

Common Road Infant and Nursery School

Our History Curriculum

Our History curriculum is guided by the National Curriculum (2014) for KS1 History, and the statutory early years foundation stage and development matters frameworks. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Intent

Our intent is that history teaching will help our young children develop a good understanding of the past. It is important for our children to understand their own history as a foundation to build upon, allowing them to learn about people and events in history both locally and globally and events within and beyond living memory, reflecting on how these have shaped the world they live in today. We teach carefully sequenced and progressive lessons rooted in knowledge with opportunity for application of historical skills. We aim to build our children's experience of what life was like in the past through visitors to school and visits to historical places. Our aim is to ensure that our children are given the best possible introduction to history and become knowledgeable and skilled historians who are curious to know more about the past.



EYFS - Children have learned about events in their lives that are special and significant to them e.g. their birthday. They use past and present events in their own life to explore the passing of time and they talk about events that happened before they were born. They explore the past using familiar environments like school/home. They begin to explore some significant events and people through celebrations such as Bonfire night/Guy Fawkes.



Year 1

Autumn term

Living in castle times

(Living locally)

Making comparisons between Pontefract Castle and Windsor Castle learning how people lived in the past and how castles have changed.



Year 1

Summer term

Inventors

(Our big, wide world)

Exploring the life of Alexander Graham Bell, his achievement, inventions and change over time.



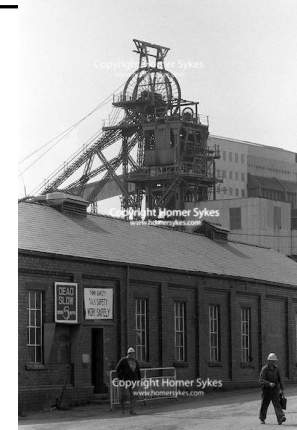
Year 2

Autumn term

Magnificent miners

(Living locally)

Children are taught about the importance that mining has had in shaping their local community. In History they make comparisons between mining within living memory and mining in the Victorian era.



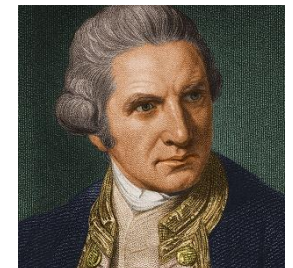
Year 2

Summer term

Explorers

(Our big, wide world)

Children learn about the world outside of the United Kingdom. They learn about the life of Captain Cook and his achievements, they then make comparisons with the present-day explorer Ranulph Fiennes.



Year 1

Spring term

The rescue

(Our Island)

Exploring the significant historic event of Grace Darling's rescue, which led to the development of the Royal National Lifeboat Institution.



Year 2

Spring term

The unsinkable ship

(Our Island)

Through the teaching of the Titanic children will learn about the infamous ship. They will learn about the sinking and how this impacted on modern day health and safety on ships.

Progression Overview

	EYFS	Year 1	Year 2
Chronology	<p>Development Matters (2020) Comment on images of familiar situations in the past - Opportunities for children to begin to organise events using basic chronology recognising that things happened before they were born.</p> <p>ELG 2021</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now <ul style="list-style-type: none"> • <i>Use everyday language related to time</i> • <i>Order and sequence familiar events</i> • <i>Describe main story settings, events and principal characters.</i> • <i>Talk about past and present events in their own lives and in lives of family members.</i> 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between life in periods 	<ul style="list-style-type: none"> • Accurately use phrases such as past, present, future to describe the passing of time • Plot people and events on a class timeline and explain where they fit within their chronological framework • Use this knowledge to compare different periods in time
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Know some key events linked to celebrations inc. bonfire night/Guy Fawkes and why we remember these events. • Recognise changes in themselves over the years from being a baby. • Learn the vocabulary past, present, long ago, before I was born, when I was a baby. 	<ul style="list-style-type: none"> • See below 	<ul style="list-style-type: none"> • See below
Interpretations of History	<p>ELG 2021 Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> • Begin to identify different ways the past can be represented (e.g. photos, stories, adults talking about the past, books, accounts from people who were there) draw out observations from these sources. 	<ul style="list-style-type: none"> • Compare sources of evidence from people or events in the past and present and be able to discuss similarities and differences drawing on their observations.

