



History

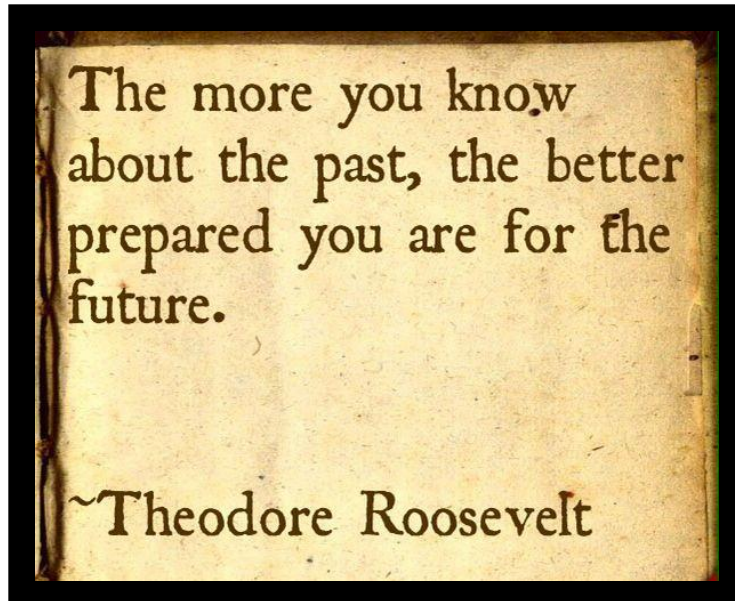
Intent and Implementation

Key Concepts

Content Spine

Progression Maps

Knowledge Organisers



History Intent and Implementation

Why do we teach history?

At Shinfield Infant and Nursery School we provide the children with high-quality history teaching that enables them to develop a range of critical thinking skills, effective oral and written communication skills as well as a knowledge and understanding of Britain's past and that of the wider world.

Our teaching of History helps children to understand how people's lives and events have shaped Britain and had an impact on how we live now. It will also explore the process of change as well as changes in their own identity.

Our teaching will help develop understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. This will equip the children to create their own accounts.

The children will be exploring an engaging, stimulating and active history curriculum. It will inspire a curiosity in the children to know and find out more about the past and its events and improve every child's cultural capital.

What is our curriculum aim?

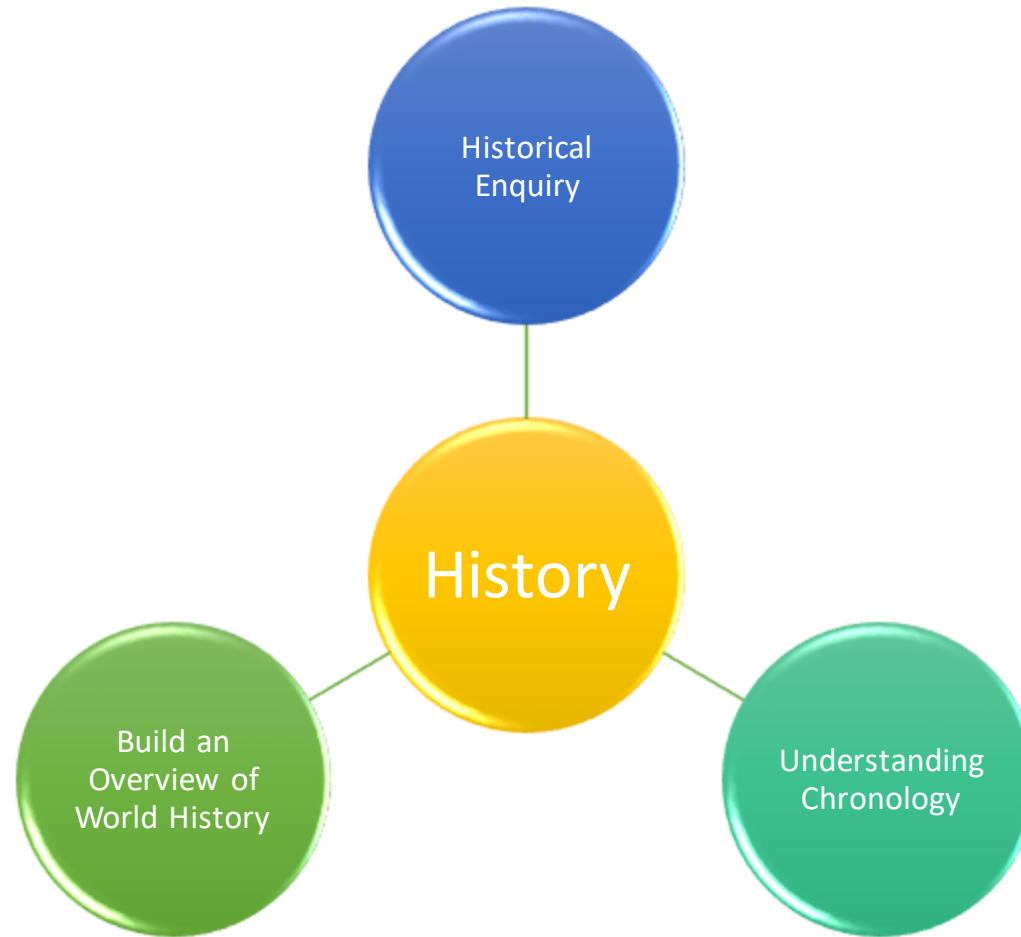
Develop an awareness of the past, using common words and phrases relating to the passing of time.

