

History

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality history education. They will be equipped with the knowledge, skills and vocabulary to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, to provide an understanding of chronology, knowledge of significant individuals and events. We intend to inspire a sense of enjoyment and curiosity about history.

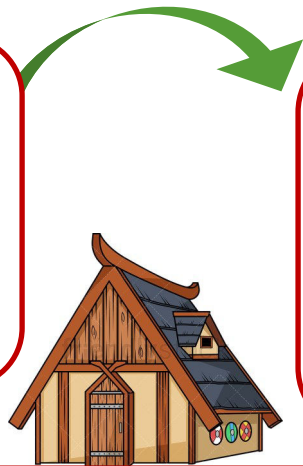
Houses and Homes from the Past

Autumn 1

Igniting Prior Knowledge:

Jobs from the Past

- Jobs have changed from the past.
- People wear different uniforms and clothes.
- People use more technology in their jobs now.

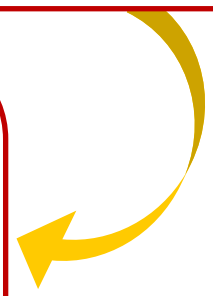


Key Vocabulary:

- Evidence
- Chronological
- Different
- Artifacts

New Knowledge:

- Evidence shows that something exists or is true.
- We use evidence to learn about the past.
- We can find out about the past using evidence such as artefacts, photographs and visits.
- Chronological order is in order of time from oldest to most recent.
- People's lives were different in the past.
- In the past, children played with toys that were made from wood and other natural materials.
- Now, children also play with technological/electronic toys.
- Houses have changed the way they look over time. (thatched, detached, semi-detached, terraced)
- In the past, people didn't use things that ran off electricity.



Where does it fit in?

