







History Overview KS1

Year 1

Year 2

	Year 1			Year 2		
NC	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past who have contributed to national and international achievements	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past who have contributed to national and international achievements
Theme Link	<p>Toys through time</p> 	<p>Great Fire of London</p> 	<p>Transport</p> 	<p>Florence Nightingale</p> 	<p>The Moon Landing</p> 	<p>British Monarchs</p> 
Historical concepts	<ul style="list-style-type: none"> Chronology Technology 	<ul style="list-style-type: none"> Monarchy Conflict Technology 	<ul style="list-style-type: none"> Chronology Technology 	<ul style="list-style-type: none"> People, events and places Conflict Achievements and legacy 	<ul style="list-style-type: none"> People, events and places Achievements and legacy 	<ul style="list-style-type: none"> People, events and places Monarchy Achievements and legacy
Sequencing	<p><u>EYFS</u> About me - Parents/Grandparents</p>	<p><u>EYFS</u> People who help us – firefighters My home town - houses</p>	<p><u>EYFS</u> My home town</p>	<p><u>EYFS/Year 1:</u> Changes in fashion. Changes between now and when our grandparents were young.</p>	<p><u>EYFS:</u> Then and now <u>Y1:</u> Transport <u>Y1:</u> Time chronology (Toys through time)</p>	<p><u>EYFS:</u> About me – Britain <u>Y1</u> – Great fire of London</p>
Key question	How have the toys we play with changed over time?	How does Samuel Pepys's diary help us understand the events of the Great Fire of London?	How has transport changed over time?	What challenges did Florence Nightingale have to face to help the sick during the Crimean War?	What Makes Someone a Significant Person?	Who runs our country?
Enquiry	<ul style="list-style-type: none"> How are toys and how people play different today from when my grandparents were young? How are toys and how people play different today from when my parents were young? How can we show when different toys were played with? What differences do we see between old and new toys? 	<ul style="list-style-type: none"> Where when and how did the fire of London begin? Why did the fire spread so quickly? How do we know what happened in the fire of London. How has the fire of London made towns today look different? 	<ul style="list-style-type: none"> How did people travel before trains and cars were invented? What did the first trains look like and how were they used? Did cars make life easier for people? Who invented the first aeroplane? Why did people travel? 	<ul style="list-style-type: none"> How was Florence Nightingale judged by the doctors when she first arrived at the hospital in Scutari? Why was Florence known as the Lady of the Lamp? Who sent her a particularly special brooch in 1856? Why do photographs of Florence Nightingale often show her with letters in her hand? How did Florence's skill in mathematics help her in her work as a nurse in the Crimea? How was Florence able to be so influential after the war? /What was her greatest achievement? 	<ul style="list-style-type: none"> What Makes Someone a Significant Person? Why did people want to go to space? (What is an explorer?) How long did it take humans to get to space? Who was the first man to step foot on the moon? Was Neil Armstrong the first creature in space? What other achievements did Neil and NASA have after landing on the moon? 	<ul style="list-style-type: none"> Has Britain always had a king or queen? Is King Charles the first King Charles? What responsibilities does a King have? Why does a king change? Who else has responsibility for running our country?
Core Vocabulary	<p>history, past, present, time, today, yesterday, tomorrow, future, here, now, last week/month/year, x years ago, a long time ago, timeline, order, memory, remember, remembrance, anniversary, first/last, birth/birthday, born, young/younger, child/children, teenager, parent/grandparent, senior citizen, old/older, life, death, died, ancient, change(s), hours, weeks, years, decade, century, hundred, thousand, millions, AD/CE, BC/BCE, before/after, monarch/monarchy, kingdom, king/queen, royal, throne, crowned, reign, castle, significant, famous, special, modern, people, event, Britain, British, local, national, global, artefact, object, museum, compare, similar/different, role</p>					