<p>Historical Enquiry / using evidence / communicating ideas</p>	<p>Development Matters (2020) Comment on images of familiar situations in the past - Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>ELG 2021 Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> • <i>Be curious about people and show interest in stories</i> • <i>Answer 'how' and 'why' questions ... in response to stories or events.</i> • <i>Explain own knowledge and understanding, and asks appropriate questions.</i> • <i>Know that information can be retrieved from books and computers</i> • <i>Record, using marks they can interpret and explain</i> 	<ul style="list-style-type: none"> • Ask and answer questions choosing and using parts of stories and other sources to show understanding of the key features of events. • Understand some ways we find out about the past and identify the ways this is presented. 	<ul style="list-style-type: none"> • Be interested in finding out more about significant people and events. Use evidence to identify key events and discuss their thoughts and opinions. • Be able to name some sources of information they would use to find out more about the past. • Communicate their ideas following a model using a model to help them.
<p>Historical terms and concepts (Tier 2)</p>	<ul style="list-style-type: none"> • See below 	<p>past, present, similarity (same) difference (different) chronology, monarchy, peasant (ry)</p>	<p>compare, contrast, cause, effect, consequence, chronology, class system, Parliament, democracy</p>
<p>Historical concepts</p>			
<p>Continuity and change in and between periods</p>	<ul style="list-style-type: none"> • <i>Look closely at similarities, differences, patterns and change</i> • <i>Develop understanding of growth, decay and changes over time</i> 	<ul style="list-style-type: none"> • <i>Identify similarities / differences between ways of life at different times</i> 	
<p>Cause and consequence</p>	<ul style="list-style-type: none"> • <i>Question why things happen and give explanations</i> 	<ul style="list-style-type: none"> • <i>Recognise why people did things, why events happened and what happened as a result</i> 	
<p>Similarity / Difference within a period/situation (diversity)</p>	<ul style="list-style-type: none"> • <i>Know about similarities and differences between themselves and others, and among families, communities and traditions</i> 	<ul style="list-style-type: none"> • <i>Make simple observations about different types of people, events, beliefs within a society</i> 	
<p>Significance of events / people</p>	<ul style="list-style-type: none"> • <i>Recognise and describe special times or events for family or friends</i> 	<ul style="list-style-type: none"> • <i>Talk about who was important eg in a simple historical account</i> 	

	Autumn	Spring	Summer
Year group	EYFS Introduced in nursery and deepened in reception.	EYFS Introduced in nursery and deepened in reception.	EYFS Introduced in nursery and deepened in reception.
Theme	All about me	Once upon a time	One World
Overview	Through the theme of 'All about me' children have the opportunity to look at their growth and development from a baby. They will explore where they fit in the family unit and look beyond themselves into the past.	Children will explore the past and passing of time through a series of Traditional tales, they will look at the characters and setting and the use of vocabulary by the author.	Children will explore stories and places around the world. Children will explore where they live and look at houses now and in the past in their town.
Taught historical knowledge through KUW	<ul style="list-style-type: none"> • Know about their birthday and other events that are important in their life. • Know they have changed from when they were born to now. • Organising a simple chronology from birth to current day. • Know how their own family is made up, beyond themselves. • Plot on the timeline the year they were born. • Know that Christmas Day is when Jesus was born. • Know about Guy Fawkes and the gunpowder plot and why we celebrate bonfire night. 	<ul style="list-style-type: none"> • Know that 'Once upon a time...' means long ago. • Know that what characters are wearing, doing help understand what life was like at the time (e.g. similarities and differences... no technology in LRRH) • Know some simple past tense phrases was, lived. • Know that Easter is when Jesus dies in the bible and comes back to life. 	<ul style="list-style-type: none"> • Know that houses locally have changed over time. • Know that there wasn't as many houses in South Kirkby in the past. • Know how babies and young children were cared for in the past e.g. bath in front of the fire etc. • Compare how this has changed using themselves as a present day comparison.
Key vocabulary	Yesterday, last week, last year, a long time ago, years ago.	Once upon a time, many years ago, a long time ago,	Before I was born, many years ago, in the past.

