

# Common Road Infant and Nursery School

# Our History Curriculum

Our History curriculum is guided by the **National Curriculum** (2014) for KS1 History. 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
- 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
- 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.



# Key knowledge/skills overview – Early years

At Common Road Infant School, the children in EYFS experience a rich and interwoven early years curriculum, in which many subject areas overlap during a topic or theme. The following statements, taken from the Statutory Framework and Development Matters, show the key history focus outcomes for EYFS.

|                          |                         |                  |  |
|--------------------------|-------------------------|------------------|--|
| Three and Four-Year-Olds | Understanding the World |                  | <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>  |
| Reception                | Understanding the World |                  | <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>   |
| ELG                      | Understanding the World | Past and Present | <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> |

In addition to this, our school historical core concepts of **social order and justice**, **cause, consequence and legacy**, and **significant individuals** are also explored in the early years in the following ways:

## **Social order and justice:**

- Learning to self-regulate and manage their own behaviour – thinking about class and school rules and why they are important.
- Learning to interact appropriately with a range of people – peers and adults in and around school.
- Learning to work and play cooperatively and take turns with others.

## **Cause and consequence:**

- Through learning about class and school rules, children learn about the consequences of their actions on themselves and others around them.

## **Significant individuals:**

- Learning about significant individuals linked to other cultures and communities.
- Learning about significant individuals in their family and community.

Children in EYFS will also learn about the **passing of time** in a variety of subject areas, by:

- Exploring the natural world around them – observing how plants and animals change and grow over time.
- Observing and discussing the passing of time linked to seasons.

## KS1 HISTORY NATIONAL CURRICULUM COVERAGE AND CORE CONCEPTS

| Early Years   |   |  |
|---|---|--|
| Cause, Consequence and Legacy   |   | Social order and Justice   |
| <p>- Through learning about class and school rules, children learn about the consequences of their actions on themselves and others around them.</p>  |   | <p>- Learning to self-regulate and manage their own behaviour – thinking about class and school rules and why they are important.</p> <p>- Learning to interact appropriately with a range of people – peers and adults in and around school.</p> <p>- Learning to work and play cooperatively and take turns with others.</p> |
| Year 1  |   |  |
| Castle Times  | Grace Darling   | Great Fire of London   |
| <p>NC – Events beyond living memory that are significant nationally or globally AND significant historical events, people and places in their own locality.</p> <p>CC – Social order and Justice</p>      | <p>NC – The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>CC – Cause, Consequence and Legacy</p>                             | <p>NC – Events beyond living memory that are significant nationally or globally.</p> <p>CC – Cause, Consequence and Legacy</p>   |
| Year 2  |   |  |
| Magnificent Miners  | Titanic   | Florence Nightingale / Mary Seacole  |
| <p>NC – Events beyond living memory that are significant nationally or globally AND significant historical events, people and places in their own locality.</p> <p>CC – Cause, Consequence and Legacy</p> | <p>NC – Events within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>CC – Social order and Justice / Cause, Consequence and Legacy</p> | <p>NC – The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>CC - Social order and Justice / Cause, Consequence and Legacy</p>   |

**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 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 1

Summer term

The Great Fire of London

(Our big, wide world)

Exploring the significant historic event of The Great Fire of London – why it happened and the consequences and legacy as a result.



### Year 1

Spring term

The rescue

(Our Island)

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



### Year 2

Spring term

The unsinkable ship

(Our Island)

The children will learn about the sinking of this infamous ship and how this impacted on modern day health and safety on ships. They will also explore how the class system impacted the lives of those on board.



### Year 2

Summer term

Florence Nightingale and Mary Seacole

(Our big, wide world)

Children learn about the world outside of the United Kingdom. They learn about the lives of Florence Nightingale and Mary Seacole – comparing their work, achievements and how they had an impact on the lives of others.