<p>Specific Theme Vocabulary</p>	<p>Year, decade, century, changes, modern, long ago, timeline, date, order, similar, different, important, living, memory, remembers, toys, communication, travel, wood, plastic, simple, mechanical, inventions, homes, houses, time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, clay, models.</p>	<p>London, United Kingdom, Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary.</p>	<p>Carriage, travel, transport, steam engine, electric car, petrol, railway, motor, aeroplane, flight, invention, technology, event, explorer</p>	<p>Florence Nightingale, Crimean War, Queen Victoria, Victorians, nursing, hospital, Britain, France, Turkey, Russia, soldiers, wounded, infection, 'Lady of the Lamp,'</p>	<p>what, when, where, explorers, Armstrong, travel, space, rocket, moon landing, astronaut, moon, space flight, first walk, research, NASA, Buzz Aldrin, Michael Collins, small step, mankind, leap</p>	<p>Recap Y1 Autumn Vocab materials, fashion, clothes, items, education, school, rules, different, chronological order. Lest we forget, war, world, empires, enemy, Great Britain, died, battle, troop, tank, trenches, soldier, gas mask, plane, poppy</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> The past is all the things that have already happened. A toy is an object used principally for joy and amusement. We can find out about toys in the past by asking our grandparents, looking at photographs/pictures and visiting museums. Many toys, such as dolls, have been around for hundred of years but the way they look and have been made has changed over time. There are many similarities and differences between old and new toys - this can be down to how they move and what they are made from. In the past, toys were made from wood and cloth. Now, lots of toys have been made from plastic or are electronic toys with batteries. Tim Berners Lee invented the Internet. This changed the way we could communicate and share information with each other. • Identify the difference between past and present in one's own life and the lives of others. 	<ul style="list-style-type: none"> On Sunday 2nd September, a fire starts in the bakery of Thomas Farriner's bakery in Pudding Lane. This becomes the great fire of London. The fire spread very quickly aided by strong winds and houses being too close together. Samuel Pepys begins to record events in his diary when the fire began. This is a primary source. People had to evacuate by boats across the River Thames to get to safety. The only way to control the fire was to pulled down houses and create fire breaks. They used gunpowder to knock down the houses. By Thursday 6th September the fire is under control. Six people die but thousands are made homeless. London is virtually rebuilt including a new St Paul's cathedral designed by Sir Christopher Wren. 	<ul style="list-style-type: none"> The Vikings travelled in longships. They travelled to explore other countries and to trade. The first trains had steam engines. Smoke could be seen coming out of the chimney at the front. In 1830, people could travel on trains for the first time. In 1903, the Wright brothers were the first people to successfully fly in an aeroplane. In 1908, Henry Ford made a car called the Model T. It was the first car to be made in a factory and lots of these cars were made. People travel to find new things and explore new places. Ernest Shackleton was an explorer who travelled to the arctic. 	<ul style="list-style-type: none"> Florence Nightingale was born on 12th May 1820 in Florence, Italy. As a young woman she believed she was called by God to serve others and became a nurse. The Crimean War began in 1853 between Britain, France, Turkey against Russia. Florence found that many soldiers were dying because of poor hygiene, a shortage of supplies, and the spread of infection. After cleaning the hospital and improving the lives of the soldiers many more survived. In 1860 Florence setup a school to train nurses. She died on the 13th August 1910. 	<ul style="list-style-type: none"> The period after 1942 saw great advances in the world's Space travel. This was a result of 2 key factors; the invention of the V2 rocket and the Space Race. The 'Space Race' was a competition between the 2 Cold war rivals—the USA (America) and the USSR (Russia) which lasted 2 decades, 1955-1975 . ☑ The first human in Space was Yuri Gagarin (USSR) orbiting Earth as part of the Vostok 1 mission. The USSR launched many other Vostok missions, which lasted between 1 and 5 days in Space. In 1969, the Americans landed on the Moon as part of their Apollo 11 mission. Neil Armstrong was the first man on the moon. Followed 14 minutes later by Buzz Aldrin. Neil Armstrong famously said "That's one small step for a man, one giant leap for mankind." Some people developed a conspiracy theory which suggested the Moon landing was not authentic. In 1998, the ISS was launched into Space. During 2015, the English astronaut Tim Peake joined the crew of the ISS. ☑ Space travel is beginning to change. Companies such as Space X, Blue Origin and Virgin have begun the concept of "Space tourism". In 2001 the 	<ul style="list-style-type: none"> Guy Fawkes was born in 1570 in York, England. He plotted to use explosives to destroy the Houses of Parliament and King James I. 5th November 1605 – Planned day of the plot. The plot was unsuccessful and Guy Fawkes was executed. We celebrate this event on Bonfire Night.
<p>Disciplinary Knowledge</p>						
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> Recognise the distinction between past and present (within the context of their own life). Use everyday terms about the passing of time such as "a long time ago" and "before" 	<ul style="list-style-type: none"> Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. 		<ul style="list-style-type: none"> Recognise 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. 	<ul style="list-style-type: none"> Order and sequence events and objects closer in time using a reference book. 	
<p>People, Events and Changes</p>	<ul style="list-style-type: none"> Describe some changes within their living memory (including aspects of national life where appropriate). 		<ul style="list-style-type: none"> Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Understand why events happened and what happened as a result Demonstrate knowledge of aspects of history significant in their locality. 	<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally. Make simple observations about different people, events, beliefs and communities. 	<ul style="list-style-type: none"> Develop awareness of significant historical events, people and places. Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.

Interpretation, Enquiry and using Sources	<ul style="list-style-type: none"> Identify some of the basic ways in which the past can be represented. 	<ul style="list-style-type: none"> Use sources to answer and ask simple questions about the past. Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities. 	<ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. Consider why things may change over time. 	<ul style="list-style-type: none"> Choose parts of stories and other sources to show what they know about significant events. 	<p>Recognise some basic reasons why people in the past acted the way they did.</p>
Communication	<ul style="list-style-type: none"> Use simple historical terms to explain ideas and concepts about the past. 	<ul style="list-style-type: none"> Retell simple stories or events from the past using simple Historical vocabulary. Describe special or significant events. 		<ul style="list-style-type: none"> Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts. 		<ul style="list-style-type: none"> Talk about what/who was significant in simple historical accounts.
Essential Enrichment			<ul style="list-style-type: none"> Visit to British Transport Museum 			