

**INTENT**

**History Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth**

YEAR 1/2	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary training in history
<b>Autumn Term</b>  <b>Changes in Living Memory: Toys</b>	Sorting toys: Old and New. Analysis of sources.	This unit provides an introduction to <b>chronology</b> over longer periods of time. Through hands-on experience and oral history, pupils begin to develop an understanding of recent changes that have occurred in Britain that have shaped society as it is today, using familiar objects as the focus. They will develop their knowledge of <b>culture, sports, arts &amp; entertainment, home life, education, transport and design &amp; technology</b> .  Stories learned will ensure that words such as 'change', 'century', 'modern', 'similar' and 'different' are embedded.	Taught in KS1, this unit sets the basis for exploring continuity and change throughout KS2, in units such as 'Stone age to Iron age' in LKS2 and 'The Victorians' in UKS2. It builds upon experiences of modern day toys in EYFS and encourages pupils to consider how familiar aspects of life in Britain have been influenced by the past, in preparation for greater understanding in units such as 'The Romans' in LKS2 and 'World War II' in UKS2.	<b>Continuity &amp; Change:</b> How have toys changed in the last 100 years?  Pupils consider <b>similarities &amp; differences</b> between key aspects then and now.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
	Chronological timeline of toys. Impact of wider society on types of toys.			
	Changes in materials toys are made from over the last 100 years. Impact of wider societal changes.			
	Artefacts and hands on investigations through museum loans.			
	Exploration and comparison in changes in books/authors/illustrations – oral history (grandparents)			
	Introduction of technology and impact on development of toys.			
<b>Spring Term</b>  <b>Significant Individual: Mary Anning</b>	Mary's Early Life and the Jurassic Coast (Fashionable holidays)	Study of Mary Anning not only provides a specific reference point in history, but also highlights a significant individual in the local area. They will learn stories that give specific examples of life as a girl in Georgian Britain, significant scientific discoveries and the changing role of women in science. Pupils will develop their knowledge of <b>chronology, education, home life, transport, religion, philosophy &amp; beliefs, trade, industry &amp; money and design &amp; technology</b> . Stories learned will ensure words such as 'peasantry', 'class', 'significant', 'legacy' and 'evidence' are embedded.	In learning the story of Mary Anning, pupils are able to build on their prior knowledge of dinosaurs from EYFS. Pupils will be ready to learn about 'Darwin and Evolution' in UKS2 and use their knowledge of life in Georgian times as a basis to build on when learning about life during the Victorian era. Combined with their study of 'Florence Nightingale', pupils will understand how significant individuals have shaped and changed society.	<b>Significance:</b> Why was Mary Anning a significant individual?  Pupils consider <b>similarities &amp; differences</b> between life then and now.  Pupils consider <b>evidence</b> through museum loans and
	Life for Georgian Children – Boys and Girls			
	Discovery of the Ichthyosaur and its significance at the time.			
	The importance of Fossils: Trade and Facts.			
	Discovery of the Plesiosaur			
	Discovery of the Pterosaur			
	Women in Science: Then and Now			

	Mary's Legacy			visits and <b>interpretation</b> of oral history.
<b>Summer Term</b>	What is a Monarch? Coronation, Portraits	As well as helping to develop understanding of <b>chronology</b> , this unit provides an introduction to events beyond living memory, with Monarchy as the focus. This ensures pupils leave primary school with a strengthened understanding of events that have shaped Britain as it is today and can understand aspects of life that are the same and different to the past. They will develop their knowledge of <b>law &amp; lawmakers, war &amp; peace, culture, sports, arts &amp; entertainment, communities, home life and food &amp; farming.</b> Stories learned will ensure that words such as 'monarchy', 'ruler', 'reign', 'parliament' and 'generation' are embedded.	Learning about Monarchy and castles prepares pupils for further studies of British Monarchy in LKS2 through 'The Tudors' and in UKS2 in 'The Victorians'. Study of William the Conqueror and Castles prepares pupils for asking questions about rulers and home life and ignites their enthusiasm and interest in preparation for studies of 'Anglo-Saxons and Vikings' in LKS2.	<b>Similarity &amp; Difference:</b> How are modern day Monarchs similar/different to Medieval monarchs?  Pupils consider the <b>significance</b> of monarchs over time.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
	Chronology of British Kings and Queens			
	King John & Magna Carta			
	Richard III			
	William the Conqueror and Norman Settlement			
	Knights and Castles			
	Lives of Monarchs: Medieval Banquets			
	Elizabeth I			
Queen Victoria (as comparison)				