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|--|---|---|
| Second-order Concepts  |   | Vocabulary  |
| <b>When I grow up / Doctors, Police and Lifeguards</b><br><b>Birth to 5 (Range 3) – Understanding the world: People and Communities. <i>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</i></b> <ul style="list-style-type: none"> <li>Read stories about superheroes and connect this to how people can be considered as real life superheroes in the community.</li> <li>Talk about the specific roles of firefighters and nurses and how they help in the community (real life experiences – meeting firefighters etc).</li> <li>Drama – taking on the role of fire fighters and nurses through role play</li> <li>Look at uniforms and fire engines.</li> <li>In provision – small world area linked to nurses and fire fighters.</li> </ul> |   | <b>Substantive</b><br>Super hero<br>Job<br>Nurse<br>Fire fighter<br>Emergency<br>Uniform<br>Transport<br><b>Disciplinary</b><br>Today           |
| <b>Chinese New Year</b><br><b>Birth to 5 (Range 4) – Understand the world: The World. <i>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</i></b> <ul style="list-style-type: none"> <li>Hear stories linked to Chinese New Year.</li> <li>Explore objects linked to Chinese New Year (e.g lanterns, animals). Use talking tubs. Naming objects.</li> <li>In provision – small world area</li> </ul>   |   | <b>Substantive</b><br>Chinese New Year<br>Lanterns<br><br><b>Disciplinary</b><br>Long time ago<br>Celebration                                   |
| <b>Easter/Spring</b><br><b>Birth to 5 (Range 3) – Understand the World: People and Communities. <i>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</i></b> <ul style="list-style-type: none"> <li>Listen to an Easter story, what a video, how is it celebrated?</li> <li>Understand importance of various objects by handling, looking at and exploring them and their link to the Easter story.</li> <li>In provision – small world area e.g chicks, life cycle, observing over time</li> <li>Outdoor provision – observational drawings of spring</li> </ul>  |   | <b>Substantive</b><br>Seasons<br>Spring<br>Life cycle<br><b>Disciplinary</b><br>Long time ago<br>Today<br>Yesterday<br>Last week<br>Celebration |
| Oracy opportunities  | <ul style="list-style-type: none"> <li>Talking tubs – introduce a topic</li> <li>Orally retell stories</li> <li>Role play</li> <li>Book talk</li> </ul> |   |

|  | Vocabulary   |
|--|--|
| <p><b>When I grow up / Doctors, Police and Lifeguards</b></p> <p><b>Statutory Framework: Talk about the lives of people around them and their roles in society.</b></p> <ul style="list-style-type: none"> <li>Read stories about superheroes and connect this to how people can be considered as real-life superheroes in the community.</li> <li>Children think to the future – what would they like to be when they grow up and why? What characteristics does this person have? What characteristics will they need to develop to achieve their goal?</li> <li>Talk about the specific roles of doctors, police, lifeguards and how they help in the community (real life experiences – meeting police etc).</li> <li>Drama – acting out making an emergency phone call / being in an emergency situation.</li> <li>Look at uniforms – handle them, discuss features.</li> <li>In provision – small world area linked to doctors, police, lifeguards (e.g. uniform, toy medical kit etc).</li> <li>Look at transport used by emergency services</li> </ul> <p><b>Chinese New Year</b></p> <p><b>Statutory Framework: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <ul style="list-style-type: none"> <li>Hear stories linked to Chinese New Year to be able to talk about why it is celebrated.</li> <li>Explore symbols / objects linked to Chinese New Year (e.g lanterns, animals). Use talking tubs.</li> <li>Role play linked to the story.</li> <li>In provision – small world area</li> </ul> <p><b>Easter</b></p> <p><b>Statutory Framework: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p>Birth to 5: Recognise and describe special times or events for family or friends.</p> <ul style="list-style-type: none"> <li>Listen to and retell Easter story / key events from the story.</li> <li>Understand importance of various objects / symbols by handling, looking at and exploring them and their link to the Easter story.</li> <li>Drama – acting out the Easter story.</li> <li>Explore emotions linked to the story – happy/sad parts of the story, linking this to their own lives.</li> <li>In provision – small world area</li> </ul> | <p><b>Substantive</b></p> <p>Super hero<br/>Job<br/>Doctor<br/>Police<br/>Nurse<br/>Lifeguard<br/>Emergency<br/>Uniform<br/>Transport</p> <p><b>Disciplinary</b></p> <p>Future</p><br><p><b>Substantive</b></p> <p>China<br/>Chinese New Year<br/>Lanterns<br/>Calendar</p> <p><b>Disciplinary</b></p> <p>Past<br/>Present<br/>Long time ago<br/>Celebration</p> |

