



# St John's Catholic infant School



## HISTORY LONG TERM PLAN

### OUR HISTORY INTENT

At St John's Catholic Infant School, we want children to develop an interest in the past, which arouses their curiosity and motivation to learn. As Historians, children gain knowledge and understanding of Britain's past and that of the wider world and advance their chronological understanding. Children learn about the history of their Bebington and their local area, and are able to describe the similarities and differences between then and now. We ultimately want children to enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits

YEAR ONE	<b>Autumn Term</b> Autumn 1 'Where I Live' (Enquiry) Autumn 2 'Being Famous' (Chronology, Knowledge & Enquiry)	<b>Spring Term</b> Spring 1 'My Amazing Body' (Chronology)	<b>Summer Term</b> Summer 2 'The History Box' (Chronology Knowledge and interpretation)
IMPLEMENTATION	<p><b>Autumn 1: 'Where I Live'</b>  <i>As historians, children will:</i>            Ask and answer questions about old and new objects / buildings.            Ask and answer questions about old and new objects / photographs.</p> <p><b>Autumn 2: 'Being Famous'</b>  <i>As historians, children will:</i>            Use words and phrases about the past.            Recognise the event of Gunpowder plot and why we remember it.            Order events from the past.            Answer questions using pictures / objects.            Understand the role of our King today.</p>	<p><i>As historians, children will:</i>            Able to talk about things that happened to them when they were little.            Explain how they have changed since they were born.            Order objects from recent history in order.</p>	<p><i>As historians, children will:</i>            Show understanding that some objects are from the past.            Able to identify objects from the past and use correct words and phrases to describe these.            Able to explain why certain objects were different.            Able to explain differences between past and present in their life and that of other children.            Appreciate how some famous people have helped our lives to better.</p>

<p><b>END POINTS</b></p>	<p><b>Children working at expected standard:</b> I can talk about old and new objects / photographs. I can sort between old and new</p> <p><b>Children working at greater depth:</b> I can organise my ideas and give reasons as to why something looks older or newer, showing the difference between old and new buildings.</p> <p><b>Being Famous</b> <b>Children working at expected standard:</b> I can show who is famous to me. I can talk about the events in the Gunpowder Plot. I can order the events of the Gunpowder Plot. I can talk about Remembrance Day with understanding. I can show respect for those who have died. I can ask questions about a famous person. I can name some famous artists.</p> <p><b>Children working at greater depth:</b> I can give reasons why someone is famous I can talk with accuracy and use oracy effectively to talk about people, dates and places in the Gunpowder Plot. I can order the events of Guy Fawkes life with accurate dates. I talk about Remembrance Day with accuracy and ambitious vocabulary</p>	<p><b>Children working at expected standard:</b> I can ask questions about my own past I can talk about my own past and use correct vocabulary. I can make a timeline about my own life. I can talk about my own past showing how I have changed and use correct vocabulary.</p> <p><b>Children working at greater depth:</b> I can add extra information about my past and use dates and ages.</p>	<p><b>Children working at the expected standard:</b> I can talk about objects from the past using correct vocabulary. I can describe objects from the past using correct vocabulary. I can ask questions about the past. I can order objects from oldest to newest. I can talk about them using the correct vocabulary. I can talk about an artefact from the past showing how it is different. I can use the correct vocabulary when talking about artefacts. I can talk about differences between past and present childhoods. I can talk about a famous person and how they made people's lives better.</p> <p><b>Children working at greater depth:</b> I can make an inference about the past by exploring objects I can work with accuracy to find out how old they are. Can use oracy effectively to enhance their work Independently able to explain or talk about something they have observed Independently extend understanding for the object by searching for information using the internet. Uses ambitious vocabulary relevant to age and stage of the child</p>
<p><b>VOCABULARY</b></p>	<p><b>Autumn 1: 'Where I Live'</b> Old, new, different, photograph, black and white / colour image,</p> <p><b>Autumn 2: 'Being Famous'</b> Famous, well known, achievements, success, legacy Guy Fawkes, Gunpowder Plot, Robert Catesby, King James I, Lord Monteaagle, plot, gunpowder, Houses of Parliament, 5<sup>th</sup> November, famous, barrels of gunpowder, conspirators, prison, Famous event, remembrance, poppy day Cenotaph, wreath, respect, peace act of remembrance King Charles, roles, jobs people do / have. Buckingham Palace, Famous, Question – why, how, when etc</p>	<p>Past, present, today, yesterday, dates, questions, hy, when, etc, change, similar , difference, timeline, order</p>	<p>Artefact, object, the past, long time ago, living memory, memories, similarity, difference, changes, plastic, wood, metal, inventions, grandparent's time, parent's time, modern, older generation, century, 10, 20, 30 years ago etc, Sir Time Berners-Lee, achievements, legacy, impact</p>
<p><b>ENHANCEMENTS</b></p>	<p>Local History/ Geography Walk</p>		

