

Programme of Study for History at Key Stage 1

Introduction

The aim of history-related work at Key Stage 1 is to help develop pupils' awareness of their own past and of aspects of life which have changed over time. The Programme of Study also provides a context for developing pupils' observation, talking and listening, reading and writing skills by:

- looking at evidence from their own lives and the lives of others, and by observing the environment around them, including photographs, objects, buildings, personal memorabilia and radio and television broadcasts;
- listening to and talking about stories about the past, famous people, myths, legends, traditional stories and rhymes, as well as stories which illustrate the passing of time;
- taking part in structured play activities which relate to aspects of the past.

The content of the programme of study is set out under:

- Historical Skills and Concepts; and
- An Introduction to History, which includes the broad themes of,
 - Personal history,
 - People, Events, Celebrations, and
 - Topics.

This thematic content may be used flexibly in the planning of appropriate topics.

Approaches to History at Key Stage 1

In the early years of Key Stage 1, history is likely to be approached in a cross-curricular way. In the later years of the key stage, however, it will be more appropriate to choose history-led topics which focus on a specific period of time.

Personal History

The aim of activities which focus on personal history is to develop pupils' sense of the passing of time and their place in it by reference to their own lives, the lives of others around them and other generations.

People, Events, Celebrations

The aim of activities which focus on events and celebrations is to develop pupils' awareness of the passing of time gradually by recurring reference to seasonal and annual events and, where appropriate, the historical origins and significance of these events. The aim of activities which focus on people in the past is to develop pupils' awareness of their contribution to folklore or to our understanding of past times.

Topics

The aim of history-related aspects of topic work is to use appropriate opportunities, at least once a year, to develop awareness of differences between the past and the present and of change over time. The aim of a topic which focuses on a specific period of time, studied in the later years of the key stage, is to help pupils develop a sense of period by reference to characteristics of the period, *for example, way of life, clothes, transport, food*; the particular conditions which may have existed then, *for example, war-time conditions*; and changes which have taken place over time.

Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage (CH) and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered, but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of history-related activity.

Pupils should be given opportunities to:

EMU/Cultural Heritage/Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring
 - similarities and differences between themselves and other children in the class and beyond, *for example, comparing similarities and differences in traditional celebrations in their own and other cultures like birthday celebrations, Hallowe'en, Divali, Chinese New Year, Christmas*;
 - their personal and family history; how people co-operated and depended on each other in the past, and how roles may have changed or remained the same over time;
 - some of the historical influences upon their identity, *for example, Christianity, Irish folklore and folklore from other countries*;
 - the need to respect and take care of historical aspects of the environment, *for example, historical sites and old buildings*, and how conflict can arise over whether to keep or replace some of these and ways in which such conflicts might be avoided;
 - the way of life, health and hygiene of people in the past and how this changed or remained the same;

Information Technology

- enter information, *for example, about themselves and their class*, using a simple data handling package to create simple block graphs or pictograms.

Introduction to Historical Skills and Concepts

The following historical skills and concepts should be developed and reinforced as an integral part of the work undertaken to deliver the thematic content.

Pupils should have opportunities to develop:

- a an awareness of time by
 - using simple language related to the passing of time, *for example, pupils could become familiar with the accurate use of the terms now, then, long ago, before and after;*
 - placing pictures or objects in sequence, *for example, pupils could place pictures of themselves at different ages in a correct sequence;*
- b a sense of the past by
 - identifying obvious differences between past and present, *for example, pupils could identify, in drawings, photographs and film, features which differ from the present;*
 - talking about possible reasons why people may have acted as they did in the past and how they may have felt, *for example, pupils could listen to a story about an historical character, such as Florence Nightingale and talk about how she may have felt about her work;*
- c an awareness of evidence by
 - talking about evidence and artefacts which give us information about the past, *for example, pupils could talk about how we can find out about the past from pictures, objects, stories, songs, or museum displays;*
 - talking about some of the different ways in which the past is represented, *for example, pupils could talk about how films present a view or an interpretation of the past which sometimes may not be totally accurate;*
- d communication skills by
 - re-telling stories about the past, *for example, pupils could retell the main points of a legend, folktale or story in their own words, such as the legend of Finn McCool or Cu Chulainn;*
 - describing events, photographs and objects, or drawing pictures of what they have seen or heard, *for example, pupils could examine an object from the past and talk about the material it is made of, its shape and possible use;*
 - using appropriate words, phrases, captions or simple sentences, and IT as appropriate under the guidance of the teacher, *for example, pupils could make captions for a display of history work.*

An Introduction to History

Aspects of the following three themes should be taught throughout the key stage:

- Personal history;
- Personalities, Events and Celebrations;
- Topics.

Personal History

Pupils should have opportunities to explore, at an increasing level of detail as they get older, and build up time lines of:

- a my life then and now**, *for example*,
 - *making a comparison of 'myself' now and as a baby, such as, clothes, toys, food, size, abilities;*
 - *my day, morning, afternoon and evening;*
- b my life so far**, *for example*,
 - *'myself' at different ages, a time line of photographs, toys, clothes;*
 - *significant memories and achievements at different ages;*
 - *my week, using a day by day diary of activities;*
- c my family and school**, *for example*,
 - *timeline of my life;*
 - *a family tree;*
 - *my year, using a month by month timeline of family and school events;*
 - *memories of older people I know, using a timeline of their life, school days, holidays, significant events they can remember.*

Personalities, Events and Celebrations

Pupils should have opportunities to explore the past significance, and build up time lines of:

- a seasonal events**, *for example, Harvest, Hallowe'en, Divali, Chinese New Year, Christmas, Pancake Tuesday, Lent, Mother's Day, St Patrick's Day, Easter, Father's Day;*
- b topical events of local or national significance**, *for example, local sports events, Olympics, VE Day, Poppy Day;*
- c people from the past**, *for example*
 - *folklore figures, such as, Cu Chulainn, Finn McCool;*
 - *significant people, such as St Nicholas, St Patrick, Boudicca, Guy Fawkes, Florence Nightingale, Dr. Barnardo, Grace Darling.*

Topics

Pupils should have opportunities to explore, at least once a year, a history-related aspect of a topic in order to consider the differences between the past and the present and things which **have changed over time**, for example, in topics such as, toys and games, homes, school, transport, farming or shopping.

Towards the end of the key stage it is recommended that topics focus on a specific period of **time**. For example, suggested topics could include

- *life in the recent past;*
- *life in the 1950s and 1960s;*
- *life during the War;*
- *changes in life during this century.*