



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Immersion Curriculum: History Y1/2 (Cycle B)

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; build an overview of world history; understand chronology and communicate historically.



Intent:

For all learners to have.....

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
 - The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and take opportunities to undertake high-quality research across a range of history topics.
 - A passion for history and an enthusiastic engagement in learning

Impact:

The children of Amberley will understand and develop the traits and skills needed to become historians. They understand that history is a study of the past, and they aspire to act like historians in asking questions and finding things out. They will accumulate a knowledge base that will allow them to make links between different eras studied.

Implementation:

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of the Key stage 1
Explorers		<ul style="list-style-type: none"> • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did • Place events and artefacts in order on a time line • Use dates where appropriate 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past 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 Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
Duration	Cycle		
1 week	B Term 1		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<p>Key Vocabulary:</p> <p>Years, decade, centuries, significant, chronological, timeline, artefact, evidence, past, present, old, newer, recently, represented.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
<p>Links to the War memorial and values of peace. This is completed during remembrance week.</p>			

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of the Key stage 1
World War I		<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
Duration	Cycle		
1 week	B Term 2		
Making it Real		Ongoing Milestones:	Key Vocabulary:
Links to the War memorial and values of service. This is completed during remembrance week.		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<p>Years, decade, centuries, significant, chronological, timeline, artefact, evidence, past, present, old, newer, recently, represented.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>

Focus		Milestone for end of Key Stage 1 (Year 2)	National Curriculum Objectives: By the end of the Key stage 1
Victorians		<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Place events and artefacts in order on a time line • Label time lines with words or phrases such as: past, present, older, newer. • Recount changes that have occurred in their own lives • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
Duration	Cycle		
2 weeks	B Term 5		
Making it Real		Ongoing Milestones:	Key Vocabulary: Evidence, events, artefacts, timelines, chronology, past, present, older, newer, recount, changes, civilisation, monarchy, parliament, democracy, war and peace.
Links with the locality and school trip. .		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	Appropriate vocabulary will be selected from this list based on content.