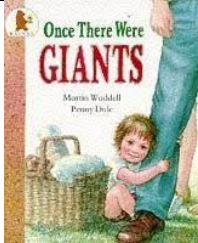




## Key stage 1 coverage overview: HISTORY

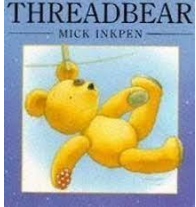
**Topics chosen must cover the following areas:** Changes within living memory including some that reveal changes in national life; significant events beyond living memory; Nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.

**Highlighted** disciplinary knowledge is the focus for assessment. Each knowledge area is assessed across the Key Stage.

Year Group	EYFS	Year 1 Spring 1	Year 1 Summer 1	Year 1 Summer 2	Year 2 Autumn 1	Year 2 Spring 2	Year 2 Summer 2
Unit		<u>Toys</u>	<u>Lady with the Lamp</u> <u>Florence Nightingale and</u> <u>Mary Seacole</u>	<u>Seasides</u>	<u>Castles</u>	<u>Great Fire of London</u>	<u>Lord Nelson</u>
Substantive knowledge		<u>Technology (lifestyle)</u>	<u>Legacy (Conflict)</u>	<u>Technology (travel)(lifestyle)</u>	<u>Monarchy (Conflict)</u>	<u>Legacy(lifestyle)</u>	<u>Legacy(lifestyle)</u>
National Curriculum content:	People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Aspect of History:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<b>Aspect of History:</b> 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.	<b>Aspect of History:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<b>Aspect of History:</b> Significant historical events, people and places in their own locality. 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.	<b>Aspect of History:</b> Events beyond living memory that are significant nationally or globally.	<b>Aspect of History:</b> Significant historical events, people and places in their own locality.
Disciplinary knowledge  Chronology sequencing events/ objects in time; using	The children create a class timetable charting the progression through the school year. They use words like before, after, next, then, to discuss what has happened throughout the year.	Create simple timelines to sequence processes, events, objects within their own experience Confidently uses vocabulary associated with the past, e.g. <i>old and new, then and now.</i>	Create simple timelines to sequence processes, events, objects within their own experience Confidently uses vocabulary associated with the past, e.g. <i>old and new, then and now.</i>  Place significant events in	Create simple timelines to sequence processes, events, objects within their own experience Confidently uses vocabulary associated with the past, e.g. <i>old and new, then and now.</i>	Realise that historians use dates to describe events. Uses phrases describing intervals of time.  Talk about and sequence castles from different periods.	Realise that historians use dates to describe events. Uses phrases describing intervals of time.  Recognise pictures of London and use the words then and now to describe them.	Realise that historians use dates to describe events. Uses phrases describing intervals of time.  Place significant events in Lord Nelson's life in chronological order.

<p>chronological vocabulary</p>		<p>Talk about and sequence toys. (4 periods – theirs, parents, grandparents, Victorian)</p>	<p>Florence Nightingale life in chronological order.</p>	<p>Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>Talk about and sequence features and types of holidays. (3 periods – theirs, parents, Victorian)</p>			
<p>Characteristic features of period/ person/ events studied</p>	<p>The children learn about the features of their life. They talk about features of other people’s lives, e.g through celebrating festivals, talking about different toys children like.</p>	<p>Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.</p> <p>Talk about the materials used to make toys. Talk about how toys were played with. Talk about how toys have developed.</p>		<p>Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.</p> <p>Talk about seaside clothing and materials used to make items. Talk about seaside activities now and in the past. Talk about how people travel to holiday destinations – now and in the past.</p>	<p>Recognises and describes, in simple terms some characteristic features of a person or period studied. Increasingly uses period-specific language in explanations.</p> <p>Talk about King Henry VIII and Charles III and features of their lives. Talk about the features of castles built during the reign of Henry VIII</p>		
<p>Change/ continuity Similarities &amp; differences between ways of life at different times</p>		<p>Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>Can talk about similarities and differences not just between then and now but between then and another then.</p>		

	The children read 'Once There were Giants' and talk about the changes that happen to the characters in the story. They relate this to changes in their lives.	<b>Use the language old and new. Order objects into old and new.</b>	<b>Begin to understand different attitudes towards women in the past compared to nowadays.</b>	<b>Use the language now and past. Order objects into now and past.</b>	<b>Use the language old, older, new, newer, now and past.</b>		
<b>Cause/ consequence-</b> why people did things/ causes and results of events and changes	 Through nursery rhymes like 'Humpty Dumpty' the children learn about people's actions and the cause they created, e.g. Humpty Dumpty chose to sit on the wall. He fell of the wall.		<b>Can give simple explanations why a person from the past acted as they did and talk of the consequences of those actions.</b>  <b>Describe how hospitals have changed because of Florence's actions.</b>			<b>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</b> <b>Can explain the lessons learnt from the TGFOL. Can explain what happened as a result of TGFOL.</b>	<b>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</b> <b>Describe the impact of the actions of Lord Nelson and the British Navy</b>
<b>Significance</b>	 The children read 'Wilfrid Gordon McDonald Partridge' by Mem Fox to talk about the significance of memories. Thinking about how memories can be attached to objects or items.		<b>Can recognise and describe special times or events for family or friends.</b>  <b>Know key events in the lives of Florence and Mary Seacole's.</b>			<b>Can recognise and talk about who was important, eg in a simple historical account.</b>  <b>Know who Thomas Farynor was and his significance to TGFOL. Recognise that Pepy's account of TGFOL and its significance.</b>	<b>Can recognise and talk about who was important, eg in a simple historical account.</b>  <b>Know key events in Lord Nelson's life.</b>
<b>Interpretation</b> —explore ways we find out about the past and how it is represented	The children use real objects to explore items and photos that belong to them. They talk about what they can see.		<b>Can identify and talk about different accounts of real historical situations.</b>  <b>Can identify sources that show</b>	<b>Can talk about similarities and differences between two or more historical sources using simple historical terms.</b> <b>Can talk about past events and use</b>		<b>Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).</b>	<b>Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).</b>

			<p>Florence as famous today eg: books, museums, statues and hospitals.</p>	<p>annotations or captions to identify important features of picture sources, artefacts etc.</p> <p>Find out about seaside holidays in the past. Compare modern holidays with holidays in the past and recognise the differences.</p>		<p>Can describe differences and similarities from the fire service and schools from today and TGFOL.</p>	<p>Can identify sources that show Lord Nelson as famous today, eg: books and museums.</p>
<p><b>Historical enquiry</b> – asking /answering questions; using sources to find answers and show understanding</p>	<p><b>THREADBEAR</b> MICK INKPEN</p>  <p>Children read the story 'Threadbear' by Mick Inkpen. After reading the story the children make observations about old bears and make comparisons to their new bears.</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.</p> <p>Find out about toys from the past. Compare two modern toys with two old ones and recognise the differences.</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.</p> <p>Know key events in the life of Florence Nightingale.</p>		<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain past events and actions rather than just retell the story.</p> <p>Find out about castles by asking questions.</p> <p>Able to recall facts from the life of Henry VIII and Charles III.</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain past events and actions rather than just retell the story.</p> <p>Can identify artefacts from TGFOL and find similarities and differences between two chosen artefacts.</p>	