



Sholing Infant School – History Curriculum Coverage



Year 1			
Concepts	Chronology	Chronology, Being a historian, Similarity and difference	Chronology, Being a historian, Similarity and difference, Cause and Effect, Significant people/events
Curriculum objectives	<ul style="list-style-type: none"> ❖ Understand some of the ways in which we find out about the past: photos, stories. ❖ Develop an awareness of the past using common words and phrases relating to the passing of time ❖ Know where the people and events they study fit within a chronological framework using a simple timeline 	<ul style="list-style-type: none"> ❖ Identify similarities and differences between ways of life within different periods ❖ Develop an awareness of the past using common words and phrases relating to the passing of time ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ❖ Understand some of the ways in which we find out about the past: photos, stories ❖ Identify similarities and differences between ways of life within different periods ❖ Understand the changes within living memory 	<ul style="list-style-type: none"> ❖ Events beyond living memory that are significant nationally or globally ❖ Develop an awareness of the past using common words and phrases relating to the passing of time ❖ Ask and answer questions choosing and using parts of stories and other sources to show they know and understand key features of events ❖ Understand some of the ways in which we find out about the past ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ❖ Know some examples of sources that we can use to find out information. ❖ Identify similarities and differences between ways of life within different periods ❖ Events beyond living memory that are significant nationally or globally & cause effect & Significant people/events ❖ 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 in different periods
Sticky knowledge	<ul style="list-style-type: none"> ❖ Know how to sequence events from the past into chronological order using a timeline. ❖ Know what vocabulary to use when talking about the past. 	<ul style="list-style-type: none"> ❖ Know that toys have changed over time, and can say how they have changed. ❖ Know that we find out about history from a range of sources e.g. artefacts, books, illustrations, photos 	<ul style="list-style-type: none"> ❖ Know how to sequence events from the past into chronological order using a timeline. ❖ Know what vocabulary to use when talking about the past. ❖ Know that we find out about history from a range of sources e.g. artefacts, books, illustrations, photos ❖ Explain why the fire spread so quickly. ❖ Describe how firefighting equipment has changed over time. ❖ Describe how buildings and building materials have changed over time. ❖ Be able to plot when the fire of London started and the main events over the four days. ❖ Know that Samuel Pepys was a historian who wrote about the events of the GfOL in his diary ❖ Know that Christopher Wren was an architect who helped to redesign London after the fire ❖ Know that Charles II was King during the GfOL and gave the order to destroy houses to stop the fire spreading ❖ Know the impact the GfOL had on buildings and the rebuild of London in terms of materials used, streets being widened, space between houses etc.
Vocabulary	before, after, yesterday, a long time ago,, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, chronology, many years ago, royal family, monarch, King Charles Queen Elizabeth 11 Prince William.	before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, chronology, many years ago, Changes, invented, batteries, plastic, electronic, wooden, handmade, mass produced, memory, young, old,	before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, chronology, many years ago, Diaries, plans, maps, newspapers, paintings, History, Great fire of London, London, capital city, before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, Thames, water pump, hook, bucket, wood, stone, brick, resistant, burn, wooden, Samuel Pepys, baker, Christopher Wren, Thomas Farrinor architect, Charles 2nd, royalty, monarchy, important, remember, residents, witness The Monument St Paul's Cathedral
Disciplinary knowledge	<ul style="list-style-type: none"> ❖ Use photos and stories to find out about the past ❖ Use words and phrases to relate to the passing of time ❖ Understand chronology within a simple timeline 	<ul style="list-style-type: none"> ❖ Identify similarities and differences between ways of life in the past and now ❖ Use words and phrases to relate to the passing of time ❖ Use photos and stories to find out about the past 	<ul style="list-style-type: none"> ❖ Sequence events from the past into chronological order ❖ Use relevant vocabulary to discuss the past ❖ Use different sources to find out about the past
Topic	Marvellous Me	Toys	Great Fire of London



