

Long Term Planning: History Curriculum

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 place from the school's locality

SUBSTANTIVE CONCEPTS

SOCIETY, MONARCHY, LEGACY

Year Group	EYFS	Year One			Year Two		
		Autumn	Spring	Summer	Autumn	Spring	Summer
Substantive & disciplinary knowledge	My Life – children's personal histories	Within Living Memory: Toys	Beyond living memory :Mary Anning	Significant Event beyond living memory: Titanic	Significant people: Queen Victoria – Victorian Christmas	Significant event/people within living memory: Moon Landing & Space Travel	Local Study: Lord Admiral Nelson
Enquiry Question		Are our toys the same as our parents and grandparents?	Who was Mary Anning and why is she important?	Titanic: A Triumph or Tragedy?	Who was Queen Victoria? How has Christmas changed since she was Queen?	Has anyone ever been to the moon?	Who was Nelson and why is he still remembered today?
Chronology Sequencing events/objects in time; using chronological vocabulary	Past and present events in their own lives and in the lives of their family members and community. Begin to make sense of their own life-story and family's history.	Toys Loan Collection Sorting toys into old and new and sequencing a range of toys from past times ✓✓✓	Locate Mary Annings life on a timeline Sequence events in her life Make living graph – ups and downs of Mary Anning! ✓✓✓	Locate Titanic on a timeline Retell story orally/picture timeline ✓✓	Locate Queen Victoria's birth, reign, death and significant events during rule on timeline. ✓✓✓	Locate Moon Landing on a Timeline Sequence order of events of landing ✓✓	When was he alive? Locate dates on timeline ✓✓
Characteristic Features of period/person/events studied	How were you different when you were a baby? Do people look different in the past?	Recognising that toys were different in the past – and how they were different. ✓✓	Who was Mary Anning? – look at her clothes, where she lived, transport of the time. ✓✓	Recognise that the clothes, transport, features of the ship were different from now. ✓	Talk about the characteristic features of the Victorian Age and Queen Victoria herself using sources. HISTORY BOX ✓✓✓	Talk about the characteristic features of Neil Armstrong and the 1960s VIRTUALSCHOOLVISIT. ✓✓	What was life like on HMS Victory? Who worked for Lord Admiral Nelson? What were the clothes like then? How were the ships different? ✓✓
Change (& continuity) Differences and similarities between ways of life at different times	How were you different when you were a baby? Do people look different in the past? Did your parents look different?	Examining similarities and differences between toys from now and past – why have some toys remained popular? ✓✓		International travel meant sailing across oceans at time of Titanic not flying. Compare cruise ships then and now. ✓	Focus: Similarity and difference between Christmas then and now. Are all Christmases the same now and then (and a different then eg. 1960s)? ✓✓✓	Compare Neil Armstrong and Tim Peake as two significant individuals – what was the same and different? (compare between then and a different then) ✓✓✓	VISIT TO HMS VICTORY What is the same and different about society/ships/ways of life? ✓✓
Cause & Consequence Why people did things, why events happened and the results			What was the impact that Mary had on our knowledge of dinosaurs today? ✓✓	Why did Titanic sink? How has that improved ships now?– History pack/CD ✓✓✓	Why did people in Victorian England celebrate Christmas in this way? ✓✓	Why did people like Neil Armstrong risk their lives to go to the moon? Was everyone pleased that man landed on the moon? ✓✓	VISIT TO HMS VICTORY Why did we need HMS Victory? Why was Nelson so significant to us? Which War were we fighting? ✓✓✓
Significance Recognising who was important and significant (even if it relates to family).	Significant people in their lives, now and in the past.	Talk about which toys are special in your family and why. ✓✓	Why was Mary important? ✓✓	Who were the key people? (Captain Smith, lookouts, designer of ship?) ✓✓	Who was important in Queen Victoria's life – the significance of Prince Albert. ✓✓✓	Recognising and naming the important astronauts on the mission to the moon. Who else was significant? (the engineers)	Who was he? Why was he so significant? What would be different if he had not lived? Why should he still

						Make reference to Katherine Johnson ✓	be remembered today? ✓✓
Interpretation Explore ways we find out about the past and how it is represented	Read books that contain images/stories about the past. Bring in photographs from home of people and past holidays. Share local photographs/photos of celebrations/festivals.	Old Toys – HISTORY BOX Visitors to talk about toys from their childhood Photographs of toys Questionnaires ✓✓✓	How was Mary presented in books/newspapers/images? ✓✓	Newspapers Film Stories Titanic memorabilia – HISTORY BOX Survivor Accounts SEACITY MUSEUM SOUTHAMPTON ✓✓✓	Paintings – HISTORY BOX Photographs Drawings Newspaper articles Diaries (Queen Victoria's) Compare sources from the time and form the present and how they differ. ✓✓	It was represented as a positive thing in sources – what are the Implications of space travel and reasons it should continue/cease P4C. Would Russia view it as positive? Front pages of newspapers? ✓✓✓	VISIT TO HMS VICTORY , pictures and maps – what information do they give us? (Are they all accurate? How do they want us to view Nelson?) ✓✓
Historical Enquiry Find out about the past by exploring a variety of sources, Asking & answering questions; choosing and using sources to show understanding		Working with first-hand evidence by investigating real old toys and photographs of toys. Making questionnaires to find out about toys their family played with Create toy museum ✓✓✓	Images, Books BBC – website (teacher in role), P4C Pictures of Mary Anning for children to raise questions about. Answering Questions raised after exploring her life. ✓✓✓	SIX STEP HISTORICAL ENQUIRY (inc.)Compare what different classes of passenger might have said about Titanic's facilities and match these to images of different passengers (ensure links to diversity) ✓✓✓	Explore sources to find out about what Christmas traditions started during Queen Victoria's reign. Where do our Christmas traditions come from? Write a non-chronological report on Victorian Christmas. ✓✓	Has anyone ever been to the moon? How do we know? What exactly happened when the Eagle had landed? Newspapers Film of landing Accounts from astronauts ✓✓✓	Explore sources (artefacts, paintings, spoken accounts) to find out more about Lord Admiral Nelson. What sort of man was he? What was life like on the Victory back then? ✓✓✓
Key vocabulary Revisited in Red, new in black	Using the correct past tense. Old New Then Now Past Similar/same Different Change history monarchy Legacy Society	Old New Then Now Past Similar Different change history monarchy Legacy Society Sources Timeline Sequence	Sources Sequence Similar Different monarchy Legacy Society Mary Anning Fossils Dinosaurs Geologists Tourists Lyme Regis Impact Achievement	Similar Different Sources Achievement monarchy Legacy Society Titanic Belfast Southampton Triumph Tragedy Iceberg Lifeboats Survivor Passenger First, Second and Third Class	Achievement Similar Different Sources Change impact monarchy Legacy Society Queen Victoria Prince Albert Monarch Rule/reign Victorian age Significant	Achievement Sequence Significant Similar Different Sources monarchy Legacy Society Features Astronauts Mission Engineer Apollo The Eagle Lunar Module Neil Armstrong Buzz Aldron Michael Collins Tim Peake Katherine Johnson Space Station Orbit	Similar Different Change Significant event and person impact monarchy Legacy Society War Alliance Battle Conflict Country Enemy Freedom Power Navy Nationality Peace Rules Nobility Aristocracy Conquest Voyage empire

KEY: ✓light use of DK ✓✓ overt practice of DK ✓✓✓strong emphasis on DK

