

Discovering History

Year 1

Key end points of the 'Discovering History' unit are:

- History is the story of the past.
- People who study history are called historians.
- Historians use sources to learn about the past.
- Archaeologists find out about the past through looking at things found in the ground.
- Things found by archaeologists are called artefacts.
- Family trees tell us who lived in the past.

The 'Discovering History' unit introduces children to discipline of history and creates a solid foundation to help our children understand what a **historian** is, what an **archaeologist** is, and how **sources and evidence** help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that **history is the story of the past**. As the children move throughout the curriculum, their **disciplinary knowledge** (how knowledge is established and continues to be revised) in history will continue to be built upon in each year group.

This unit will introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs. Recognising that children will bring different lived experiences to the classroom, we aim to interest children in the discipline of history through storytelling, physical experience, historical facts, and chronology. Where possible, we would like children to physically experience history, through utilising local resources, holding artefacts or replica artefacts and through meeting people who can tell historical stories.

Physically sequencing events or narratives on a timeline will help to develop our children's **chronological understanding**. We want children to be able to recognise things that happened in the past and differentiate between events a long time ago (Crimean War and the work of Mary Seacole) and a very long time ago (dinosaurs and prehistoric periods). We want them to be able to reflect on things that happened before they were born, and before their parents or grandparents were born. Children can begin to understand the passing of time and are able to start to develop a sense of chronology, even if they do not clearly grasp measurable units of time at this age. As the children progress through the curriculum, they will build on their understanding of ways in which we know about the past, they will develop an awareness of time and build mental timelines, as well as an awareness of past realities and an understanding of historical change.

This unit builds on children's understanding of the **Early Learning Goal 'Past and Present'** from the end of Reception. If following PKC, children in Early Years will bring an

understanding of dinosaurs, transport in the past, stories from the past, including fables, and the monarchy. They will have learned about significant people from the past, including the explorer, Ernest Shackleton. This unit offers a seamless transition to KS1 history, building on children's prior knowledge and helping them to know and remember more.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to provide a platform for children to develop their historical consciousness. Lesson 1 begins by emphasising that history is the story of the past, and that people who study the past are called historians. It is useful to make the distinction in your own mind between history (the time since people began writing things down) and prehistory (the time before written records). Lesson 2 introduces the substantive concept of **ancestry** through using family trees which highlight who has lived in the past. It is important to note that necessary sensitivity, for children whom this may be challenging, needs to be taken into consideration. In this lesson, children will also be introduced to the Royal family tree which will provide some prior knowledge for their next unit on Kings and Queens. This will begin their understanding of the substantive concept of **monarchy**. Later in the curriculum, pupils will learn about how the power of the monarchy in Britain has changed over time (Y2 Tudors, Y3 Law and Power and Y4 Stuarts). Lesson 3 focuses on historical sources and how these sources help us to understand the past. In this lesson, it is suggested that the children learn about Mary Seacole from looking at a range of **sources**. This unit begins to introduce the pupils to disciplinary concept of **historical significance** (what is important from our past that we should learn about today). Teachers may wish to study a locally significant person instead of Mary Seacole. Lesson 4 introduces pupils to the role of archaeologists. They will learn that archaeologists study the things left behind by the people who lived before us. They will look at real archaeological findings, such as Must Farm, which will be looked at in more depth when the children study the Stone Age to the Iron Age in Y3. In Y4, pupils will deepen their understanding of archaeology when learning about Ancient Egypt. Teachers may wish to study a locally significant place instead of Must Farm. Lesson 5 introduces the pupils to the notion of local history. Throughout the curriculum, locally relevant history will be drawn upon; and, where possible, we recommend that children visit sites of local historical importance or learn about locally relevant people from the past. If following PKC Geography, in Y4, pupils will have the opportunity to investigate how their local area has changed over time. Overall, as children progress through the unit, and through the curriculum, they will begin to understand that history is a process of finding out what happened in the past and how that can help us explain the world around us today.

Key substantive concepts introduced in this unit are **ancestry**, and **monarchy**.

Key disciplinary concepts introduced are **sources & evidence** and **historical significance**.