

History – EYFS & Key Stage One

| Year Group | Empire (a group of territories under one ruler) | Civilisation (a human society made up of different cities. Evolution of use of land, culture and technology) | Parliament (discussion of public affairs and decision making through hierarchy/rule/laws) | Methods of Historical Enquiry | Timeline of Events |
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| <u>Cherry Class (Years R & 1)</u> | | | | | |
| <p>Year R Who am I?</p> <p>Statutory ELG: Past and Present</p> <p>Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between</p> | | <p>Enjoys joining in with family customs and routines. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> | <p>Understand there are rules in school.</p> <p>Understand there are House Captains and that they can be voted in.</p> <p>Understand that school have a school council who are voted in and how can help make important decisions about school.</p> | <p>Research and discuss significant events in own and family's lives. Find out information by talking to their family members. Looking at pictures from their past.</p> | <p>Understand how they grow and change over time. Talks about past and present events in their own lives and in the lives of family members.</p> |

History – EYFS & Key Stage One

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| <p>things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Vocabulary:</u> Family Similarities Differences Community Culture Traditions Rules Significant Event Information Past Grow Change Present</p> | | | | | |
| <p>Who was the first person on the moon?</p> <p><u>Vocabulary:</u></p> | <p>Space race between different countries. Different rulers.</p> | <p>To know that in 1969 – Neil Armstrong landed on the moon.</p> <p>To know that Neil Armstrong loved</p> | <p>To know that Neil Armstrong later became a professor and taught others all about flying.</p> | <p>To know how to ask questions to find out answers about why Neil Armstrong</p> | <p>This occurred in the twentieth century and occurred after Guy Fawkes and The Great Fire of London.</p> |

History – EYFS & Key Stage One

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| <p>Space, past, before, after, timeline, order, memory, future, significant, famous, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists, Moon, rocket, space shuttle, launch, achievement.</p> | | <p>flying. He flew fighter planes for the American Navy and later tested rocket powered planes. All before becoming an astronaut.</p> <p>To know that on the 20 July 1969, he became the first man to walk on the Moon.</p> <p>To know and understand what it was like and what they did on the moon.</p> | <p>To know why the moon landing was significant as an international achievement.</p> | <p>risked his life to go to the moon.</p> <p>To know that Neil Armstrong got his pilot's licence when he was just 16, before he could even drive a car!</p> | <p>Would have perhaps happened within living memory of grandparents.</p> |
| <p>Year 1 Why did Guy Fawkes want to blow up the houses of parliament?</p> <p><u>Vocabulary:</u> Ruled Influential Monarchy King/ Queen Parliament Discussions Decisions</p> | <p>Understand the king ruled the country and was influential in the decision and rule making process (very different from today's monarchy).</p> | <p>Understand that we have a capital city and this is where parliament sits. Understand there is a parliamentary building where these discussions are had and decisions are made.</p> | <p>Understand that big decisions are made in parliament.</p> | <p>Understand that we can find information out from the past, for example, books, internet, museums and sometimes first-hand accounts. Understand where they can source this information. Use some of these sources to help them understand key events related to Guy Fawkes.</p> | <p>Understand this was beyond their living memory and those of their living relatives.</p> |

History – EYFS & Key Stage One

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| Beyond living memory | | | | | |
| <p>Year 1</p> <p>What made the Great Fire of London 'Great'?</p> <p><u>Vocabulary:</u> Proximity Densely populated Poor Lower class Homeless Change Plotted Timeline Compare Population Source Information Key events</p> | The ruling king was King Charles II. | <p>Understand the proximity of buildings, the ways buildings were used.</p> <p>Understand how densely populated London was and how those living in the areas of London affected were poor/lower class.</p> <p>Understand the changes that have happened and how different London is today.</p> <p>Compare London and Hollingbourne and how they differ in terms of population, space for houses, green areas etc.</p> | | <p>Understand that we can find information out from the past, for example, books, internet, museums and sometimes first-hand accounts.</p> <p>Understand that much knowledge of The Great Fire has come from Samuel Pepys diary and his views and opinions of what happened.</p> <p>Develop further that it is useful to look at a range of sources to build understanding, rather than relying on one source.</p> <p>Understand where they can source this information.</p> <p>Use some of these sources to help them understand key events related to The Great Fire.</p> | <p>Know the year this took place and can be plotted on a timeline.</p> <p>How this compares to when the gunpowder plot occurred (in the same century).</p> |

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| <u>Beech Class (Year 2)</u> | | | | | |
| <p>Year 2 How was Mary Seacole influential?</p> <p><u>Vocabulary:</u> Crimean war World War One Relocate Overseas Discrimination Discriminate Disease Medicine Wounded</p> | <p>Build on the understanding that not all groups in society are treated equally (Mary Seacole was a black woman). Came from Jamaica which is overseen by the monarchy. Understand Mary was born in the time where many black people were used as slaves. Understand that Mary helped the war effort in Crimea by offering to nurse the soldiers in the war that was happening abroad.</p> | <p>She nursed many people who had diseases of the time, such as cholera and yellow fever. This builds on understanding of wide spread disease. She started the British Hotel Hospital and did not discriminate against her patients. Understand that Mary was key in helping others to train and progress.</p> | | <p>Build upon previous learning and understanding around different information sources. Begin to understand that not all internet-based research are reliable or accurate. Understand that importance of key historical figures may change dependent upon who it is in charge (to illustrate to children she was 'lost' in history for a time-woman/black?).</p> | <p>Understand the time this took place (nineteenth century) and how this can be plotted against previous learned events, such as The Great Fire of London.</p> |
| Year 2 | Understand what monarchy is. | Understand changes during different | How the monarchy's power over the population has | Understand it is important to use a | Understand the order of the named kings |

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| <p>Why do we have a monarchy?</p> <p>(Henry VIII, King Charles II, Elizabeth I, Queen Victoria, Elizabeth II, Charles III)</p> <p><u>Vocabulary:</u> Monarch Parliament Succession Era Heir Reign</p> | <p>Understand what parliament is and how they rule in tandem.</p> | <p>monarch reigns, for example, industrial revolution under Queen Elizabeth I and development of arts and music under Queen Victoria), Queen Elizabeth II in living memory and the coronation of King Charles III.</p> | <p>decreased over time (for example, Henry VIII vs Elizabeth II).</p> | <p>range of sources to research different kings and queens over time.</p> | <p>and queens opposite). Understand the idea of ‘era’ and that some eras in time were named after monarchs, for example, Victorians, Elizabethans. Understand that there are heirs to the throne and traditionally this is the first born. Study and create their own family trees.</p> |
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