

History at Perryfields - EYFS & KS1

NC Links	Key Vocabulary	BLP Links	Personal Development	Cultural Capital
<u>EYFS</u> Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions	<u>Time</u>: Past, today, before, after, order, sequence, now, then, next, soon, memories, yesterday	<u>Reciprocity</u> • Collaboration • Listening	Talking to Parents' about memories of them when they were a baby. Looking at photographs together. Inviting a Parent with a baby into school to interview. What do we celebrate?	Picture news – where relevant. Once There Were Giants" by Martin Waddell "A Chair for Baby Bear" by Kaye Umansky & Chris Fisher. Celebrations.
<u>Changes within living memory.</u> Where appropriate, these should be used to reveal aspects of change in national life	<u>(Year 1)</u> <u>Time</u>: Past, present, timeline, in order, chronology, event, sequence, long ago <u>Change</u>: compare, same, difference, similar. Artefact, Museum, What was it like? What happened? How long ago? Invention <u>Toys</u>: wooden blocks, Jack in the Box, Top and Whip, Rag Doll, Ball and Cup. Bicycle, Tricycle	<u>Reciprocity</u> • Collaboration • Listening • Interdependence	BMAG Library services – toy box Cannock Chase Museum Grandparents Afternoon Parents/staff share Photographs of themselves and the toys they played with.	Picture news – where relevant. <u>Year1Texts</u>: Changing Times – Toys and Games Toys by Kamini Khonduri Teddy bears- a sense of history by Sallie Purkis. Toys by Stewart Ross. First Technology Toys

<u>Events beyond living memory</u> that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	(Year 1) <u>The First Flight:</u> Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle <u>Moon Landing</u> Astronaut, moon, spacecraft, Apollo 19, lunar module, Command Module, The Eagle, Neil Armstrong, Buzz Aldrin, Michael Collins. <u>The Great Fire of London (Year 2)</u> <u>Key People</u> King Charles II, Thomas Farriner, Samuel Pepys <u>Key Places</u> London River Thames Bakery, Pudding Lane St Pauls Cathedral, Tower of London diary, leather water buckets, fire hook, water squirt, axe, artefacts, sources. <u>Time:</u> Past, present, timeline, in order, chronology, event <u>Change:</u> compare, same, difference, similar. Artefact, causation,	Reciprocity • Collaboration • Listening • Interdependence Resilience • Managing Distractions • Perseverance	Visit to RAF Cosford. Visitor to school who is a member of a Cabin Crew or Pilot. Children talk about own experiences of flight. Trip to Selly Manor linked with the Great Fire of London.	Picture news – where relevant. Accounts on internet Accounts on internet. Extracts from Samuel Pepys diary.
<u>The lives of significant individuals in the past</u> 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	See above work on First Flight and Moon landing. Montgolfier brothers, Wright brothers, Neil Armstrong, Tim Peake <u>Robert Falcon Scott's expedition to the South Pole (1912) (Year 2)</u> Expedition Explorer, South Pole			

Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		- Managing Distractions - Perseverance		Picture news – where relevant. Accounts on internet
<u>Significant historical events, people and places in their own locality.</u>	<u>Bournville and Cadbury World. (Year 2)</u> Cadbury, Bournville, Cocoa, Cacao, Chocolate, Sugar, South America, Aztecs, Mexico, Indigenous, Settlers, George Cadbury	<u>Reciprocity</u> - Collaboration - Listening - Imitation - Interdependence	Trip to Cadbury World to learn about the chocolate making process and a study into local history through George Cadbury. Grandparents Afternoon	Picture news – where relevant. Roahl Dahl: Charlie and the Chocolate Factory

Vocabulary:

Key vocabulary used in relevant lessons by teachers. Vocabulary cards quiz. Vocabulary relevant to theme (if history based) displayed in classroom and on MTPs.

BLP:

Many BLP skills link to learning, such as absorption, managing distractions and perseverance and therefore may appear in most thematic lessons. Depending on objective, BLP skills will apply and teachers to choose relevant BLP skills and display/discuss for each lesson.

Community:

Where possible, links are made to outside school that will enhance the children's learning of History. This may include visitors, parents, class trips or assemblies

Cultural Capital:

In order to prepare children for future success, we make links with our History topics to the real world and real life. Picture News sometimes has articles related to History.