- Understand where the people and events studied fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of historical terms.
- Ask and answer questions about the past.
- Use stories and other source to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.

How is History taught at Shinfield?

- History lessons at Shinfield focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way through engaging activities, trips and visitors that give all our students an opportunity to explore the past.
- Children are encouraged to explore and analyse artefacts and sources to gain their own understanding of historical evidence and what this can tell us about the past.

History Key Concepts



History Content Spine

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Historical Enquiry Building and Overview of World History - Beyond living memory Life in Victorian Times - toys and school.</p>	<p>Historical Enquiry Building and Overview of World History - Events within and beyond living memory Neil Armstrong – The Moon Landings</p> <p>Significant Individuals Amelia Earhart The Wright Brothers</p>	<p>Historical Enquiry - Changes within living memory The Seaside past and present</p>
Year 2	<p>Historical Enquiry Building and Overview of World History - Significant Individuals</p> <p>A study of a Grace Darling and her part in a sea rescue</p>	<p>Historical Enquiry Building and Overview of World History - Events beyond living Memory A study of the sinking of the Titanic</p>	<p>Historical Enquiry - Significant historical events in own locality History of our school - Founders Day</p>

Understanding Chronology will feed into every study unit so that children in our school are using language to describe chronology and are familiar with using timelines to place events and people in chronological order.

History Progression Map – Historical Enquiry

Early Learning Goal – 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

Year 1

- | | |
|---------------------------------|--|
| Investigating sources | • look at objects and pictures from the past and talk about them |
| Interpreting evidence | • use historical language to describe objects |
| Representing information | • draw pictures and write sentences about events in the past |

Year 2

- | | |
|---------------------------------|---|
| Investigating sources | • use books, pictures and artefacts to talk about events and people in the past |
| Interpreting evidence | • talk about what life might have been like in the past
• use historical language to describe events and objects |
| Representing information | • write about people, objects or events from the past |

History Progression Map – Build an Overview of World History

Early Learning Goal – 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

Year 1

- | | |
|-------------------------------------|--|
| Historical understanding | <ul style="list-style-type: none">• find out some facts about people within living memory and from long ago (before living memory)• find out some facts about events that happened long ago |
| Cause and consequence | <ul style="list-style-type: none">• say why some people acted as they did |
| Similarities and differences | <ul style="list-style-type: none">• describe similarities and differences between people now and in the past |