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| <p><b>Spring</b></p> <p><b>Statutory Framework: Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter (The Natural World).</b></p> <ul style="list-style-type: none"><li>• Listen to non-fiction texts and watch videos relating to spring.</li><li>• Understand importance of various objects / symbols by handling, looking at and exploring them and their link to spring.</li><li>• Go outside on a spring walk to identify features of spring.</li><li>• Outdoor provision- observing seasonal changes of spring over time.</li></ul> |  | <p><b>Substantive</b></p> <p>Seasons</p> <p>Weather</p> <p>Spring</p> <p>Trees</p> <p>Plants</p> <p>Flowers</p> <p>Birth</p> <p>Born</p> <p>Life</p> <p><b>Disciplinary</b></p> <p>Past</p> <p>Present</p> <p>Change over time</p> <p>Last time</p> <p>Yesterday</p> <p>Today</p> |
| Oracy opportunities  | <ul style="list-style-type: none"><li>• Talking tubs – introduce a topic</li><li>• Act out stories</li><li>• Orally retell stories using props</li><li>• Role play</li><li>• Book talk</li></ul> |   |



## Key knowledge/skills overview – Year 1

## Spring Term - The Rescue – Grace Darling

**National Curriculum Coverage:** The lives of significant individuals in the past who have contributed to national and international achievements.

**Core Concept(s):** Cause, Consequence and Legacy

| Second-order Concepts   | Vocabulary   |
|---|--|
| <p><b>Chronology</b></p> <ul style="list-style-type: none"><li>A world existed before they and those around them were born but their world today is connected to the past.<br/>Grace Darling was from the past, before they were born.<br/>The significant event surrounding Grace Darling is connected to our world today through the impact that it had (change over time – lifeboats, lifejackets, legislation).</li><li>All people in the past did not live at the same time.<br/>Discuss in relation to castle times – Grace Darling was in the past, but after the period of time that we looked at when studying castles.</li><li>The past can be described in different ways - old, new, today, yesterday, last year, days of the week, years, once upon a time, long ago, past/present, before/after, when I was little etc., as well as some period labels.<br/>Use vocabulary: almost 200 years ago, a long time ago, in the past</li></ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"><li>Many things in the past have changed (and are still changing) but some things are the same.<br/>Grace Darling's rescue resulted in the invention of life jackets and lifeboats.<br/>Grace Darling became famous because it was uncommon for women to be in the spotlight. This is different to modern times – refer to famous / influential women that they might know about.<br/>Storms still happen but the boats will be informed of a storm before they set off (advances in technology).</li><li>People in the past were real people, had feelings like real people and usually did things for a reason.<br/>Grace Darling was a real person with feelings.<br/>Grace Darling's father worked in the lighthouse, which may have influenced her decision to help with the rescue.<br/>Grace Darling was in the lighthouse when the storm happened.</li><li>Events usually happen for a reason (sometimes more than one reason).<br/>Grace Darling rescued people from their ship because it crashed into some rocks.<br/>The ship crashed due to a storm.</li><li>People in the past did not know the same as we do today but they were not really less intelligent.<br/>Grace Darling waited until the morning to rescue the survivors so she could see, this meant people died. If this happened now, technology such as a radio would have meant the rescue could have happened quickly and during the night. This could have resulted in more lives being saved.</li><li>Things did not always turn out as planned.<br/>Grace Darling didn't manage to rescue everyone from the shipwreck.</li></ul> | <p><b>Substantive</b></p> <p>Grace Darling<br/>rescue<br/>heroine<br/>RNLI (Royal National lifeboat Institution)<br/>shipwreck<br/>survivors<br/>lighthouse</p> <p><b>Disciplinary</b></p> <p>past<br/>present<br/>now<br/>then<br/>before<br/>after<br/>famous<br/>impact<br/>evidence<br/>cause<br/>consequence<br/>almost 200 years ago</p> |



