

**INTENT**

**History Curriculum Year B: 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YEAR 1/2	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary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>Significant Individual: Florence Nightingale</b>	Florence Nightingale's early life	As well as developing knowledge and understanding of <b>chronology</b> , this unit will introduce the study of a significant individual. This will ensure that children leave primary school with an understanding of how historical characters can have an impact nationally and internationally. They will learn about the importance of hygiene and healthcare on everyday life and draw comparisons between the Victorian Era and today's society. Alongside this, they will develop their knowledge of <b>communities; war &amp; peace; law &amp; lawmakers; home life; education; transport; health and well-being; culture, sports, arts &amp; entertainment; religion, philosophy &amp; beliefs and design &amp; technology</b> . Stories learnt will ensure that words such as "significant", "decade", "century", "legacy" and "evidence"	The story of Florence Nightingale builds upon learning in EYFS on healthy living and 'People who Helps Us', extending pupils understanding beyond their immediate experiences. The study of a significant individual in History is supported across KS1 in the study of Mary Anning, enabling them to transfer analysis skills developed in both units. Through this unit, pupils will develop an understanding of Victorian living that will support their later work on 'The Victorians' in UKS2. Through their understanding of fact and bias, transport and communities, pupils will be ready to learn about 'The Romans', 'The Tudors' and 'Ancient Greece' in LKS2 and the 'Space Race', 'Ancient Egyptians' and 'The Battle of Britain' in UKS2.	<b>Significance:</b> Why was Florence Nightingale considered a significant individual?  Pupils consider <b>similarities &amp; differences</b> between life then and now.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
	Timeline of events			
	The importance of hygiene and cleanliness in hospitals and the impact of Florence Nightingale on changes to practice.			
	Compare hospitals and nurses from the past to the current day and explain why things have changed			
	Identifying reliable sources			
	The Crimean War and the role of Florence Nightingale			
	Florence Nightingale's Legacy			
Mary Seacole and her impact on nursing today				
<b>Spring Term</b>  <b>Local History Study: The Duke of Wellington</b>	The timeline of the Duke of Wellington	Study of The Duke of Wellington not only provides a specific <b>chronological</b> reference point in history, but also highlights a significant individual in the local area and their impact on society. Through this local history study, they will learn stories that give specific examples of life in Georgian and Victorian Britain, significant events in British History and the importance of monuments to reflect key historical events. Pupils will also develop their knowledge of <b>culture, sports, arts &amp; entertainment; war &amp; peace; law and lawmakers; communities; home</b>	Building on local area studies in EYFS, this unit provides a basis for understanding how history has shaped life in Britain today, supporting vocabulary used in KS1 units 'The Great Fire of London' and 'Castles, Kings and Queens'. This initial knowledge of aspects of Victorian life will also help to inform later learning in UKS2 on 'The Victorians'. Through studying monuments and developing vocabulary linked to parliament, pupils will be prepared to embark on a local study in LKS2 and to link	<b>Continuity &amp; Change:</b> How did the Duke of Wellington impact society?  Pupils consider <b>similarities &amp; differences</b> between key aspects then and now.  Pupils consider
	Lifestyle between 1769 - 1852			
	The purpose of monuments			
	Wellington monument and why and how it was built			
	Wellington's influence on significant inventions			

	The allocation of Wellington, Somerset's name	<b>life; education; transport and communication.</b> Stories learned will ensure words such as "monument", "Duke", "army", "Prime Minister", "battle" and "parliament" are embedded.	their knowledge of the importance of monuments to 'The Mayan's' and 'Egyptians' in UKS2.	<b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
<b>Summer Term</b>  <b>The Great Fire of London</b>	Life in London in Tudor times	Through learning about the Great Fire of London, children will have a specific reference point in time and further develop their understanding of <b>chronology</b> . Learning about significant events that happened before the children's living memory will allow them to empathise with people from the past through their growing understanding of <b>home life, communities and culture</b> . Further to this they will develop their knowledge of <b>communication; trade, industry &amp; money; law and lawmakers; health &amp; wellbeing and design &amp; technology</b> . Stories learnt will ensure that key vocabulary such as "change", "Tudor", "evidence", "community", "architect" and "modern" are embedded.	Taught in KS1, this unit is an initial introduction to turning points in British History, covered again in KS2 units. Learning the story of The Great Fire of London enables pupils to build on their prior knowledge and experience of building and construction from EYFS, along with their knowledge of 'People Who Help Us'. Pupils will develop their knowledge of communities from EYFS and build on this by developing vocabulary that will support units on 'The Romans' and 'The Tudors' in LKS2 and 'The Battle of Britain' in UKS2.	<b>Significance:</b> What impact did the Great Fire of London have on Britain?  Pupils consider the <b>cause &amp; consequence</b> of the Great Fire.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of historical documents (diaries and art).
	Eye witness accounts as a form of evidence (Samuel Pepys and various artists)			
	Tudor buildings in London			
	Using primary and secondary evidence to find out how the fire started and spread			
	The physical impact on London of the Fire			
	Who was in charge and who made key decisions			
	The impact it had on the people of London (community spirit)			
	Fire-fighting equipment and its changes over time.			
The legacy of the Great Fire of London				