YEAR TWO	<p style="text-align: center;"><b>Autumn Term</b>  <b>Autumn 1 'Lord Lever &amp; Port Sunlight'</b>            (Chronology, Knowledge, Enquiry, Interpretation)  <b>Autumn 2 'Remembrance &amp; Remembering'</b>            (Famous Event)</p>	<p style="text-align: center;"><b>Spring Term</b></p>	<p style="text-align: center;"><b>Summer Term</b>  <b>Summer 1 'Lighthouse'</b>            (Knowledge, Enquiry, Interpretation)</p>
<p style="text-align: center;"><b>IMPLEMENTATION</b></p>	<p><b>Autumn 1: 'Lord Lever &amp; Port Sunlight'</b>  <i>As historians, children will:</i>            Research the life of a local famous person and recount their achievements.            Use different sources for research: internet, information cards, photos, paintings, visit to local area.            Use correct words and phrases when talking about the past.            Sequence events in chronological order.</p> <p><b>Autumn 2: 'Remembrance &amp; Remembering'</b>  <i>As historians, children will:</i>            Research the life of a famous person and recount their achievements.            Research and remember a historical event.            Understand why we remember.            Use words and phrases related to the passing of time.            Able to give reasons why some things happened and the result of this.            Ask questions about the past to a visitor.</p>		<p><b>Summer 1: 'Lighthouses'</b>  <i>As historians, children will:</i>            Use words and phrases accurately to describe the past.            Know some objects that belong to the past.            Know how seaside holidays were different in the past by talking to an older person.            Give examples of things different in their life to that of a Grandparent.            The lives of significant individuals in the past who have contributed to national and international achievements.            Research the life of Grace Darling            Understand how life is different today from that in the past</p>
<p style="text-align: center;"><b>END POINTS</b></p>	<p><b>Autumn 1: 'Lord Lever &amp; Port Sunlight'</b>  <b>Children working at expected standard:</b>            I can use historical sources to find out about a famous person.            I can ask questions.            I can correctly order events. I can add key dates.            I can talk about how life was different in the past.            I can use different sources to ask and answer questions.            I can use correct words/ phrases when talking about the past.</p> <p><b>Children working at greater depth:</b>            I can use more ambitious vocabulary.            I can work with consistency of purpose to add dates to my timeline with independence.            I can use oracy to enhance my work and explain why Port Sunlight is so important.</p> <p><b>Autumn 2: 'Remembrance &amp; Remembering'</b>  <b>Children working at expected standard:</b></p>		<p><b>Children working at expected standard:</b>            I can use deduction and prediction skills to enquire about a famous person.            I know who Grace Darling is and I know facts about her life.            I can talk about and label clues about the past from a photograph.            I can compare how life is similar and different to today.</p> <p><b>Children working at greater depth:</b>            I can use ambitious vocabulary relevant to age and stage about Grace Darling's life and achievements.            I can answer inference questions about what I have read.            I can use ambitious vocabulary relevant to my age and stage with understanding.</p>

	<p>I can talk about who Walter Tull was and his achievements.  I can recount a time in the past that was different to today.  I can talk about remembrance day and why it is important.  I can know about how life in the trenches was hard.  I can ask questions to find out about the past, and know that some questions are hard to answer.  I can recount a famous event showing the sequence of events.  I can talk about how and why people acted as they did.</p> <p><b>Children working at greater depth:</b>  I can use some <b>ambitious vocabulary</b> with understanding and consistency.  I can <b>make some inferences</b> about my work.  I can <b>ask some inference based questions</b>.  <b>I can work with confidence, using more ambitious vocabulary.</b></p>		
<p><b>VOCABULARY</b></p>	<p><b>Lord Lever</b> - innovator, business, economy, Member of Parliament, government, Mayor, factory, industrialist, philanthropist, politician, Victorian, carpet beater, dolly tub, posser, mangle, sculpture, portrait, estate, Unilever Images Sketch, Photograph, Portrait, Sculpture, Rich, Educated Wealthy, Smart, Brave, Old, Port Sunlight, Wirral, Soap Construction, Employer, Democracy, Important, Product</p> <p><b>Remembrance &amp; Remembering</b> trench, dugout, trench foot, siren, riddle, bully beef, rationing, artillery, ammunition, respect, gas mask, periscope, lice, blitz, Remembrance Day, Walter Tull, comrades, unhygienic, sand bags, latrines, periscope, truce, Germans, British, Trench, peace, Silent Night, pitch, allies, no man's land</p>		<p>Grace Darling, heroine, rescue, survivors, wreck, Longstone, lighthouse, barren, deserted, responsible, sea vessels, maintenance, passengers, crew members, bravery, celebrity, treacherous, dire, paddle steamer, dismissed, gale force, dismissed, compare  Edwardian, investigate, enquire, clues, bathing machines, sea bathing, modest, swimming costumes, 110 years ago,</p>
<p><b>ENHANCEMENTS</b></p>	<p>Visit to Port Sunlight  Talk by Forces Veteran</p>		