Year 2

- | | |
|-------------------------------------|---|
| Historical understanding | <ul style="list-style-type: none">• find out information to describe people from the past• recount the main events from a significant event in history |
| Cause and consequence | <ul style="list-style-type: none">• look at evidence to give and explain reasons why people in the past acted the way they did |
| Similarities and differences | <ul style="list-style-type: none">• use information to describe differences between then and now |

History Progression Map – Understand Chronology

Early Learning Goal – 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

Year 1

Using timelines

- understand how to put events into order to when they happened on a timeline

Describing chronology

- understand the difference between things that happened in the past and present
- use words and phrases such as: now, yesterday, last week, a long time ago, when I was younger, before I was born

Year 2

Using timelines

- use a timeline to place specific events or people

Describing chronology

- understand and use the words past and present when telling people about an event
- recount events in my own life over time

History Knowledge Organiser : Year 1 - Toys

Old Toys	Modern Toys
<ul style="list-style-type: none"> • often made of wood 	<ul style="list-style-type: none"> • often made of plastic
<ul style="list-style-type: none"> • mechanical or moved by hands 	<ul style="list-style-type: none"> • often use batteries to move
<ul style="list-style-type: none"> • usually made by hand 	<ul style="list-style-type: none"> • usually made by machines

Key Facts
<ul style="list-style-type: none"> • Some toys are thousands of years old and can be viewed in museums. These toys were made out of materials that were available at the time. Even stones and string have been made into toys! • Teddy bears were invented over 100 years ago and were named after the US president at the time, Theodore Roosevelt. • Even though toys have changed over time, some have always been popular with many generations (e.g. dolls, teddy bears, lego). • Toys have changed a lot throughout history.

Key Vocabulary	
21 st century	years since 2000
20 th century	the years 1900 - 1999
modern	recent years (e.g. the 21 st century)
old	from a historical time (e.g. before the 21 st century)
material	the resource an item is made from (e.g. wood, metal, paper, plastic)
museum	a building where old or interesting objects can be found
artefact	an object from a historical era
mechanical	operated by a mechanism (e.g. clockwork)

wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toy soldiers, leather footballs

teddy bears, Barbie dolls, action man, electronic toys, computers, games consoles

handheld games consoles, virtual reality

19th Century 20th Century 21st Century



History Knowledge Organiser : Year 1 – Amelia Earhart

Who was Amelia Earhart?

Amelia Earhart born in Kansas, United States on 24th July 1897. She flew planes and explored different parts of the world by plane. Amelia Earhart is one of the world's most important aviators. She was the first woman to fly across the Atlantic Ocean by herself. Amelia took her first flight as a passenger on 28th December 1920. This flight inspired her to become an aviator and she had her first flying lesson aged 23. In 1921, Amelia bought her first plane. Her plane was bright yellow and nicknamed the "Canary". In May 1923, she got her pilot's licence. Amelia was the 16th woman in the world to earn one. On 2nd July 1937, Amelia and Fred Noonan tried to make the next flight of their trip, from New Guinea to Howland Island in the Pacific. Sadly, Amelia and Fred never made it to Howard Island. They were low on fuel and the weather was very poor.

Key Vocabulary

bloomers	long shorts worn under a dress
First World War	1914-1918
explorer	A person who explores new or unfamiliar areas
adventurer	someone who seeks dangerous or exciting experiences
Atlantic	second largest of the world's oceans
aviator	pilot or operator of an aircraft
altitude	vertical distance above the surface of the Earth
Pacific	largest and deepest of the world's oceans

TIMELINE OF AMELIA'S LIFE AND ADVENTURES



Amelia and her sister were allowed to wear bloomers, it was not thought to be very lady-like to wear bloomers. Amelia's mother encouraged her daughters to be different and not to do what was expected of young ladies at that time. Amelia was encouraged to be independent.



During the First World War, Amelia visited her sister in Canada. While she was visiting, Amelia became interested in caring for wounded soldiers from the war.



