

## THE BIG IDEAS OF HISTORY

At Highwood, our History curriculum aims to ensure that all pupils:

- 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

This is developed through the planned and repeated coverage of the following key areas:

### Chronology

C1: Timelines can depict any unit of time (hours, days, decades, centuries etc).

C2: Events must be in chronological order to 'tell a story' of the past (non-fiction narrative) and are accurate to the time it happened.

C3: Chronological order shows how people's lives have changed and how they have influenced the present and future.

### Significance

S1: Important figures have contributed to society and continue to educate others.

S2: Events, individuals and periods of time have proven to be significant to history.

S3: Understand and use a variety of concrete terms (times, dates, locations etc) and abstract terms (civilisations; parliament etc).

### Continuity and Change

CC1: All periods in history will share similarities and differences.

CC2: Events, individuals and periods of time have contributed to change and progress.

### Cause and Effect

E1: The past has shaped the present and the present will shape the future.

E2: Understand how history can be applied to different contexts.

### Perspective

P1: Events have an impact upon people and places.

P2: History has influenced their own lives and local area.

P3: Understand that sources can be reliable and unreliable and explain the reasons why.

	Autumn Term						Spring Term						Summer Term					
Chronology (C1, C2 and C3) is covered in each unit for every year group																		
1	S2	CC1	E1	P2			S1	S2	CC1	CC2	E1	P2	RECAP OF PREVIOUSLY TAUGHT OBJECTIVES					
2	S1	S2	S3	CC1, CC2	E1	P1	S1	S2	CC1	CC2	E1	P1	S1	S2	CC2	E1	P2	
3	S1, S2	S3	CC1	CC2	E1	P2	CC1, CC2	S2	E1	E2	P1	P2	S2	S3	CC1	CC2	E1, E2	P1
4	S1, S2	S3	CC1	CC2	E1, E2	P1	S1, S2, S3	CC1	CC2	E1, E2	P1	P2	CC1	E1				
5	S1	S2	S3	CC2	E2	P2, P3	S1, S2, S3	CC1	CC2	E1, E2	P1	P2	S1, S2	S3	CC1	CC2	E1, E2	P1
6	S1, S2	S3	CC1	CC2	E1, E2	P1, P2	S1, S2, S3	CC1	CC2	E1, E2	P1, P2	P3	S1, S2	CC1	CC2	E1	P1	P2

**Year 1 – Autumn – Where in the world am I?**

**C1 C2 C3 S2 CC1 E1 P2**

**Changes in living memory: History of Highwood and Woodley, school development and building changes**

- Begin to use vocabulary linked to chronology
- Analyse photographs and maps from the past
- Recognise similarities and differences between these time periods
- Significant historical events, people and places in their own locality – Highwood Expansion & housing developments
- Produce a timeline detailing these local changes
- Discuss how the past has influenced the present and how the present will shape the future
- Draw simple conclusions as to why change has happened

**Previous Learning**

- Re-enact home-life in the role-play area
- Share experiences and knowledge of different parts of their lives through show and tell, birthday celebrations
- Learn about significant individuals – Mary Anning
- Learn about different dinosaurs and comparing them to animals today
- Talk about significant events (Moon Landing)
- Compare the past and the present using photographs
- Look at heroes of the past and the present

