin to make sense of their own life-story and family's history.</p> <p>4-5: Talk about members of their immediate family and community</p> <p>As a historian, I know that...</p> <ul style="list-style-type: none"> Different people will have different life experiences to my own. Different people have different roles and jobs in society. I have changed from being a baby into myself today and will be able to talk about this. <p>As a historian, I can...</p> <ul style="list-style-type: none"> Talk about important events in my own life and my family e.g. "tomorrow it is my sister's birthday." Listen and recall simple historical stories Sequence pictures in order of events 	<p>NC: Changes within living memory, where appropriate these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. The lives of significant individuals in the past and the comparison of life in the Victorian period.</p> <p>As a historian, I know that...</p> <ul style="list-style-type: none"> The past refers to things that has happened. Things have changed since my parents and grandparents were children. Timelines are a way of representing a series of events in order. <p>As a historian, I can...</p> <ul style="list-style-type: none"> Use the language of time to talk about events- 'past, present and future.' Begin to place events on a simple timeline. Sequence events or objects in chronological order. 	<p>NC: Events beyond living memory that are significant nationally or globally. Changes and comparisons within and beyond living memory.</p> <p>As a historian, I know that...</p> <ul style="list-style-type: none"> Timelines are a way of representing a series of events in order, including those linked to individuals Historians use dates to describe events in time (e.g. 1666 for the GFOL) The further back in time you look, the more significantly things have changed <p>As a historian, I can...</p> <ul style="list-style-type: none"> Sequence photographs from different periods of time and location/and my own life. Place events in chronological order based on an event e.g. timeline of a battle



Range and Depth of Historical Knowledge	<p>Using evidence and evaluating sources (artefacts, photos etc.)</p> <p>Communicating ideas</p> <p>Use and apply learnt vocabulary</p>	<p>UW: Past and Present ELG: 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><i>Birth to 3: Begin to notice differences between people.</i> <i>3-4: Begin to make sense of their own life-story and family's history.</i> <i>4-5: Can comment on images of familiar situations in the past.</i></p> <p><i>As a historian, I know that...</i></p> <ul style="list-style-type: none"> I can ask questions to find out information about a story I have listened to. Some things will be the same or different in my life compared to the lives of other peers. <p><i>As a historian, I can...</i></p> <ul style="list-style-type: none"> Talk about the differences in my day-to-day life. E.g., "Yesterday I went to school, today..." Listen to and recall simple historical stories and events. 	<p>NC: The lives of significant individuals in the past and the comparison of life in the Victorian period.</p> <p><i>As a historian, I know that...</i></p> <ul style="list-style-type: none"> Evidence is collected in different ways Someone that has experienced a historical event is a witness An artefact tells us something about the past someone that has experienced a historical event is a witness <p><i>As a historian, I can...</i></p> <ul style="list-style-type: none"> talk about simple similarities and differences between lives at different times (e.g. comparing Victorian times to today) Begin to describe similarities and differences in artefacts (toys, clothes, slates, school resources). Use a range of sources, e.g. photographs, artefacts (fossils) talking to Grandparents, books to find out characteristics features of the past. 	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievement.</p> <p><i>As a historian, I know that...</i></p> <ul style="list-style-type: none"> The past can be represented in different ways (pictures, written accounts, artefacts etc...) people find out about the past by searching for clues and putting them together, to find out what happened there are different ways to find out about the past (pictures, witness accounts (visitors), videos, photos and artefacts) some sources are more useful than others
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Interpretations of History	Continuity and change in and between periods	<p><i>UW: Past and Present ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Birth to 3: Notice differences between people.</i></p>	<p><i>NC: Significant historical events, people and places in their own locality. The lives of significant individuals in the past and the comparison of life in the Victorian period.</i></p>	<p><i>NC: The lives of significant individuals in the past who have contributed to national and international achievement.</i></p>
	Cause and consequence	<p><i>3-4: Begin to make sense of their own life-story and family's history.</i></p> <p><i>4-5: Compare and contrast characters from stories, including figures from the past.</i></p>	<p>As a historian I know that ...</p> <ul style="list-style-type: none"> • Some things repeat (stay the same) and some change • Significant individuals can cause change • Important people from the past have had a significant impact on our lives today 	<p>As a historian, I know that...</p> <ul style="list-style-type: none"> • People find out about the past by searching for clues and putting them together, to find out what happened • There are different ways to find out about the past (pictures, witness accounts (visitors), videos, photos and artefacts)
	Similarities and differences within a period/event	<p>As a historian, I know that...</p> <ul style="list-style-type: none"> • As people and things get older, they change. • Pictures and stories can help me talk about things that are the same and things that different 	<p>As a historian, I can...</p> <ul style="list-style-type: none"> • remember parts of stories and memories about the past • ask and answer a simple question about the past • Ask and answer simple historical questions related to different sources and objects e.g. 'why, how questions' • Find answers to simple questions from different sources e.g. picture books, artefacts 	<p>As a historian, I can...</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Recount, understand and explain key historical events and understand the importance of key individuals. • Confidently describe similarities and differences in collections of artefacts.
	Significance of events/people	<p>As a historian, I can...</p> <ul style="list-style-type: none"> • Listen to simple historical stories with increased attention. • Recall one fact or an event from stories. • Join in with simple refrains in historical stories and songs. 		<p>As a historian, I can...</p> <ul style="list-style-type: none"> • identify similarities and differences by comparing two or more sources (photos, testimonies and artefacts) • gather information from simple sources to ask about the past • use sources to answer questions about the past • explain events and actions rather than just retell the story <ul style="list-style-type: none"> • use different resources to research the life of a famous Briton studied