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| <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>Not everyone in the past thought the same.<br/>Views on women and men were different in the past. Men were the dominant gender and seen as more powerful.</li> <li>People in the past did not always think that the same things were as important in their lives as you do today.</li> <li>We can tell different stories about the same history.</li> <li>We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.<br/>In the past, women did not usually do things like this because women were not viewed as equal. What are our thoughts on this? (debate).</li> </ul> <p><b>Historical evidence</b></p> <ul style="list-style-type: none"> <li>We find out about the past from different sorts of evidence/clues that come from that particular time.<br/>Look at: Newspaper articles, eye witnesses accounts, accounts written by Grace Darling and William Darling</li> <li>We can show the past in different ways such as pictures, writing, film, museums, music and legends.<br/>Art work by Thomas Brooks, written accounts by Grace Darling and William Darling, and in newspapers of the time, song (Some shanties have been written)</li> <li>We never know everything that happened in the past.<br/>Learning about the past from artwork and other sources. In the past, technology wasn't as advanced, so information about events / coverage of events was more limited.</li> </ul> |  |
| Other, Substantive knowledge   | <p>Grace Darling was from the UK.<br/>The rescue happened in 1838.<br/>Grace Darling's boat was a small, wooden rowing boat.<br/>Grace Darling was presented with an award from the RNLI, and she is honoured in the RNLI museum today.</p>  |
| Oracy opportunities  | <p>Partner talk and class discussions – impact of events, how the past was represented in different ways.<br/>Role-play opportunities acting out Grace Darling's rescue.<br/>Observational discussions during Year One's trip to Scarborough.<br/>Use of specific historical vocabulary throughout the topic.<br/>Hot seating – Grace Darling.</p> |

