



DOWN AMPNEY PRIMARY SCHOOL

**Unit Overview: KS1 History Term 2**

**Local Study: Down Ampney School and Village**

**Enquiry Question: How has Down Ampney C of E school and village changed through time?**

<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>❖ Significant historical events, people and places in their own locality.</li> </ul> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>❖ Develop an awareness of the past.</li> <li>❖ Be aware of and describe features of the past.</li> <li>❖ Use common words and phrases related to the passing of time.</li> </ul> <p><u>Historical concepts</u></p> <ul style="list-style-type: none"> <li>❖ Make simple observations about different types of people, events and beliefs within a society.</li> <li>❖ Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>❖ Ask and answer questions relating to key concepts.</li> </ul> <p>Understand some ways we find out about the past.</p>	<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> <li>❖ The school was built in mid 1800s</li> <li>❖ The village existed before then</li> <li>❖ The stone comes from a local quarry</li> <li>❖ There are photos of the school in the past that show us what it was like</li> <li>❖ There will be photos of the village through time</li> <li>❖ Class 1 was built after the main building</li> <li>❖ The hall is the newest part</li> <li>❖ Choose some examples of houses from different times</li> <li>❖ Newer development houses</li> <li>❖ The church was built long before the school</li> </ul>	<p><u>Vocabulary</u></p> <p>Now, then, before, past, present, change, similarities, differences, today, yesterday, tomorrow, future, timeline, significant, modern.</p> <p><u>Phonics / polysyllabic words</u></p> <p>Vill/age Hou/ses Diff/er/ence</p> <hr/> <p><u>Key People</u></p> <ul style="list-style-type: none"> <li>❖ Ralph Vaughan Williams</li> <li>❖ John Nevil Maskelyne</li> </ul>
<p><u>Prior learning (Development Matters)</u></p> <ul style="list-style-type: none"> <li>❖ Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>❖ Familiarise children with the name of the road, and or village/town/city the school is located in.</li> </ul>	<p><u>Disciplinary knowledge</u></p> <p>Chronology</p> <ul style="list-style-type: none"> <li>❖ Know the difference between now and the past (DM in EYFS).</li> <li>❖ Know the difference within and beyond living memory.</li> </ul> <p>Act like a historian</p>	<p><u>British Values</u></p> <ul style="list-style-type: none"> <li>❖ <b>Rule of law:</b> In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.</li> <li>❖ <b>Tolerance:</b> Pupils are encouraged to look at history through different perspectives, such as eye-witnesses or secondary accounts and</li> </ul>



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<p>Show images of familiar situations in the past, such as homes, schools, and transport.</p>	<ul style="list-style-type: none"> <li>❖ Looking for evidence related to the enquiry question.</li> <li>❖ Make observations of evidence to answer specific questions about continuity and change.</li> </ul> <p>Think like a historian</p> <ul style="list-style-type: none"> <li>❖ Understand the concept of change</li> <li>❖ Talk about what the changes were</li> <li>❖ Talk about when they happened</li> </ul>	<p>learn that opinions and memories can differ for a variety of reasons.</p> <ul style="list-style-type: none"> <li>❖ <b>Democracy:</b> Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today and use vocabulary such as ‘fair’ ‘unfair’ ‘better’ ‘worse’ etc to describe their feelings about historical periods and events.</li> </ul>
<p><b>Future learning</b></p> <ul style="list-style-type: none"> <li>❖ Continue to develop chronologically secure knowledge of history</li> <li>❖ Note connections, contrasts and trends over time</li> <li>❖ Identify and give reasons for, results of, historical events, situations, changes</li> <li>❖ Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> <li>❖ Identify historically significant people and events in situations</li> <li>❖ Regularly address and sometimes devise historically valid questions</li> <li>❖ Understand how knowledge of the past is constructed from a range of sources</li> <li>❖ Selecting and organising relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand that what we know is made up of a range of evidence</li> </ul>	<p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Courage:</b> Children will have a sense of enjoyment and fascination when learning about themselves and their local area and have the courage to ask questions to explore their identity and own history.</li> <li>❖ <b>Respect:</b> Children will understand the importance of significant people and what impact they had on the modern world.</li> <li>❖ <b>Trust:</b> Children will understand the importance of the church as a significant landmark in the local area and how trust in the church and God was central to village life in the past.</li> </ul>