

# History at Mill Lane

## Becoming time-travelling historians

At Mill Lane Community Primary School and the Windmill Community Nursery, children develop their curiosity of the past by examining sources through child led enquiry and independent research. Topics are informed by the national curriculum and are sensitive to children's interests.

We aim to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past. We aim to encourage children to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.



We make full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality within our History curriculum.



"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."  
*Robert Penn Warren*

# *History in The Early Years*

*In the Early Years, pupils will be taught to:*

- show an interest in the lives of people who are familiar to them;*
- remember and talk about significant events in their own experience;*
- remember and describe special times or events for family or friends;*
- show an interest in different occupations and ways of life;*
- know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.*

# History in Year One

*In Year One, pupils will continue to develop their awareness of the past and will learn to use common words and phrases relating to the passing of time.*

*Pupils will begin to learn about significant events and people from the past and start to understand how these fit into the concept of 'history.' They will begin to place known events and objects in chronological order.*

*In the Autumn Term, pupils will start their historical journeys by exploring stories from the past in the 'Once upon a Time' topic. They will compare the traditional tales with stories of today.*

*Later in the term, the children will begin to investigate famous explorers from the past and their significance in history. They will learn from first hand experience wherever possible, receiving letters and clues from these characters, and meeting the 'real' people to bring their experiences to life. Pupils will begin to learn to compare and contrast explorers from different periods in history, for example Neil Armstrong and Christopher Columbus.*

*In the Spring Term, pupils will learn about the Great Fire of London in 1666 and begin to identify different ways to represent the past, including using contemporary pictures and diaries, and secondary sources. They will begin to be able to describe some similarities and differences between artefacts, using these to answer questions about the past.*

*Linking design technology and drama, they will build their own houses and, with expert supervision, see how the fire was able to spread so ferociously from building to building.*

*The children will imagine what it would be like to have been alive in 1666 and use simple ways of recording their learning, through writing diaries in character, drawing pictures and labelling.*



## Learning Outcomes

*By the end of Year One we aim for pupils to have a love of history and a thirst to find out more. Pupils will have a basic understanding of the concept of 'chronology' and be able to order key events and artefacts. They will understand that the past can be represented in many ways and will be able to simply record their own findings. They will be able to compare a period in the past with the present day, using simple sentences.*

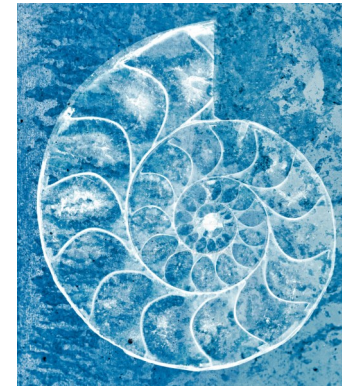
# History in Year Two

In Year Two, pupils will continue to build upon the skills they learned in Year One. They will experience how to sequence events, alongside artefacts/pictures and be able to compare these to the modern day. They will begin to use a range of sources to support them with their historical enquiry, such as books, artefacts, ICT and real-life experiences where appropriate. They will start to produce more developed pieces of work to convey their understanding, such as diaries and letters in role, reports and simple fact files. Pupils will be expected to develop their use of historical vocabulary, using appropriate terminology, eg wattle and daub, government, monarch, etc.

In the Autumn Term, the children will explore life in medieval times and learn about the fortification of the country using knights and castles. They will get to dress up, meet a 'real' knight in armour and visit Warwick Castle to experience first-hand what life would have been like. They will explore a wide range of sources and compare aspects of medieval life with that of the modern day.

In the Spring Term, children will explore the locality of Chinnor and learn about changes in our neighbourhood within living memory. They will also connect with their previous learning to explore what Chinnor was like in the medieval times and the 1600's. The children will explore different ages buildings in the village and compare the similarities and differences between them. The children will produce fact files about different aspects of the local area.

In the Summer Term, the children will extend their understanding of history by exploring the pre-historic age of the dinosaurs. They will learn how historians find out about events far beyond living memory and explore the achievements of Mary Anning, one of our first eminent palaeontologists who contributed significantly to our understanding of dinosaurs. The children will link their learning to our local environment and undertake an archaeological fossil hunt at the Chinnor quarries. They will also visit the Jurassic Coastline in Dorset to further explore signs of pre-historic life.