## Key knowledge/skills overview – Year 2

## Spring Term - The Unsinkable Ship – The Titanic

**National Curriculum Coverage:** Events within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

**Core Concept(s):** Social Order and Justice / Cause, Consequence and Legacy

| Second-order Concepts   | Vocabulary   |
|---|--|
| <p><b>Chronology</b></p> <ul style="list-style-type: none"><li>A world existed before they and those around them were born but their world today is connected to the past.<br/>The Titanic sank before they were born (over 100 years ago), but it is connected to our lives through the impact the disaster had (see below).</li><li>All people in the past did not live at the same time.<br/>Look at the class timeline to place the sinking of the Titanic in relation to events they already know about.</li><li>The past can be described in different ways - old, new, today, yesterday, last year, days of the week, years, once upon a time, long ago, past/present, before/after, when I was little etc., as well as some period labels.<br/>Use vocabulary: in the past, over 100 years ago, before your grandparents were born. Use the date 1912.</li></ul> <p><b>Cause and consequence</b></p> <ul style="list-style-type: none"><li>Many things in the past have changed (and are still changing) but some things are the same.<br/>Lifeboats, class system, safety procedures all changed as a result of the Titanic sinking.<br/>The sinking led to - more lifeboats being carried on ships, lifeboat drills, ship inspections.</li><li>People in the past were real people, had feelings like real people and usually did things for a reason.<br/>People on the Titanic were real. They had jobs, families and feelings. They were all on the Titanic for different reasons – some for a holiday, some to start a new life.<br/>Some passengers, usually third class, were migrating from a poor life in Belfast to start a new life in New York.<br/>Listen to recorded interviews from survivors.</li><li>Events usually happen for a reason (sometimes more than one reason).<br/>The Titanic sank because it collided with an iceberg.<br/>Lots of people died because - they were trapped / they couldn't get on a lifeboat as there weren't enough (third-class) / the lifeboats were not filled before setting off / safety procedures had not been tested, so they were not effective. Crew were not prepared enough to deal with the emergency.<br/>More first-class passengers were rescued than third class passengers because they often got to the lifeboats first, and those in third-class may have been trapped below deck.</li><li>People in the past did not know the same as we do today but they were not really less intelligent.<br/>Adequate safety procedures were not in place because this type of disaster had not happened in the past.</li><li>Things did not always turn out as planned.<br/>The ship was considered 'unsinkable'.</li></ul> | <p><b>Substantive</b></p> <p>Immigrants<br/>Wealthy<br/>Poor<br/>Class<br/>Collided<br/>Section<br/>Inspection<br/>Maiden<br/>Drill<br/>Iceberg</p> <p><b>Disciplinary</b></p> <p>Compare<br/>Contrast<br/>Cause<br/>Effect<br/>Consequence<br/>Past<br/>Present<br/>Change<br/>Evidence<br/>Over 100 years ago<br/>Source<br/>Primary<br/>Secondary</p> |

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| <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>Not everyone in the past thought the same.<br/>They didn't think the same as each other (third-class passengers would have thought that the class system was unfair).<br/>They didn't always hold the same opinions as we do today (see below – debate on class system).</li> <li>People in the past did not always think that the same things were as important in their lives as you do today.<br/>Refer to class difference – this was essential to life in those times.</li> <li>We can tell different stories about the same history.<br/>Eyewitness accounts. People who survived had different experiences and so had different stories.<br/>On board the Titanic, people were separated into three classes and so had different experiences and viewpoints.<br/>There were more first-class survivors, which would impact what we know / the interpretations that we have.</li> <li>We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.<br/>Class system – what are our thoughts, do we think this is acceptable? (debate).</li> </ul> <p><b>Historical evidence</b></p> <ul style="list-style-type: none"> <li>We find out about the past from different sorts of evidence/clues that come from that particular time.<br/>Look at a range of sources of evidence (primary and secondary), including newspaper articles, photographs, letters, first-hand interview accounts. Explore which sources are the most reliable.</li> <li>We can show the past in different ways such as pictures, writing, film, museums, music and legends.<br/>Look at - pictures / videos of the wreck, song – which illustrates how important the disaster was, artwork, short video clips to illustrate difference in class. Look at how the disaster was portrayed and what this tells us about public feeling.</li> <li>We never know everything that happened in the past.<br/>Many people died, so we will never have all accounts of the events that took place.<br/>In the past, technology wasn't as advanced, so information about events / coverage of events was more limited.</li> </ul> |  |
| Other, Substantive knowledge   | <ul style="list-style-type: none"> <li>The Titanic was built in Belfast.</li> <li>Titanic means big/huge/enormous.</li> <li>In 1912, Titanic sailed from Southampton, England on its maiden (and only) voyage.</li> <li>The Titanic sailed from Southampton to New York.</li> <li>The Titanic sank in the Atlantic Ocean.</li> <li>The Titanic split into sections.</li> </ul>                                       |
| Oracy opportunities  | <ul style="list-style-type: none"> <li>Debate linked to social order.</li> <li>Partner talk and class discussions comparing the different classes on the Titanic, using stem sentences e.g. This is the same because.../This is different because...</li> <li>Role-play activities as passengers on board on Year Two's Titanic Day.</li> <li>Use of specific historical vocabulary throughout the topic.</li> </ul> |