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In October 1922, Amelia broke the women's altitude record. In June 1928, she became the first woman to fly across the Atlantic Ocean as a passenger, alongside two other male pilots. In May 1932, she became the first woman to fly solo across the Atlantic Ocean.



In May 1937, Amelia and her navigator, Fred Noonan, left the USA to fly all around the world, a journey of 29 000 miles that was to start and end in the same place. The whole world was very excited as Amelia had become world famous due to her record breaking adventures. Sadly, Amelia and Fred never made it. They were low on fuel and the weather was very poor. Amelia and Fred were never found or heard from again. Searches were made but no traces were ever found.

History Knowledge Organiser : Year 1 – The Wright Brothers

Who were The Wright Brothers?

Wilbur and Orville Wright were brothers who grew up in the United States. They are famous for inventing and testing the first aeroplane. Wilbur and Orville became interested in flying because of a toy helicopter their father gave them as children which used elastic bands to help it fly. They were interested in birds and how they flew. This gave them the idea for the wings of their aeroplane. The Wright brothers also discovered how to make engines. This gave their aeroplane the power it needed to fly. Today people can take trips that previously would have taken months by train or boat, now taking a few hours by plane.

When was the first flight?

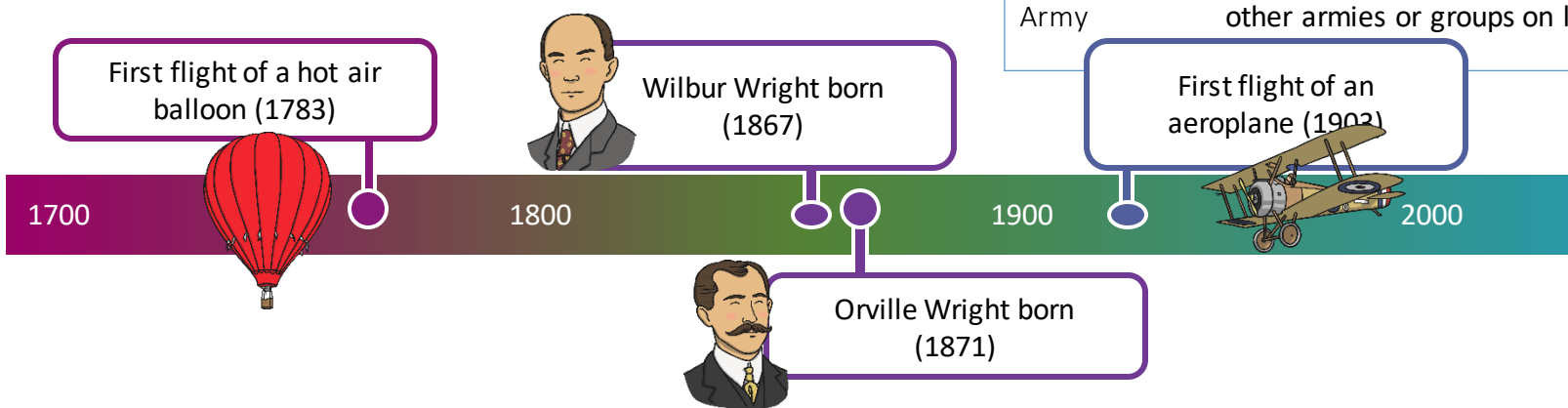
The first test flight was in December 1903 and the plane was called the Wright Flyer. Wilbur tried to fly the plane but it did not work. They spent three days trying to fix it and waited for good weather to try again. Orville flew the plane the second time. This time it worked and the plane flew for 12 seconds.

What happened after the first flight?

The Flyer II was a new aircraft that the brothers invented. Wilbur flew this in November 1904 and the flight lasted for over five minutes. They invented a plane which could fly for 39 minutes by 1905. The brothers went on to build planes for the army. They also opened up a school to teach pilots to fly.

