



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

## Immersion Curriculum: History Y1/2

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
<b>World War II</b>		<ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Show an understanding of the concept of nation and a nation's history</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory.</li> <li>• Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>
Duration	Cycle		
1 week	A Term 2		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Key Vocabulary:</b></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
<b>Great Fire of London</b>		<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe historical events</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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]</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
2 weeks	A Term 4		
<b>Making it Real</b>		<b>Ongoing Milestones:</b>	<b>Key Vocabulary:</b>
Geographical links: London Trip to Aston Hall Museum; placing the date on the classroom timeline; comparison of homes in the past to today		<ul style="list-style-type: none"> <li>• 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</li> </ul>	<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
Wonder Women		<ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> <li>• Use dates where appropriate</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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]</li> </ul>
Duration	Cycle		
2 weeks	A Term 6		
Making it Real		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Key Vocabulary:</b></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>
Comparisons of women in children’s lives and their jobs, roles and responsibilities.			