



## History overview

Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics of all history units,	Vocabulary	Prior Learning
Year 1	Spring	<p>Main Concept</p> <p><b>Chronology</b></p> <p>Similarity and change</p> <p><b>Evidence</b></p>	<p><b>How have toys changed over time?</b></p> <p>Year 1 will begin to develop an awareness of the past and identify similarities and differences between toys in different periods of time (from the 20<sup>th</sup> century). Children will experience using different sources to establish a hypothesis about toys from the past. They will compare and contrast things that have changed and things that have stayed the same. Use words and phrases as a passing of time.</p> <p><b>WOW: Experience at Brampton Museum</b></p>	<p><b>Changes within living memory-</b> where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Similarity and differences -</b></p> <ul style="list-style-type: none"> <li>Ask questions about the past.</li> <li>Observe artefacts from the past and look at modern versions.</li> <li>Describe the changes that have occurred over time.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Place artefacts in order on a timeline.</li> <li>Label time lines and artefacts with words or phrases such as: past, present, older, newer.</li> <li>Use words and phrases such as: a long time ago, in the past, modern, recent.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Use artefacts, picture, stories and online sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of placing artefacts in chronological order.</li> <li>To evaluate and challenge theirs and others thinking and views</li> <li>a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>Respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments</li> <li>Desire to embrace challenging activities, including opportunities to undertake</li> </ul>	<p>chronological order/ sequence</p> <p>Past, present, future, now, first, next, then, after.</p> <p>Date, day, today, yesterday, tomorrow, week, year, decade, timeline, century, recent</p> <p>Different differences similar similarities changes</p> <p>Old new older newer modern fragile, delicate, threadbare, material</p> <p>Artefact, source, historical, (Science link-materials unit taught alongside to enable children to apply science learning to history topic)</p>	<ul style="list-style-type: none"> <li>In EYFS children will have experienced thinking about how they have changed overtime and placed baby, toddler, young child in order.</li> <li>They will have looked at some transport pictures from the past and discussed similarities and differences.</li> </ul>



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Year 1	Autumn	<p>Key concept - <b>Significance/ Legacy</b></p> <p><b>Chronology</b> Secondary</p> <p><b>Evidence</b></p> <p>Similarity and change.</p> <p>British History</p>	<p><b>How did Florence Nightingale &amp; Mary Seacole help nurses?</b></p> <p>Year 1 will begin to understand that people's lives can have a significant impact on aspects of life now. They will learn key facts about Florence Nightingale's life and the key changes that occurred as a result of her work. They will learn key facts about Mary Seacole and how she contributed to the changes made to nursing.</p>	<p><b>The lives of significant individuals</b></p> <p>from the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Explain how they have contributed to their lives now.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Place artefacts in order on a timeline.</li> <li>Label time lines and artefacts with words or phrases such as: past, present, older, newer.</li> <li>Understand that dates can be used to place events and artefacts in order.</li> <li>Use words and phrases such as: a long time ago, in the past, chronological.</li> </ul>	high quality research across a range of history topic	As above and nurse, Florence Nightingale, Mary Seacole, care, Contribution	<ul style="list-style-type: none"> <li>In EYFS children will understand that they have significant adults in their lives who are older and help them in their lives - own family history.</li> </ul>
Year 1	Summer	<p>Key concept - <b>Similarity and change.</b></p> <p><b>Significance/ Legacy</b></p> <p>Secondary concept - <b>Chronology</b></p>	<p><b>Would I have liked to have been a Victorian child?</b></p> <p>Children will begin to understand that lives have not always been the same through the lens of being a child in another period of time.</p>	<p><b>Events beyond living memory</b> that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>	<p><b>Similarity and differences -</b></p> <ul style="list-style-type: none"> <li>Ask questions about the past.</li> <li>Observe artefacts from the past and look at modern versions.</li> <li>Describe the changes that have occurred over time.</li> </ul>			