Key Vocabulary

Key Vocabulary is at the heart of all subject areas at QPIA as we aim for all children to be able to express their thoughts and ideas. We also aim for all children to understand language and ideas spoken by their teachers and peers.

Our key vocabulary is broken down into **expressive** language – words children are able to use and understand and also **receptive** language – words children are able to learn and understand when spoken by another.

Within history, we aim for the children to automatically recall and use key vocabulary in their learning and discussions with teachers and peers.

Reception	Year 1	Year 2
<p><u>Expressive</u></p> <p>Today, tomorrow, yesterday, Me, my, baby, grandparent(s) old, new, memory box, inventor</p> <p><u>Receptive</u></p> <p>Similar, different, change, remember, inventor, older, younger</p>	<p><u>Expressive (I can say)</u></p> <p>Past, present, future, artefacts, fossil, childhood, Mary Anning, Timeline, photograph, story, sources, old new, evidence Victorians, archaeologist, palaeontologist, childhood, grandparents, sources, Mary Seacole</p> <p><u>Receptive (I know)</u></p> <p>Mary Anning, palaeontologist, Jurassic Coast, local, archaeologist, change, artefact, similar, different, timeline, sources, change, significant, chronology,</p>	<p><u>Expressive (I can say):</u></p> <p>The Great Fire of London, date (e.g. 1666), Pudding Lane, Thomas Farriner, bakery, Samuel Pepys, diary, past, present, London, source, timeline, artefact, transport, Concert Hall, Bournemouth Pavilion, significant, change,</p> <p><u>Receptive (I know):</u></p> <p>Aviation, Wright Brothers, Wright Flyer, flight,, Concert Hall, Bournemouth Pavilion</p>

Subject Knowledge for	Term	EYFS	Year 1	Year 2
		Chronology - Personal change	Chronology - Changes to local/known places	Chronology - Changes beyond living memory



