



Subject Overview : History  
 Intent (Skills/ knowledge)  
 Implementation (How/ When)

|            | FS   | Year 1   | Year 2  |
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| INTENT     | <p><u>Early Learning Goal:</u><br/> <u>Understanding of the world</u></p> <p>- Children to talk about past and present events in their own lives and in the lives of family members.</p> | <p><u>Chronology</u></p> <p>- Children to use the language of chronology: chronological order, sequence, first, next then.</p> <p>- sequence simple events in chronological order.</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>- recognise the difference between past and present.</p> <p>- events beyond living memory that are significant nationally or globally. <b>Hi1/1.2</b></p> <p>- changes within living memory <b>Hi1/1.1</b></p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements. Begin building a timeline of known events. <b>Hi1/1.3</b></p> <p><u>Historical Enquiry</u></p> <p>- begin to describe similarities and differences in artefacts.</p> <p>- use simple sources to find out characteristic features of the past</p> <p>- find answers to simple questions about the past from sources of information.</p> | <p><u>Chronology</u></p> <p>- Children to use the language of chronology to demonstrate understanding: chronological order, sequence, dates.</p> <p>- sequence simple events within historical events in chronological order.</p> <p>- sequence artefacts into chronological order.</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>- events beyond living memory that are significant nationally or globally. <b>Hi1/1.2</b></p> <p>- significant historical events, people and places in their own locality. <b>Hi1/1.3</b></p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects to previous learning and add to timeline. <b>Hi1/1.3</b></p> <p><u>Historical Enquiry</u></p> <p>- describe similarities and differences between past and present. Begin to explain how and why things have changed.</p> <p>-use a range of sources to find out characteristic features of the past. Begin to show awareness of usefulness of sources. Compare two sources of the same event.</p> |
| Vocabulary |  | <p>Chronology, chronological order/ sequence<br/>         Past, present, future, now, first, next, then, after.<br/>         Date, day, today, yesterday, tomorrow, week, year, decade, century<br/>         Different differences similar similarities changes<br/>         Old new older newer modern old fashioned, fragile, delicate, threadbare, material (Science link- materials unit taught alongside to enable children to apply science learning to history topic)</p> <p>Museum, source, evidence, describe, question<br/>         Significant, individuals, event, famous</p>  | <p>All year 1 vocabulary and:</p> <p>Queen, king, monarch<br/>         Source, sources, reliability, evidence, bias, comparisons<br/>         Skills techniques,</p>  |

|        | Topic 1   | Topic 2   | Topic 3  |
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| Year 1 | <p><b><u>Toys from the Past – LC – What has changed since your grandparents were young?</u></b><br/> <b><u>Concept - Chronology</u></b><br/>           Investigate toys past and present, identify changes and timeline.</p> <p><b>WOW: Experience at Brampton Museum</b></p> <p><b>Home Link:</b> Christmas homework to find out about a favourite toy of a parent/grandparent</p> | <p><b><u>Reach for the Stars – LC question – Who was famous when your mum and dad were little?</u></b><br/> <b><u>Concept – Significant Individuals</u></b><br/>           Some events/ people make a lasting change</p> <p><b>WOW: Dramatic music and video of the space shuttle launch.</b></p> | <p><b><u>Travelling Near, Travelling Far – LC question –Where do and did the wheels on the bus go?</u></b><br/> <b><u>Concept – Changes over time</u></b></p> <p><b>WOW:</b> Bertie the Time Travelling Bus- flip and travelling through time effect YouTube video</p> <p><b>Books to share –</b> People on the Move by Karen Bryant-Mole, Then and Now by Heather Amery, When Grandma was Young by Paul Humphrey,</p> |

