



History Curriculum at Richard Durning's Endowed Primary School

Topic: Local History: Richard Durning's	Key Question: How has time changed Richard Durning's School?	Year Group and Term: Early Years / Year 1
<p>Early Years Curriculum: Understand the past through events, photographs & books read in class Know some similarities & differences between things in the past & now Talk about the lives of people & places</p> <p>National Curriculum Links: Key stage 1 Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals- Richard Durning Significant historical people and places</p> <p>Pupils should be taught about: *Who was Richard Durning? When was Richard Durning's school built? How much did the school cost? What did the school look like in the past? How was life different when Richard Durning's school was built?</p>		
<p style="text-align: center;">Core Learning – Sticky Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> *Richard Durning founded the school *Know who Richard Durning was *The school was built for £100 *Know when the school was built *Know what school was like in the 1700's 	<p style="text-align: center;">Enrichment: Links and Trips/Visitors Newspaper clips 100 pound school booklet Walking around the school grounds Visitor to school to do a talk Workshop</p>	
Core Vocabulary		
Early Years	Year 1	

<p><u>Disciplinary knowledge:</u> Past, present, old, new, people, history, events, now</p> <p><u>Substantive knowledge</u> Richard Durning's, Charity, local, Victorian</p>	<p><u>Disciplinary knowledge:</u> Chronology; Primary and secondary sources of evidence; Cause and consequence; Continuity and change; Historical significance</p> <p>old, new, a long time ago, sequence, past, present, then, now, timeline, history, same, different, significant people, events</p> <p><u>Substantive knowledge</u> Richard Durning's, Charity, local, Victorian, periods</p>	
<p>Golden Threads to weave knowledge and make connections over time</p>		
<p>Society What did Richard Durning do to help our local area?</p>	<p>Legacy How is Richard Durning remembered today?</p>	<p>Leadership Who leads the school and the Richard Durning's charity now?</p>
<p>Knowledge, Skills and Understanding</p>		
<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
<p>RECEPTION</p> <ul style="list-style-type: none"> To talk about the past and present events in their own life and those of family members To understand and use vocabulary such as: past, present, old, new, people, history, events, now, charity, local, Victorian 	<p>RECEPTION</p> <ul style="list-style-type: none"> Comment on photographs of the school over the years To use talk to explain why/ how things might have changed To talk about the lives of significant people around them and their roles in society 	<p>RECEPTION</p> <ul style="list-style-type: none"> To offer explanations of why things might happen, making use of recently introduced vocabulary Comment on images of familiar situations in the past eg pictures of the school
<p>YEAR 1</p> <ul style="list-style-type: none"> To put 3 events in chronological order To use words and phrases related to the passing of time To understand their own chronology from when they were born 	<p>YEAR 1</p> <ul style="list-style-type: none"> To look closely at similarities and differences to develop an understanding of change over time To question why things happen and give a reason 	<p>YEAR 1</p> <p>To ask and answer questions about old and new objects</p> <p>To spot old and new things in a picture</p> <p>To answer questions using an artefact and a photograph</p> <p>To give a plausible explanation of what an object was used for in the past</p>