## Learning Outcomes

By the end of Year Two, our aim is for pupils to be able to begin to make connections between the different periods in the past they have now experienced. Pupils will understand that we can find out about history from a range of sources and convey understanding through different types of writing and presenting. They will be able to compare and contrast different periods of history but also link these to developments within our own local area.

# History in Year Three

In Year 3, the children will continue on the next steps of their journeys by identifying and placing the different periods of history they are studying on a timeline. They will start to consider individual years and dates in history and the significance of these. As their studies progress, they will find out about the everyday lives of people in different historical periods and make comparisons with our lives today. They will identify reasons for, and the results of, people's actions and begin to understand why people may have had to do the things they did.

The children will continue to look at a wide range of sources and artefacts, now beginning to evaluate the differences between them and how useful they are in helping interpret the past. They will learn how to select and record information and begin to use the school library and the internet to supplement their research. They will continue to build up a bank of historical terminology, using appropriate historical vocabulary.

In response to a range of rich experiences, children will have the opportunity to present, communicate and organise their ideas using a variety of art forms, including modelling, drama, role play and also different genres of writing, linked with their work in literacy.



As pupils begin year 3, they will build on their pre-historic work from the end of year 2, learning about early man and the developments and changes from the Stone Age to the Iron Age. They will visit a farm from this period in history and begin to understand how ordinary people lived. As part of their role play they will write about their experiences living in this primitive period and how they invented tools which led to the creation of more permanent settlements.

They will build on their experiences of creating Settlements on a bigger scale in the topic, 'Rome Wasn't Built in a Day' where they will experience life in a Roman town, creating inventions and re-living Roman-style entertainment.

In the 'Raiders and Traders' topic, children will learn about how Britain developed during the Anglo Saxon period and how this has determined our local geography. They will learn about how a societal structure was established, recreate this through role-play and compare with society today. They will experience a Viking raid, learn about the worship of Norse gods and the transition to Christianity.

## Learning Outcomes

In Year Three, pupils will become more independent researchers and become more autonomous in their choices of sources, being able to evaluate those which are most useful. They will be able to understand the lives of individuals, compare these with their own and present their findings in a variety of ways.

# History in Year Four

In Year Four, pupils will begin to use and understand more complex historical terms, such as BC (Before Christ) and AD (Anno Domini). They will begin to connect various historical terms with specific periods in history.

As they continue to become more autonomous with their investigative skills, they will begin to be able to reconstruct aspects of life within the time periods covered and begin to be able to offer explanations for some events (eg the evacuation of children during WW2).

Pupils will encounter a wider range of sources, including some which contradict one another and they will begin to evaluate their usefulness. They will use sources that go beyond simple observations and learn to use their own inferences (for example, reading letters from evacuees) to understand the context.

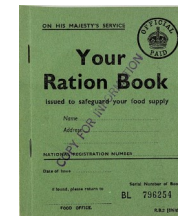
They will learn to focus in on a specific aspect of the past (eg the Tutankhamun tomb discovery) and choose relevant materials to help them research this in detail.

Children will be encouraged

The children will continue to develop their skills of presenting information using a variety of art forms and writing genres, linked to their work in literacy. They will be expected to include subject-specific vocabulary in their writing.

As they begin Year 4, the children will learn about the Second World War, as a significant period in within living memory. They will compare and contrast this to their previous learning about the Viking invasion. During the topic, the children will focus on aspects of everyday life for children and families during the war, such as evacuation, rationing and air raids. They will experience a 'real life' evacuation from Chinnor on a steam train and have the experience of meeting local people who were children during the war. Pupils will experience 'make do and mend' by designing and making their own hand-sewn items and learn to cook using limited wartime ingredients.

In the Summer term the children will investigate life in Ancient Egypt, with a specific focus becoming historians by using varied sources of information. They will learn about Howard Carter's quest to find the tomb of Tutankhamun and the many issues encountered by historians in search of the past.