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to begin to use vocabulary linked to chronology <b>C1 C2 C3</b>	- Look at photographs of people, places, toys and technology from the past and the present	What is different about these photographs?	- Begin to use key vocabulary past, present, differences, similarities, maps, photographs	Photos of people, places, toys and technology from different time periods – 50s, 90s and now
To be able to analyse photographs and maps from the past <b>S2</b>	- Show houses and towns/cities from the past and present	What is the same?	- Identify why places, toys and technology has changed	Maps and photographs of the local area and the school from different time periods (when William Gray was first built, when the school changed to Highwood and now)
To be able to recognise similarities and differences between these time periods <b>CC1</b>	- Identify the similarities and differences	How have things changed?		Timelines (templates, modelled or independently created)
To be able to recognise similarities and differences between these time periods <b>CC1</b>	- Explain how they know which images are from the past and which are from the present	Which photographs show the past? Which show the present? How do you know?		
Significant historical events, people and places in their own locality – Highwood Expansion & housing developments <b>S2</b>	- Study photographs of Woodley and then Highwood from different time periods (when William Gray was first built, when the school changed to Highwood and now)	Can you explain what is different about the local area?	- Use the key vocabulary now including local, change, growth, development, significant	Local news websites (adult use only) – <a href="#">Get Reading</a>
	- Take their own photos of Highwood and Woodley	Can you see any similarities between the Woodley and Highwood of the past and now?	- Identify changes to Highwood and Woodley	<a href="#">Reading Chronicle</a>
				<a href="#">Wikipedia</a>
				<a href="#">Berkshire History</a>

	<ul style="list-style-type: none"> <li>- Discuss the similarities and similarities</li> <li>- Compare their own life in Woodley to those of the past</li> </ul>			<a href="#">Woodley Town Council</a> <a href="#">Vision of Britain</a> <a href="#">Photos of England</a>
<p>To be able to produce a timeline detailing these local changes</p> <p><b>C1 C2 C3</b></p>	<ul style="list-style-type: none"> <li>- Use knowledge of the past and present to make a photographic timeline of the changes to Highwood</li> <li>- Add labels or boxes of information detailing the changes</li> </ul>	<p>How has Highwood changed?</p> <p>How has Woodley changed?</p> <p>Why?</p>	<ul style="list-style-type: none"> <li>- Begin to use the key vocabulary years, decades, chronology/chronological, timeline</li> <li>- Produce accurate timelines using knowledge of time (past moving into the present, years, decades)</li> </ul>	
<p>To be able to discuss how the past has influenced the present and how the present will shape the future</p> <p><b>E1 P2</b></p>	<ul style="list-style-type: none"> <li>- Compare and contrast what it would have been like to go to Highwood when it was William Gray to now</li> <li>- Predict how Highwood could develop and grow</li> <li>- Design a Highwood of the Future</li> </ul>	<p>Why do you think Woodley and Highwood had to change?</p> <p>What do you think could happen in the future?</p>	<ul style="list-style-type: none"> <li>- Begin to use the key vocabulary influence, shape, impact, predict</li> <li>- Make simple predictions for the development of Highwood and Woodley based upon knowledge of the past and present</li> <li>- Draw simple conclusions as to why change has happened</li> </ul>	
<p><b>Assessment Questions</b></p> <p>How has Highwood changed?</p> <p>How has Woodley changed?</p> <p>What could happen in the future?</p> <p>Does the past help us to shape the future?</p>				

**Year 1 – Spring – Will we still play with the same toys when we are older?**

**C1 C2 C3 S1 S2 CC1 CC2 E1 P2**

**Events beyond living memory and significant individuals: The invention of Lego and its creator (Ole Kirk Christiansen)**

- Events beyond living memory that are significant nationally and/or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Ole Kirk Christiansen – creator of Lego
- Explore the evolution of toys
- Analyse photographs, adverts and toys from the past
- Begin to look into the wider world and the differences to the UK (link to geography)
- Discuss the trends in toys and why they have changed

**Previous Learning**

- Begin to use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict
- Produce accurate timelines using knowledge of time (past moving into the present, years, decades)
- Recognise similarities and differences from different time periods
- Draw simple conclusions
- Make simple predictions