Key Vocabulary

Inventor	someone who has invented something or whose job is to invent things
United States	The United States consists of 50 states in North America
Aircraft	An aircraft is a vehicle that is able to fly by gaining support from the air
Engine	a machine with moving parts that converts power into motion
Elastic band	a loop of rubber, usually ring or oval shaped, and commonly used to hold multiple objects together
Aviator	pilot or operator of an aircraft
Aviation	mechanical air transportation, which is carried out using an aircraft
Bird	warm-blooded vertebrates characterised by feathers, toothless beaked jaws, the laying of hard-shelled eggs
Test	a procedure intended to establish the quality, performance, or reliability of something
Army	a large group of soldiers trained to fight other armies or groups on land, sea and in



History Knowledge Organiser : Year 1 – The Moon Landing - Neil Armstrong

Who was Neil Armstrong?

Neil Armstrong was an astronaut and was the first man to walk on the moon. He walked on the moon for 3 hours with another astronaut Buzz Aldrin.

Born – 5 th August 1930 From – Ohio, USA

Died – 25th August 2012



Important Key Dates	
<i>Solar System created</i>	<i>Approximately 4.6 billion years ago</i>
<i>First rocket into space</i>	<i>4th October 1957</i>
<i>NASA established</i>	<i>29th July 1958</i>
<i>First person on the moon</i>	<i>20th July 1969 (Neil Armstrong)</i>
<i>First British person in space</i>	<i>18th May 1991 (Helen Sharman)</i>
<i>Most recent British person in space</i>	<i>15th December 2015 (Tim Peake)</i>



Key Vocabulary	
Solar system	he sun and everything that orbits, or travels around, the sun.
orbit	the path that an object takes in space when it goes around a star, a planet, or a moon.
lunar	an adjective to describe something related to the moon.
astronaut	a person who is trained to travel into outer space.
star	huge, glowing balls of gases.
tide	the rise and fall of sea levels
season	a season is a division of the year marked by changes in weather.
NASA	stands for 'National Aeronautics and Space Administration'.
climate	the average weather condition for about 30 years.

History Knowledge Organiser : Year 1 –Seaside holidays in the past

Key Knowledge		Key Vocabulary	
Knowledge and understanding of the past events, people and changes in the past.	Seaside holidays	People have been going n seaside holidays for over a hundred years.	seaside
	Railways	Rail travel made it cheaper and easier for people and their families to travel to the seaside.	coast
	Wakes Week	Wakes Weeks became a tradition in northern towns following the industrial revolution. All the cotton mills, factories and shops in the towns would close for two weeks.	beaches
	Seaside holiday activities	Many things we see at the seaside now such as donkey rides, fairgrounds and buckets and spades have been enjoyed by people for over a hundred years.	pier
	Blackpool Tower	A tourist attraction in Blackpool, which Was opened on 14 May 1894. When Completed Blackpool Tower was the Tallest man-made structure in the British Empire.	amusement arcades
	Punch and Judy	Punch and Judy was a popular puppet Show featuring Mr Punch, his wife, a crocodile and some sausages.	promenade
			railways
			circus
Know how to...			
Recognise the difference between past and present in their own and others lives			
Find answers to simple questions about the past from sources of information e.g. artefacts,			
Sequence 3 or 4 artefacts from distinctly different periods of time.			
Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about their past.			
Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, diaries etc			
Communicate their knowledge through different media.			
Timeline of Historical Events			
1850s		1900s	
			
1950s		Today	
			



History Skills and Enquiry	
History Skills and Enquiry	Recognise the difference between past and present in their own and others lives
	Find answers to simple questions about the past from sources of information e.g. artefacts,
	Sequence 3 or 4 artefacts from distinctly different periods of time.
	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about their past.
	Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, diaries etc
	Communicate their knowledge through different media.



History Knowledge Organiser : Year 2 - Grace Darling

Who was Grace Darling?

Grace Darling was a Lighthouse Keeper's daughter who helped to save 9 people after a ship crashed into the rocks and sank off the Northumberland coast near Bamburgh near her home in 1838. She was 22 years old when the rescue took place. Grace Darling became a heroine after her heroic actions.