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		<p><b>Evidence</b></p> <p><b>Democracy</b></p> <p>British history</p>	<p>They will recognise the impact of a significant person on their lives XXXXX They will also identify some ways in which the past is represented.</p>	<p>compare aspects of life in different periods.</p>	<p>Significance</p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Explain how they have contributed to their lives now.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>use artefacts, picture, stories, online sources to find out about the past</li> <li>identify some of the different ways the past has been represented</li> </ul>		<p>the ways of life that continue to have an impact on how we live.</p> <ul style="list-style-type: none"> <li>The children will also have utilised evidence in other history units (Toys) and learned about Victorian toys.</li> <li>The children will</li> </ul>
Year 2	Autumn	<p>Key concept - <b>Interpretation</b></p> <p><b>Perspectives</b></p> <p><b>Significance/ Legacy</b></p> <p>Secondary concepts</p> <p><b>Chronology</b></p> <p>Similarity and change.</p> <p><b>Democracy</b></p> <p>British history</p>	<p><b>What happened in the Great Fire of London?</b></p> <p>The children will be introduced to a significant event and learn about the various viewpoints of the incident. Our intention is that children will be able to look at events from different perspectives and gain an understanding as to why people acted in</p>	<p><b>Events beyond living memory</b> that are significant nationally or globally. 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.</p>	<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>Give reasons as to why people acted as they did.</li> </ul> <p><b>Perspective-</b></p> <ul style="list-style-type: none"> <li>Ask questions about sources of information,</li> </ul> <p>Significance</p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Explain how they have contributed to their lives now.</li> </ul>	<p>As above and Great fire of London, time, time line, pudding lane, baker, bakery, Samuel Pepys, parliament, rules</p>	<ul style="list-style-type: none"> <li>The children will have studied London as a place in geography and so will know that this is the capital city.</li> </ul>



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			<p>the way that they did and the impact this had on society today. The children will begin to answer questions such as 'Why did it spread so quickly and what did we learn from the event? Could it happen again? Does this mean that it was a positive event in British History?' The children will consider the impact of the fire on modern day housing and the fire service.</p>					
Year 2	Spring	<p>Main Concept - <b>Significance</b></p> <p><b>Democracy</b></p> <p>Secondary concept - <b>Evidence</b></p> <p>Local History</p>	<p><b>Why is Stoke-on-Trent still called the Potteries today?</b></p> <p><u>(Trip to Gladstone Pottery Museum)</u></p> <p>The children will begin to understand significant local history and explore Clarice Cliff and her impact on the ceramics industry and how she</p>	<p>Changes within living memory.</p> <p>The lives of significant historical events, people and places in their own locality.</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Explain how they have contributed to their lives now.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>use artefacts, picture, stories, online sources to find out about the past identify some of the different ways the past has been represented</li> </ul>		<p>As above and ceramic, artist, influence, gilder, design, Clarice Cliff, Emma Bridgewater.</p>	<ul style="list-style-type: none"> <li>In Year 1 the children will have studied their own locality and know that Stoke on Trent is the place they live.</li> <li>They will have begun to develop their understanding of significant.</li> </ul>



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			<p>inspired other successful ceramic designers such as Emma Bridgewater.</p> <p>(Significant historical people in own locality)</p>					
Year 2	Autumn	<p>Main Concept -</p> <p><b>Significance/ Legacy</b></p> <p>Similarity and change.</p> <p><b>Democracy</b></p> <p>Secondary concepts -</p> <p><b>Chronology,</b></p> <p><b>Interpretation</b></p>	<p><b>Who is in charge of the county? How have our Famous Queens helped us?</b></p> <p>In this unit the children will begin to understand the impact that monarchs have had on Modern day Britain. They will begin to learn some of the monarchs in our history and place them in order of reign. They will also begin to discuss their impact on our lives now.</p>	<p><b>Events beyond living memory</b> that are significant nationally or globally.</p> <p>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.</p> <p>Changes within living memory.</p> <p>The lives of significant historical events, people and places in their own locality.</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Explain how they have contributed</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Describe ways in which our history is important</li> <li>Show an understanding of concepts such as monarchy, parliament,</li> </ul>		<p>Queen, reign, Victoria, monarch, palace, famous, role, significant, parliament, rules. Laws.</p>	<ul style="list-style-type: none"> <li>The children will have prior knowledge of Queen Victoria from the unit in Y1. They will also understand and recognise Lord Shaftesbury as a member of parliament. .</li> <li>The children will also have considered during the GFOL unit how parliament helps to make changes to law.</li> </ul>



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- Our historical curriculum prepares the children for Key Stage 2 by making connections to the concepts, which are repeated throughout modern and ancient history such as when studying the Great Fire of London looking closely at the significant changes that took place to modern day life just as studying the Romans in KS2 enables children to revisit and recall the concept of significance.