Year group	1	1	1
Theme	Living is castle times – Living locally	The Rescue - Our Island	Inventors - Our big, wide world
Overview	Through the over-arching theme of 'Living in Castle Times' children are taught about history that is local to where they live, starting with a trip to Pontefract Castle. In History they make comparisons between how castles look now, are lived in now, ruined castles and how they looked and were lived in, in the past.	Through the theme of 'Our Island' children are taught about the significant historic event of Grace Darling's rescue, which led to the development of the RNLI. In History the children learn about Grace Darling and her significant achievements and how these have impacted on modern life. The children also look at the RNLI and how it has changed over time.	Through the theme of 'Our big, wide world' Year 1 children learn about the world outside of the United Kingdom. In History they look at the life of Alexander Graham Bell, his achievements and inventions. They explore the change over time in regards to communication and technology which they compare to how life is now.
Previous knowledge	In the EYFS children have learned about events in their lives that are special and significant to them e.g. their birthday. They use past and present events in their own life to explore the passing of time, they talk about events that happened before they were born. They explore the past using familiar environments like school/home. They begin to explore some significant events and people through celebrations such as Bonfire night/Guy Fawkes.		
Taught historical knowledge	<ul style="list-style-type: none"> • The first castle was built 1,000 years ago and they lasted around 500 years. • The first castles built were made out of wood before changing to stone. • Castles were owned by the King and around 20-40 people would live in the castle. • Castles were built and designed specifically to defend against battle. There were many parts to a castle all which had a purpose. • The parts of the castle are the keep, moat, bailey and drawbridge • Within a castle would live the rich and the poor, both would 	<ul style="list-style-type: none"> • The RNLI was founded in 1824 by Sir William Hilary. • The RNLI is a charity and is funded entirely on donations. • The RNLI save lives at sea around the costs of the UK. • 4,000 volunteers work for the RNLI in the UK. • Grace Darling was born on 24th November 1815 in Bamburgh, Northumberland. • William Darling, Grace's father was the main keeper of the Longstone Lighthouse on the Farne Islands 	<ul style="list-style-type: none"> • Know about the life of Alexander Graeme Bell and know the impact his inventions had on modern day communication.

	<p>live completely different lives within the castle.</p> <ul style="list-style-type: none"> • There are lots of different job roles within a castle and your wealth determined which job you had. • Life within castle times was very different to life in modern times. • Some castles are still around today (Windsor Castle) and look exactly the same as 500+ years ago. Some castles are ruins (Pontefract Castle) as they would've been attacked in the past. 	<ul style="list-style-type: none"> • Grace, her parents and her brothers and sisters, lived in the Longstone Lighthouse. • On 7 September 1838, she risked her life to rescue the stranded survivors of the wrecked steamship • Her heroic rescue made the headline newspapers and she became famous. It was very uncommon for women to be in the spotlight. • Grace Darling's rescue impacted the RNLI and started the change of better lifeboats, life jackets and training more lifeguards to improve rescue at sea. 	
<p>Specific vocabulary</p>	<p>Medieval King Lord/ Lady keep moat bailey drawbridge Queen Elizabeth II monarchy peasant knight siege</p>	<p>Royal National Lifeboat Institution (RNLI) Sir William Hilary charity volunteers lifeguard Grace Darling rescue heroine famous significant event impact equipment lifeboat lifejacket lighthouse lifeguard</p>	<p>Inventor invention communication Alexander Bell telegraph telephone decibels</p>