<p>Autumn term</p>	<p><u>Big Idea – Who am I? – Autumn 1</u> I know that...</p> <ul style="list-style-type: none"> • Different people will have different life experiences to my own. • Different people have different roles and jobs in society. • I have changed from being a baby into myself today and will be able to talk about this. <p>I can...</p> <ul style="list-style-type: none"> • Begin to talk about my own experiences. • Name and identify different roles in society e.g., police officers, fire fighter • Identify ways myself and others have changed over time. 	<p><u>Local Study: Bournemouth – Autumn</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • People would visit the beach for a holiday (Victorian Period) • Bournemouth Pier was built in 1861 for visitors to walk over the sea • People would visit from cities to enjoy the fresh sea air <p>I can...</p> <ul style="list-style-type: none"> • Explain why people visited Bournemouth for a beach holiday 	<p><u>SIGNIFICANT EVENT OR PERSON: Fire, Fire – The Great Fire of London - Autumn 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • The Great Fire of London started in 1666 • We can find out about the fire because Samuel Pepys wrote a diary. • Samuel Pepys wrote his diary in a secret code • The fire started in Tom Farriner's Bakery • The fire spread so quickly because it was hot summer, the houses were close together and there was a strong wind • People fought the fire using water squirters, fire hooks and creating fire breaks <p>I can...</p> <ul style="list-style-type: none"> • Name the year the great fire of London started. • Use the source of Samuel Pepys' diary to find out about the fire.
<p>Spring term</p>	<p><u>Big Idea – What happens when I make and create? Spring 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • Inventions have changed over time e.g., Telephone • Objects have been made by people e.g., Inventors • How different objects work <p>I can...</p> <ul style="list-style-type: none"> • Talk about how things are made e.g. my construction toys • Begin to explain how things are different 	<p><u>Significant event or person: Mary Anning – Jurassic Journey – Spring 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • Mary Anning lived in the past • She found fossils of dinosaurs on the Jurassic coast and this made her famous <p>I can...</p> <ul style="list-style-type: none"> • Ask and answer questions based on historical stories e.g., 'Stone Girl, Bone Girl (the story of Mary Anning) • Talk about who Mary Anning and recall aspects of her life, 	<p><u>SIGNIFICANT EVENT OR PERSON: The Wright Brothers and Aviation – Spring 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • The first successful flight was in 1903 by the Wright Brothers • The Wright Brother invented the first aeroplane (the Wright Flyer) • Amy Johnson was the first Women to fly alone from Britain to Australia • Amy Johnson flew to Australia in 1930 <p>I can...</p> <ul style="list-style-type: none"> • Name the year of the Wright Brother's first flight • Explain who invented the first aeroplane • Talk about why Amy Johnson is a significant figure.
<p>Summer term</p>	<p><u>Big Idea: What is the same and different? -Summer 2</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • My Grandparents/other people's Grandparents can tell me stories about when they were little. <p>I can...</p> <ul style="list-style-type: none"> • Listen to stories from my grandparents 	<p><u>SIGNIFICANT EVENT OR PERSON: Step Back in Time – Mary Seacole – Summer 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • Mary Seacole lived during the Victorian Period • Mary Seacole looked after injured and sick soldiers. <p>I can...</p>	<p><u>SIGNIFICANT EVENT OR PERSON: Lights, Camera, Action – Summer 2</u></p> <p>I know that...</p> <ul style="list-style-type: none"> • The Bournemouth Pavilion is a concert hall • The Bournemouth Pavilion opened in 1929 • Theatre and Performance are popular forms of entertainment



		<ul style="list-style-type: none"> Talk to grandparents about things that are the same and things that are different. 	<ul style="list-style-type: none"> Talk about the importance and life of Mary Seacole <p><u>SIGNIFICANT EVENT OR PERSON: The Victorian Era – Summer 1</u></p> <p>I know that...</p> <ul style="list-style-type: none"> Queen Victoria was the Queen at the time Schools, toys and ways of life were different to now. The Victorian Era was over 100 years ago. <p>I can...</p> <ul style="list-style-type: none"> Talk about the past e.g., differences in toys and school Use artefacts to find out about the past. 	<p>I can...</p> <ul style="list-style-type: none"> Name the year the Bournemouth Pavilion opened Identify change between concert hall
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