



The Big Picture

History is about people, events and places from the past as well as helping us find out about why historical events happened and finding our own way of interpreting the past. What can objects tell us about the past? By themselves, single objects such as Roman coin, a Roman sandal and a sword might not be so significant, but a group of objects found together can give a much broader picture of a particular time or event in history. For example, a collection of these objects could tell us when and where the Romans lived in the place where they were found. History is like a jigsaw puzzle. Historians collect pieces of information that they try to fit together to get a picture of life in the past but sometimes pieces of the jigsaw are missing and historians have to play detectives. In this unit, children will begin their building blocks to understand how artefacts and objects have helped us to learn about the past. This will allow them to later understand how information about the past has been gathered and what we can do as historians to interpret this.

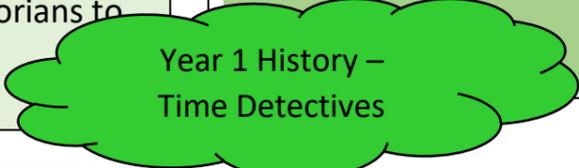
What do we already know?

Knowledge Retrieval:

Children should already have a basic understanding of historical language such as before, after, yesterday and today. This should allow children to begin learning about the past.

Children should have a basic understanding that the past is what came before them.

Children will have looked at the difference between old and new within reference to toys, houses and holidays. Children should be able to discuss this difference and know why they were old or new.



NC objectives – Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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]
- 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]
- significant historical events, people and places in their own locality

Key unit objectives

To know about a range of events that have happened in the past and discuss their own ideas such as fossils, dinosaurs, Egyptian mummies or castles.

To be able to ask and answer questions about the past to begin to build historical enquiry.

To be able to use key words and phrases relating to the passing of time.

To be able to order events and objects into a sequence based on their own understanding and introduce timelines relating to this.

To be able to identify differences between their own lives and those of people who have lived in the past

To be able to find out about aspects of the past from a range of sources of information by creating a class museum.

To be able to communicate their historical knowledge and understanding in a variety of ways such as asking questions and giving simple reasons for thoughts.

To understand that events and people's actions have causes and effects by looking at the life of different queens such as Queen Elizabeth II (link to Queen's Jubilee) and Queen Victoria.

To understand that the past is represented in a variety of ways

Key vocabulary and understanding for concept connectors

artefacts, objects, past, museum, Monarchy, Monarch, Queen, King, Prince, timeline, events, change,

A museum is a place where artefacts from the past are kept so people can learn about the past.

Key Texts

See inside a museum – Matthew Oldham

Build your own history museum – Claudia Martin