

Year 1 History Curriculum

Topics and End Points

Changes beyond living memory – A history of aeroplanes

- Sort transport into different categories to explain there are lots of different ways of travelling.
- Identify similarities and differences between old and new aeroplanes.
- Put different aeroplanes into a timeline from old to new.
- To discover the impact of the Wright Brothers and what affect it had on people. How did their lives change?

Throughout the topic the children will be able understand some of the ways in which we find out about the past and identify different ways in which it is represented. They should develop an awareness of the past, using common words and phrases relating to the passing of time.

Disciplinary Knowledge

- Similarity and Difference
- Cause and Consequence – Slow journeys therefore motorway was built.
- Sources and Evidence – Pictures/Video clips/Books

New Vocabulary

Long ago, past, present, old, new, modern, after, before, same, different, air travel, Wright brother

Knowledge Intentions

Learning Intentions
To know about past and present aeroplanes.
To know how to order and sequence some old and new aeroplanes.
To know some similarities and differences between aeroplanes today and from the past.
To use some everyday terms about the passing of time such as 'a long time ago' and 'before'.
To know about the Wright Brothers and how what they did changed the world
To know some of the basic ways in which the past can be represented.

Key Question – How is life different for people since improvements have been made to air travel?

Changes within living memory – Olden times Wash Day

- Talk about how we wash our clothes and ask the children what is used.
- Use real life resources to experience what wash day was like in the olden days.
- Ask the children to talk and compare and contrast the good things and bad things about both wash days.

Disciplinary Knowledge

- Similarity and Difference
- Sources and Evidence – Real life Artefacts
- Compare and contrast

New Vocabulary

Dolly tub, Mangle, washboard, soap, similar, different, artefacts,

Knowledge intentions

To know how wash day has changed over time
To know how to use artefacts to find out about the past.
To know what is used in the present and what is used in the past.

The lives of significant individuals in the past who have contributed to national and international achievements.

- Space explorers
- Yuri Gagarin - First man in space
- Neil Armstrong- First man on the moon
- Tim Peake- British astronaut nowadays.

Throughout the topic the children will know where the people and events they study fit within a chronological framework. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Disciplinary Knowledge

- Change and Continuity
- Historical Significance

New Vocabulary

Space, explorer, Neil Armstrong, Yuri Gagarin, Tim Peake, astronaut, space shuttle, launch, planets, moon, telescope, gravity,

Knowledge Intentions

Learning Intentions
To know some events from beyond their living memory which are significant nationally or globally.
To know how to use sources to answer simple questions about the past.
To know parts of stories and other sources to show what they know about the moon landings.

To know about Neil Armstrong and his landing on the moon.

To know some simple historical terms.

To know how to use sources to answer simple questions about the past.

Year 2 History Curriculum

Topics and End Points

Changes within living memory – How seaside holidays have changed – Local area study

- Comparison of Blackpool now and then.
- Look at beach clothes and order them chronologically on a timeline.
- Look at the impact of trains and how that changed for the place as a holiday destination.

Throughout this topic the children should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

New Vocabulary

Similar, different, change, beach hut, fashion, popular, • steam boat • Punch and Judy show • amusement arcade • steam train • pier

Disciplinary Knowledge

- Similarity and Difference
- Change
- Sources of Evidence

Substantive Knowledge

- Lifestyle
- Monarchy

Key Question

How has Blackpool as a holiday destination changed over time?

Knowledge Intentions

Learning Intentions

Put events and objects in a chronological order.
--

To know that their own lives are similar and / or different from the lives of people in the past.

Use common words and phrases concerned with the passing of time. Vocab used- chronology- different time periods- oldest to most recent- past, present.
To know how to ask and answer simple questions about the past through observing and handling a range of sources.
To know how to use sources to show what they know about significant Blackpool
Use a variety of simple historical terms and concepts.

Investigate the lives of significant individuals in the past who have contributed to national and international achievements — Florence Nightingale

- Discuss what a nurse is.
- Introduce the life of Florence Nightingale
- How did she change life for hospitals/patients/nurses?
- Why do we remember Florence Nightingale? Why is she significant?

Throughout the topic the children will be using different sources to find out information. They will be putting key events into chronological order. They will be comparing and contrasting life then and life now and what consequences her actions had.

New Vocabulary

Florence Nightingale, Crimean War, nurse, Lady of the Lamp, hospitals, impact, cause consequence compare and contrast significant.

Disciplinary knowledge

Cause and effect

Compare and contrast

Similarity and Differences

Knowledge Intentions

To know where Florence Nightingale fits into chronological order
To know who Florence Nightingale was
To know how she changed the lives at the time
To know how she has changed the life of us today.

Events beyond living that are significant nationally or globally - the Great Fire of London

- Where is London, and what does it look like now?
- What is significant about London?
- What sources can we use to imagine what life might have been like in the past?
- What happened to London during the 'Great Fire'?

- Why did the fire spread so quickly?
- What did the residents of London do?
- How did they try to put out the fire?
- How/did they escape the fire?
- How much of London was destroyed?
- How was London rebuilt? How long did this all take?
- What happened after the fire?

Throughout the topic the children will be using a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Disciplinary knowledge

- Cause and consequence
- Sources of Evidence

New Vocabulary

• Destroyed • Thatched roof • Ruined • Pudding Lane • Disaster • Samuel Pepys • King Charles II • Bakery • Fire hook • Christopher Wren • John Evelyn

Key Questions

What changed as a result of the Great Fire of London?

Knowledge Intentions

Learning Intentions
To know when the Great Fire of London was and plot it on a timeline.
To know the key events of what happened in the Great Fire of London.
To know how London changed directly as a result of the event.
Use common words and phrases concerned with the passing of time.

Local Area Topic

Football in the Past