



## Year R History Teaching Sequence

### Autumn A - All about me

- Families - timelines

Through discussions about our own families, we learn about the differences between the generations and their experiences and begin to sequence generations on a timeline.



### Autumn B - Into the woods

- Family Traditions
- Bonfire Night
- Remembrance

We learn about different family traditions, what their origins are and how they are celebrated.



### Spring A - Once upon a story - Traditional tales

- Comparing old and new buildings in our locality

We look at and compare a range of buildings in the immediate area around our school. We identify how we can tell a new and old building and place buildings on a timeline. We also investigate traditions in buildings in our area and why these might have evolved.



### Spring B - Let it Grow

- Life cycle of plants - timelines We investigate and learn about the life cycle of plants and how things evolve over time.
- Life cycles of chicks and frogs - timelines
- We investigate and learn about the life cycle of chicks and frogs and how things change and evolve over time.



### Summer A - Superheroes

Looking at significant people in our lives - people who have helped us



### Summer B - Away at Sea

- Famous ships in Portsmouth
- Famous megastructures in Portsmouth - Southsea and Porchester castles

We learn about famous ships and castles in Portsmouth and their historical significance.



## Year 1 History Teaching Sequence

Autumn A - This is who: Who am I?

- Toys from the past
- Chronological order

We make comparisons between things now and in the past and begin to understand the passing of time and timelines. We place at least 3 events in chronological order.

Autumn B - This is me: Who are we?

- Guy Fawkes
- Remembrance Day

We learn about a significant British historical figure and his influence on traditions we have now.

Spring A - Long, long ago - Fairy tales

- Stories written a long time ago, passing of time and traditions

We learn about how stories and tales have been passed from one generation to another for many years. We consider how we know this and how the tradition might continue.

Spring B - Long, long ago: Back in time.

- Victorian (schools and wash day)
- Florence Nightingale, Mary Seacole

We examine and compare life today with that of the Victorian era and learn about the life and impact of 2 significant historical figures.

Summer A - Our amazing planet: Save our planet!

*The main focus of this term is Geography, and therefore this subject is not taught in detail this term.*

Summer B - Our amazing planet: Eco-Warriors

- Great Fire of London

We learn about a significant historical event and the impact of this. We add this to a class timeline of other historical events learnt about.



## Year 2 History Teaching Sequence

### Autumn A - Jumping back in time - Dinosaurs

- Extinction, The Prehistoric Era and Fossils

We learn about a historical era and examine what evidence there is of what happened and how we know what actually happened.



### Autumn B - Jumping back in time - Space

- Neil Armstrong and the moon landing
- Remembrance Day

We learn about a significant historical figure and historical events and their impact on our world.



### Spring A - Mixed up tales and set sails - Traditional Tales

- Bridges and Isambard Kingdom Brunel

We learn about a famous historical person from our local area and their contribution to national achievements and events.



### Spring B - Mixed up tales and set sails - Nelson

- Nelson and HMS Victory
- The Historical Dockyard and life in the navy

We learn about a significant historical figure and events in our local area and make comparison between life in that era and now.



### Summer A - Circle of Life - Kenya

- Traditions and how they evolve over time

We learn about traditions of another culture and how they evolve over time.



### Summer B - Circle of Life - Circus

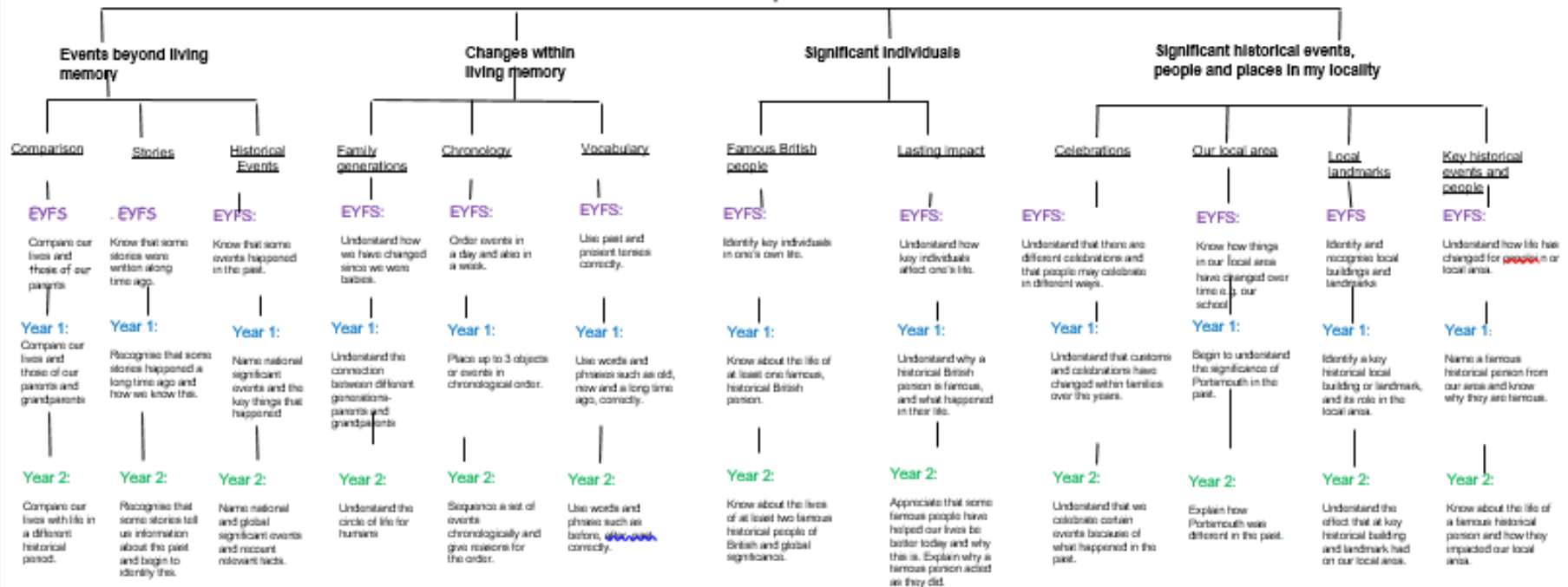
- The history of the circus

We learn about how the evolution of circus and compare traditions now and in the past.





At Moorings Way and Meon Infant Schools we become Historians by finding out about...



At Moorings Way and Meon Infant Schools, History lessons will have consistent structures to support positive learning habits. Topics will begin with ascertaining children's prior knowledge through metacognition tools such as circle maps. Exposure to artefacts, school trips and key materials that encompass an inclusive multi-sensory approach will play an important role to ensure all learners can access knowledge and learning beyond their immediate experiences. Key concepts and explanations will be supported by multi-media opportunities and dual coded-learning. Thinking maps will be used and differentiation across the subject supporting every child. Higher level questioning will be embedded throughout every session including retrieval questions during each topic. Topics will be summarised and children's knowledge shared and celebrated, making timely assessments that will feedforward. Using knowledge organisers children will have control over their learning, using a flipped learning approach that exposes them to key vocabulary, examples, diagrams and images. These will be used to check, clarify and lead learning.

Staff will have access to subject knowledge development to ensure that explanations are accurate and dual coded to enable all learners to access the information. Throughout the year they will use retrieval tasks to develop their meta-memory.