Key Vocabulary	
lighthouse	a tower which has a light to warn ships at sea away from the land
shipwreck	a ship which has been destroyed in an accident at sea
coast	the area where the land meets sea
rescue	to save someone from a dangerous situation
heroine	a woman who has done something brave and who is admired by lots of people
Bamburgh	a village on the coast of Northumberland
museum	a building where interesting and valuable objects are kept
steamship	a ship that has an engine powered by steam

Britain's oldest surviving lighthouse is built.

Grace Darling is born.

The Darlings move to Longstone Lighthouse.

The SS Forfarshire crashes. Queen Victoria rewards Grace Darling.

Grace Darling dies.

Grace Darling's biography is published..

1690

1815

1825

1838

1842

1880



History Knowledge Organiser : Year 2 – The Sinking of the Titanic

What was The Titanic?

RMS Titanic was built by the White Star Line and was the world’s largest passenger liner. It measured 882 feet (269 metres) long and weighed 52,310 tons. Construction of the Titanic started on 31st March 1909. It took over 3 years to build.







In 1911 Titanic was declared practically unsinkable and a marvel of British engineering. The maiden voyage began on 10th April 1912 in Southampton.

It was a legal requirement of British law that third class passengers could not mix with first and second class passengers on Titanic.

1506 people died on board the Titanic. Titanic could carry 64 lifeboats but only carried 20 (which was the legal requirement) to maximize deck space for passengers.

61% of all first class passengers survived. 42% of all second class passengers survived. 24% of all third class passengers survived. 24% of the crew survived. 66% of all third class children died. No first or second class children died.

Key Vocabulary	
Maiden voyage	first journey of a ship
transatlantic	crossing the Atlantic
passenger	A person who is traveling in an car, bus, train, airplane or ship
iceberg	A large floating mass of ice detached from a glacier or ice sheet and floats in the sea.
survivor	A person who remains alive after an event in which others have died.
bow	The front section of a ship.
hull	The main body of a ship.
starboard	The right-hand side of a ship.

TIMELINE					
1909	April 10 th 1912 12 noon	April 14 th 1912 11.40pm	April 15 th 1912 12.00am	April 15 th 1912 2.05am	April 15 th 1912 8.50am
					
Construction begins in Belfast, Ireland	RMS Titanic sets sail from Southampton	The lookout sees an iceberg dead ahead	Captain Smith gives the order to call for help	The lifeboats are lowered	RMS Carpathia arrives in New York, USA



History Knowledge Organiser : Year 2 – The History of our School

What do we know about our School ?

Our amazing school is in the village of Shinfield and it has been welcoming children for over 300 years. Before this area was called Shinfield, it had another name. The Anglo-Saxons named the area, Shining Field, after the sparkling flood waters which can still cover the meadows by the River Loddon on the border of Arborfield.

In Tudor times, Catherine of Aragon owned the Manor of Shinfield and she might have even stayed there when she visited Reading Abbey.

1707 **Richard Piggott**, a local boy who had become a cutler of Westminster, founded the first Shinfield School (now Shinfield Infant and Nursery School).

The building was gradually extended by other benefactors.

The numbers of children grew too big for the old school building, so in 1969 the new Shinfield St Mary's CE Junior School was opened just across the road in Chestnut Crescent.



Shinfield Infant School circa. 1900



Key Vocabulary

cutler	someone who makes, sells or repairs cutlery
benefactors	someone who helps another especially by giving money
founder	someone who start something
Victorians	People who lived during the reign of Queen Victoria
School master	A man who teaches school
anniversary	Return to the date of a special event
past	Gone by or ended
present	Current time



1707	1714	1839	1870	1890	1889	1914-1918	1939-1945	1969	2007
Richard Piggott founds the school	King George 1 becomes King	Queen Victoria is crowned	Victorian government passed the first Education Act, which made education free for all	School attendance compulsory	A new classroom is built so 60 children can now attend	WW1	WW2	Junior school is built	300 th Anniversary of our school