Year group	2	2	2
Theme	Magnificent miners – Living locally	The unsinkable ship – Our Island	Explorers - Our big, wide world
Overview	Through the over-arching theme of ‘Magnificent Miners’ children are taught about the importance that mining has had in shaping their local community. In History they make comparisons between mining within living memory and mining in the Victorian era. Children also make comparisons with Victorian life and their own lives in the present day. The Silkstone Disaster is taught and how this impacted on future laws.	Through the teaching of the Titanic children will learn about the infamous ship. They will learn about the sinking and how this impacted on modern day health and safety on ships. They will use sources of evidence to explore eye witness accounts of the different experiences of those on board including exploring the class system further.	Through the theme of ‘Our big, wide world’ Year 2 children learn about the world outside of the United Kingdom. They learn about the life of Captain Cook and his achievements, they then make comparisons with the present-day explorer Ranulph Fiennes. Local links are made with John Harrison, the inventor of the marine chronometer (to aid the navigation of the seas).
Previous knowledge	Building upon the EYFS in Year 1 children have developed their vocabulary to describe the progression in time. They are beginning to understand chronology and where events fit in time. They have learned about the significant people Grace Darling and Alexander Graeme Bell. They have looked at changes past to present in castles, lifeguarding rescue service and technology and communication and reflected on why these changes were made and the impact they have had on modern life. They have explored historical vocabulary linked to the events and people they have studied alongside Tier 2 vocabulary.		
Taught historical knowledge	<ul style="list-style-type: none"> • Whole families used to work in coal mines (including children) • Coal mining changed over time with the invention of new machinery. The first mines were dug by hand and with basic equipment such as an axe. More modern mines were dug using large machinery. • Horses (pit ponies) were used for a long time in coal mines to help to pull machinery and coal tubs. • Mines were dangerous places to work. Safety 	<ul style="list-style-type: none"> • The Titanic sailed out of Southampton, England, on its maiden and only voyage on April 10th, 1912. • The Titanic was on her maiden voyage, a return trip from Britain to America. The outward route was to be Southampton, England – Cherbourg, France – Queenstown, Ireland – New York, USA. • Titanic could carry up to 2,435 passengers, and a crew of approximately 900 	<ul style="list-style-type: none"> • Know about the important discoveries made by Captain Cook and how he developed modern mapping techniques. Compare modern exploration and travel to travel on the Endeavour.

equipment improved over time. The Davy lamp was a safe way of warning miners of dangerous gasses in the mine. Before this, canaries were used. Safety helmets were introduced to protect the miners' heads.

- Coal mines were an important source of employment within the local area (South Kirkby mine)
- The Silkstone mining disaster helped to change future laws in mining to protect children.

brought her capacity to more than 3,300 people.

- Titanic's passengers numbered 1,317 people: 324 in first class, 284 in second class, and 709 in third class
- First class passengers were the wealthiest on board, and were mostly business men or politicians. Second class were often professors or authors while third class was made up of immigrants.
- On April 15, 1912, the RMS Titanic sunk in the North Atlantic Ocean only four days into its maiden voyage. The Titanic collided into an iceberg near Newfoundland, Canada. The collision damaged the ship and its watertight compartments.
- The titanic split into 3 pieces and it took only 5 minutes for the ship to start sinking.
- After the sinking of the Titanic, the British and American Boards of Inquiry decided that ships should carry enough lifeboats for everyone on the ship. There would also be required lifeboat drills and inspections to avoid

		another mass boat-sinking accident.	
Specific vocabulary	hewer Davy lamp thruster trapper hurrier bell pit Queen Victoria Parliament Democracy	impact safety lifeboats disaster collision iceberg Pacific Ocean sinking passengers class poor rich voyage migrate South Hampton Belfast America New York immigrants	Britain explorers expeditions navigator captain Captain Cook Ranulph Fiennes John Harrison voyage