Sholing Infant School – History Curriculum Coverage



Year 2			
Concepts	Chronology, Being a Historian, Significant people	Chronology, Being a Historian, Significant people	Chronology, Being a Historian, Significant people, Cause and effect, Similarities and differences
Curriculum objectives	<ul style="list-style-type: none"> ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods ❖ Ask and answer questions choosing and using parts of stories and other sources e.g. photos, video, newspapers, to show they know and understand key features of events ❖ Use a wide vocabulary of everyday historical terms ❖ Understand about 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 in different periods: Queen Victoria/Queen Elizabeth 	<ul style="list-style-type: none"> ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods ❖ Understand some of the ways in which we find out about the past and identify different ways in which it is represented. ❖ Understand about 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 in different periods: RJ Mitchell, Wright Brothers, Neil Armstrong 	<ul style="list-style-type: none"> ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods ❖ Understand some of the ways in which we find out about the past and identify different ways in which it is represented. ❖ Events beyond living memory that are significant nationally or globally ❖ Understand the significant historical events, people and places in their own locality
Sticky knowledge	<ul style="list-style-type: none"> ❖ Be able to plot key events from Queen Victoria and Queen Elizabeth IIs reigns ❖ Name some examples of primary and secondary sources that we can use to find out about the past. ❖ Be able to identify similarities and differences in school life from Victorian times to now ❖ Be able to identify differences in communication technology and transportation from Victorian times to the reign of Queen Elizabeth ❖ - Know that Queen Victoria was the monarch of England from to 1837 to 1901 and the contributions she made ❖ Know that Queen Elizabeth has been the longest serving monarch in the nation's history and until recently has been our Queen. ❖ Know key contributions of each monarch 	<ul style="list-style-type: none"> ❖ Order significant developments in the history of flight (Wright Brothers, Spitfire, Moon landings) ❖ Name some examples of primary and secondary sources that we can use to find out about the past. ❖ Know that the Wright brothers achieved the first successful powered flight in 1903. ❖ Know that the spitfire was developed in Southampton by RJ Mitchell and the key role played by the plane in the 2nd WW ❖ Know that Neil Armstrong was the first man to walk on the moon in 1969. ❖ -Know that Apollo 11 was the first moon landing. 	<ul style="list-style-type: none"> ❖ Name some examples of primary and secondary sources that we can use to find out about the past. ❖ Know some of the reasons that caused the Titanic to sink ❖ Know some of the changes to ship safety that were made after the Titanic disaster (radios, lifeboats and iceberg locating) ❖ Know and describe the main events of the Titanic: setting sail from Southampton, travelling to New York, hitting an iceberg and the death of many people.
Vocabulary	100 years ago, Victorian, time periods, century, event, significant, 19th century, 20th century, 21st century, Black & white photographs, colour photographs, museums, primary source ,secondary, lessons, learning, education, family, work, play, same, different, similar, punishment, past, present, curriculum, blackboards, chalk, factory, ink, cane, dunce cap, drill Queen Victoria, Queen Elizabeth II, technology, rule, transportation, telegraph, letter, telephone, email, message, voice call, car, steam train, electric train, trap, carriage source, historian, newspaper, letter, poster, website, non-fiction, film, personal accounts, Queen Victoria, Queen Elizabeth II,	Black & white photographs, colour photographs, museums, primary source ,secondary source, historian, newspaper, letter, poster, website, non-fiction, film, personal accounts, Neil Armstrong, the Wright Brothers, Katherine Johnson, RJ Mitchell, impact, pioneer, inventor, discovery, find, significant	Black & white photographs, colour photographs, museums, primary source ,secondary source, historian, newspaper, letter, poster, website, non-fiction, film, personal accounts, first class, second class, third class, maiden voyage, unsinkable, lifeboat, life jacket, captain, United Kingdom, Southampton, New York, travel, passenger, radio, Southampton, city, local, dock, maiden voyage, passenger terminal, boarding, flight, invention, discovery, significance, area Apollo 11, Saturn V, Eagle, Spitfire, Wright Flyer
Disciplinary knowledge	<ul style="list-style-type: none"> ❖ Plot key events from the reign of Queen Victoria and Queen Elizabeth ❖ Identify similarities and differences between ways of life in the past and now 	<ul style="list-style-type: none"> ❖ Order events from the history of flight ❖ Use primary and secondary sources to discuss information from the first flight 	<ul style="list-style-type: none"> ❖ Use primary and secondary sources to discuss information from the Titanic
Topic	Victorians	Up Up and Away	Titanic