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|        | <p><b>Books to share</b> – When Dad was Young by Paul Humphrey, When Grandma was Young by Paul Humphrey, Looking at Teddy Bears by Sallie Purkis, All Kinds of Toys by Roderick Hunt, The Toys we Play with Hewitt and Rowe (box of books year 1)</p> <p><b>Key questions</b> – What do I like to play with? What did my parents/grandparents play with? Are toys the same? How have toys changed over time? Why have toys changed?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Children to name modern toys, their materials and properties- and that this is the present.</li> <li>• Children to recognise and name some older toys, their materials and properties- and that this is the past.</li> <li>• Children to recognise that toys have changed over time- materials/ technology- that this happened in stages.</li> <li>• Children begin to recognise a timeline.</li> <li>• Children to begin to recognise some reasons why toys have changed.</li> </ul> <p><b>Educational Visit</b> – Brampton Museum.<br/><b>Alexandra Promise:</b><br/>4- make a puppet (museum and DT link)<br/>9- visit a museum</p> | <p><b>Books to share</b> – Living in Space by Katie Daynes, One Giant Leap by Dan Brown (box of books year 1)</p> <p>Key questions – Who was Neil Armstrong? Why is he a significant individual? What has changed since NA went to the moon? Who is Tim Peake? Who is the more significant individual- why? How are TP and NA similar/different?</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>• Timeline on working wall to develop idea of chronology, add events throughout teaching sequence and begin each session reviewing it.</li> <li>• Children to sequence events of NA's life onto a timeline- concept: chronology</li> <li>• Children to understand concept of a significant individual.</li> <li>• What has changed since NA went to the moon? (chronology)</li> <li>• Children to begin to explore sources of information- differences in quality/quantity of videos available and reasons for this.</li> </ul> | <p>When Dad was Young by Paul Humphrey</p> <p>Key questions – How far have you travelled? Where did you go? How did you get there? Have people always been able to travel? How do people travel short distances/long distances? In the past/present?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Timeline on working wall to develop idea of chronology, add events throughout teaching sequence and begin each session reviewing it.</li> <li>• Sources- more recent events are well documented- photos/videos, older images are less common and before that we have drawings.</li> <li>• Artefacts- some old forms of transport still exist/have been restored</li> <li>• Local history- the importance of the canal and railway systems to SOT.</li> </ul> <p><b>Educational Visit</b> – Etruria Industrial Museum? TBA</p> <p><b>Alexandra Promise:</b><br/>9- visit a museum</p> |
| Year 2 | <p><b>London's Burning – LC question – What happened in the great fire of London?</b><br/><b>Concept – Chronology, changes over time and events beyond living memory</b></p> <p><b>WOW: Burning model houses</b></p> <p>Books to share: Beginning History: The Great Fire of London by Liz Gogerly.</p> <p><b>Key questions</b> – What was London like in 1666? How do we know? Why has London changed? What was the Great Fire of London? Why did it spread so quickly? Could it happen today? How do we know what happened in the fire?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Chronology- when the great fire happened past/present but also timeline of events from beginning of fire in Pudding Lane to the fire finally extinguished.</li> <li>• Similarities/differences between past and present.</li> </ul>  | <p><b>The Potteries – LC question – What will go inside and outside our pots?</b><br/><b>Concept- Local history</b></p> <p><b>WOW: Trip to Gladstone Pottery Museum</b></p> <p>Books to share: Box of pottery/potters NF books in Y2</p> <p><b>Key questions</b> – Why is SOT called the Potteries? Which famous potters came from SOT? What similarities/differences can you see in pottery? How is it made? Where does it come from? How can we find out about famous potters? How hard is it to make a pot? What skills/techniques do potters need? Do potters still work in SOT?</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>• Local history- every area has its unique history. SOT is famous for its potters (hence</li> </ul>   | <p><b>Famous Queens- LC question – Who is in charge of our country?</b><br/><b>Concept – Chronology, changes over time, events beyond living memory and significant individuals</b></p> <p><b>WOW: QR code treasure hunt around school.</b></p> <p>Books to share- Box of books about queens Y2</p> <p><b>Key questions</b> – What is a monarch? Who is our current monarch? When did she come to the throne? How long has she been queen? How did she become queen? Who was the monarch before her? Why is she called QE2? Who was QE1? How can we find out about her? What sources can we use? When was she Queen? What was different about England when she was queen? Was this before or after the GFof L?</p>  |

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|  | <ul style="list-style-type: none"> <li>• Changes- the effect of the fire on city planning/ construction materials</li> <li>• Sources- how do we know? Pepys' diary- begin to introduce concept of questioning sources- reliability.</li> </ul> | <p>the nickname the Potteries/ SCFC are known as the potters.</p> <ul style="list-style-type: none"> <li>• Using sources to research- children will access a range of resources including ICT to investigate different aspects of this unit. Continue to build on children's ability to question the reliability of sources.</li> <li>• Chronology- Add dates of famous potters to the class timeline</li> </ul> <p><b><u>Educational experience – Gladstone Pottery Museum</u></b></p> | <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Children to add new information to class timeline, using language of chronology to place people and events in relation to each other.</li> <li>• Children to make comparisons between queens, events and sources.</li> <li>• Children to question reliability of sources and begin evaluate their sources/look for evidence to support sources.</li> <li>• Children will present information in different ways- possible parent link activity.</li> </ul> |
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