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to recall and describe events beyond living memory that are significant nationally and/or globally <b>C1 C2 C3</b>	<ul style="list-style-type: none"> <li>- Study timelines of the history of toys (including bikes)</li> <li>- Organise toys of the past and present using sorting hoops/Venn diagrams</li> <li>- Create their own timeline of the invention of toys (bicycles, dolls, teddies, Lego, moving toys, electronic toys etc)</li> </ul>	Can you name toys from the past?  Which toys do we still play with?  Which toys would your grandparents have played with?	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; past, present, old-fashioned, traditional</li> <li>- Identify and describe toys from different time periods</li> <li>- Explain why some toys are still popular now</li> <li>- Form and explain their own opinions about toys</li> </ul>	A selection of toys both old and new (ask parents/grandparents for these – can link to homework tasks)  Construction toys (such as Lego)  <a href="#">Ole Kirk Christiansen biography/The Lego Story</a>  Photographs, printed advertisements and television adverts for toys
To be able explain the significance of the lives of individuals in the past who have contributed to national and international achievements (Ole Kirk Christiansen – creator of Lego) <b>S1 S2</b>	<ul style="list-style-type: none"> <li>- Look at a biography of the Lego inventor Ole Kirk Christiansen</li> <li>- Sort and organise important events in his life</li> <li>- Create their own biographies</li> </ul>	Who was Ole Kirk Christiansen?  Why is he so important?	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; individual, contribution, achievement, invention, inventor, creation, creator, technology, factory</li> <li>- List the major achievements of Ole Kirk Christiansen</li> </ul>	<a href="#">1950s &amp; 1960s Lego ad</a>  <a href="#">Toys from the 1950s</a>  <a href="#">Toys from the 1960s</a>  <a href="#">1970s toy compilation</a>  <a href="#">1980s toy compilation</a>

<p>To be able to explore the evolution of toys</p> <p>To be able to analyse photographs, adverts and toys from the past</p> <p>To be able to discuss the trends in toys and why they have changed</p> <p>CC1 CC2 E1</p>	<ul style="list-style-type: none"> <li>- Study toys from different time periods</li> <li>- Look at adverts and photographs of old toys</li> <li>- Compare and contrast toys using key vocabulary</li> <li>- Complete a whole school survey asking the key question</li> </ul>	<p>What tells us the toys are from the past?</p> <p>Why have toys changed/not changed?</p> <p>What is similar about toys from the present day?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; materials (link to science), trends, popular/popularity</li> <li>- Identify key changes to toys including the materials used</li> <li>- Draw simple conclusions as to how and why toys have changed</li> </ul>	<p><a href="#">1990s toys</a></p>
<p>To be able to look into the wider world and identify the differences to the UK (link to geography)</p> <p>P2</p>	<ul style="list-style-type: none"> <li>- Use Google Earth and satellite images of Billund, Denmark (the site of the first Legoland)</li> <li>- Compare with similar images of Windsor</li> <li>- Locate both Denmark and England on a world map</li> </ul>	<p>What do you notice about Billund/Windsor?</p> <p>How are they the same? How are they different?</p>	<ul style="list-style-type: none"> <li>- Identify human and physical features of Billund and Windsor</li> <li>- Draw simple conclusions as to why the locations are so different</li> <li>- Use an atlas or world map to locate England and Denmark</li> </ul>	
<p><b>Assessment Questions</b></p> <p>How have toys changed?</p> <p>Why have toys changed?</p> <p>Which toys are still popular? Why?</p>				

## Year 1 – Summer – Which animal would we invite to tea?

C1 C2 C3 S1 S2 CC1 CC2 E1 P2

- No history focus this term
- No new objectives to be introduced
- Application of knowledge and skills previously taught
- Ensure History 'Big Ideas' are still covered where appropriate

## Previous Learning

- Begin to use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict
- Produce accurate timelines using knowledge of time (past moving into the present, years, decades)
- Recognise similarities and differences from different time periods
- Draw simple conclusions
- Make simple predictions

## Ideas for applying knowledge and skills previously taught

**Chronology** – history of tea parties/street parties in the UK (the Queen's coronation, VE day).

**Significance** – Kings and Queens (royalty, significant dates in UK history).

**Continuity and Change** – explore the importance of national celebrations and how they are celebrated locally (Carnivals, street parties etc).

**Cause and Effect** – discuss how the rules have changed for hosting social gatherings (link to Covid-19 lockdown).

**Perspective** – explore how tea parties are traditional to Britain and makes link to own experiences of celebrations.