## Learning Outcomes

By the end of Year Four, pupils will have become more independent historians who are now able to evaluate and appraise the effectiveness of sources and decide which are most useful to them. They will be able to hone in on specific aspects of life and produce a detailed study.

# History in Year Five

In Year Five, pupils will continue to make connections with their previous learning in history they will be encouraged to make connections and comparisons between different times in history, as well as with the present day, including specific studies (eg comparing school life in two distinct historical periods). The children will begin to study the experiences of different societal groups within their time period (eg men and women; rich and poor). They will be given both primary and secondary sources to explore and will begin to understand and identify the differences between them. They will build on their experiences of evaluating historical sources, determining between fact and fiction, and also contrasting sources from the time (eg a mill worker's diary compared to a mill owner's diary). In doing this, they will be encouraged to describe historical events based upon more than one source.

They will examine the causes and results of great events in history and consider how people were impacted by these.

Children will be expected to be able to confidently research their subject areas, making full use of the school library and the internet. They will continue to present their work in a range of ways but will start to use debating and discussion as a way of further deepening their understanding.

In Year 5, pupils will focus on the Victorian period, studying life between 1837 and 1901.

They will learn about the Industrial Revolution and the impact it had on Britain and the wider world and consider the negative and positive impacts of industrialisation at that time. Pupils will take on roles of people of the time and stage a debate to decide whether the revolution was a good or a bad thing.

Pupils will research well-known inventions of the time but also be challenged to investigate in more depth to discover lesser-known Victorian inventions. They will consider a chronology of invention and think about how these inventions have influenced technology today.

Year five pupils will also find out about living conditions within the Victorian era - for example, medical care and the prevalence of diseases such as cholera. They will experience what life may have been like in the Workhouse, and compare schooling in Victorian times with those of today.

They will explore Victorian leisure pastimes and consider why 'spare' time became more common during the Victorian era. They will also link to this a comparison of rich and poor and how living conditions varied so drastically depending on personal wealth.

Year 5 pupils will also make links with their work in geography, finding out about the British Empire and its reaches in Victorian times. They will learn about the definition of the word 'empire' and how the British Empire was hugely powerful in this time.

# History in Year Six

In Year Six, children will be given the opportunity to review the entire primary history curriculum and be able to sequence at least ten events from different periods on a timeline, using relevant dates and terminology. They will be encouraged to know key dates of the events they are studying. They will find out about the beliefs, behaviours and characteristics of people during different periods and learn to recognise that these may differ with the consensus of the modern day and that not everyone shares the same views and feelings. They will reflect on their studies of ancient civilisations during Years 3 & 4, and compare and contrast this to their work on the Mayan civilization.

They will be exposed to a wide range of sources, both primary and secondary, and evaluate different interpretations of history (eg fact, fiction and opinion) but learn to be aware that different evidence can lead to different conclusions. They will evaluate sources and work out how different conclusions were arrived at. They will address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. Pupils should now be confidently recognising the difference between primary and secondary sources and be able to gather knowledge together from a range of information into a fluent account.

The children will be encouraged to construct informed responses that involve thoughtful selection and organisation of relevant information.

By this point, pupils should know and show a good understanding of historical vocabulary, including abstract terms such as democracy, civilization, social, political, economic, cultural and religious.



Our Year Six children will begin their journey by learning about crime and punishment through the ages. They will discover the changes over the centuries and learn to make comparisons between different periods of time. They will visit the old prison in Oxford to see, first hand, the conditions that prisoners faced in the Victorian times. They will also, as junior citizens, work alongside the modern police to understand the consequences of crime today.

In the Spring term, the children will learn about the ancient Mayan people and how they built their civilization. They will use their previous learning about the ancient Greeks and Egyptians and compare this with the Mayan dynasty. They will specifically focus on the invention and development of chocolate, finding out about the history of this at the Cadbury factory.

In the final term of Year 6, the children will learn about the Titanic disaster of 1912 as part of their 'Extreme Earth' topic. They will investigate the disaster using a wide range of primary and secondary sources, learning to determine between fact and fiction and being encouraged to draw their conclusions as to why this tragedy occurred in what was called an 'unsinkable' ship.

Pupils will be encouraged to undertake independent research projects and to collaborate to present their findings in a variety of ways.

