

Austwick CE (VA) Primary School

EYFS/KS1 History Curriculum



	Autumn	Spring	Summer
A	Changes within living memory - Holidays	Significant Explorers/Inventors George Stephenson and the Railways	Significant Historical Events - The Great Fire of London
B	Events beyond living memory – Remembrance Changes within living memory - Toys	Significant people from the past – Mary Seacole and Florence Nightingale	Events within and beyond living memory – Austwick School

Year A

	Enquiry Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn Changes within living memory – Holidays in the past	<p>How have holidays changed since grandma was a child/in the last 100 years?</p> <p>Why do we enjoy going on holiday and where do we go to?</p> <p>What was going to the seaside like in 1900 (120 years ago)?</p> <p>How did we know what holidays were like 120</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past.</p>	<p>To 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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Use resources to research modern holidays and compare with those from the past.</p> <p>Interview grandparents about holidays in the past.</p> <p>Explore historical travel.</p>	<p>Seaside, sun hat, flip flops Swimming, bucket and spade, sunglasses Sand castles, luggage, souvenirs, sandals Rock-pools, swimming costume, trunks Swimming pool Inflatables Donkeys Centre Parks Water Park Theme Park Skiing Disney Land Caravan Camping Past A long time ago Century Decade Pier Punch and Judy Show</p>

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	<p>years ago (transport, entertainment, destination)?</p> <p>Do we go to the seaside for the same reasons people went 120 years ago in 1900?</p> <p>How have holidays changed since 1900?</p> <p>Which holidays do children prefer? Holidays today or holidays in the past?</p> <p><i>Why do people feel happy when they're near the sea?</i></p>		<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Begin to use sources to identify some details and answer simple questions.</p> <p>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</p> <p>Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</p>		<p>Bathing Machine Donkeys Rock Ice cream Amusement arcade Steam train Steam boat Rowing boats Promenade Black and White photographs Winter Gardens Helter-skelter Parks Rest break relax adventure excitement family friends entertainment fun sight seeing health day trip caravan camping Centre Parks</p>
<p>Spring</p> <p>Significant Explorers /Inventors</p> <p>George Stephenson and the Railways</p>	<p>Was George Stephenson really a significant person?</p> <p>How did people travel long distances before trains were invented?</p> <p>How do we know about the first passenger journey?</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand some of the ways in which we find out about the past</p>	<p>Place historical figures, events and artefacts in order on a given timeline, using dates where appropriate</p> <p>Ask and answer questions— What was life like before trains? How did people get around? What makes George Stephenson significant?</p> <p>Use information gained from a range of sources to draw conclusions— newspapers, telegrams, photographs.</p> <p>Explore the consequences of the first train service—Darlington to Stockton - and how it</p>	<p>Place historical events on a timeline.</p> <p>Drama—role play the first passenger journey.</p> <p>Distinguish between fact and myth.</p> <p>Presentation about how the first train changed our world.</p>	<p>Steam locomotive, Cab, Firebox, Water Tank, Chimney, Cylinders, Pistons, Connecting rods Coal, Coal Mine/Colliery Engineer, Fireman George and Robert Stephenson, Edward Pease</p>

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	<p>What have the consequences of the first passenger journey been? How has it changed our world?</p> <p><i>Is it brave or risky to go somewhere you've never been to?</i></p>		<p>has changed the world today (military, food, transportation purposes– we can now see the wider world). Investigate how trains have changed over time (including how/what they are used for).</p> <p>Look at examples of the first trains to compare with the Bullet Train, Maglev, Eurostar etc.</p> <p>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</p> <p>Use subject related vocabulary relating to the passing of time as well as recently, before, after, later, a long time ago, significant.</p>		
<p>Summer</p> <p>Significant Historical Events - The Great Fire of London</p>	<p>How has firefighting and fire safety changed since the GfoL?</p> <p><i>Is it more important to save people or things?</i></p>	<p>Learn about events beyond living memory that are significant nationally</p> <p>Use historical terms and begin to understand where events fit within a chronological framework</p> <p>Understand some of the ways we can learn about the past and how it is represented.</p>	<p>To explain how and why the GfoL started To be able to explain why it spread so far To talk about what the people of London did then and what would they do now To recognise that Samuel Pepys documented the events at the time. To be able to talk about how the Great Fire of London changed how people did things. To be able to describe how the fire service has changed since the GfoL. Draw a timeline of different historical periods showing key historical events and people. Use documentary evidence to recount the life of Samuel Pepys. Research the life of Samuel Pepys using different sources of evidence.</p>	<p>Timeline key events and place the period on a broad timeline.</p> <p>Diary entry in the style of Samuel Pepys</p> <p>Recreate Pudding Lane</p> <p>Newspaper report Visit from fire service- children ask questions and compare fire service to that during the GfoL.</p>	<p>bakery, fire, spread, wooden, straw, wind, firehooks, firefighters, firebreak, St Paul's Cathedral, River Thames.</p>

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			<p>Recount the main events from a significant event in history.</p> <p>Look at and use books, pictures, stories, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites</p>		
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Year B

	Enquiry Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
<p>Autumn</p> <p>Events beyond living memory – Remembrance</p> <p>Changes within living memory - Toys</p>	<p>What is remembrance?</p> <p>How have toys changed since grandma was a child/in the last 100 years?</p> <p><i>Why do we remember people we've never met?</i></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past.</p>	<p>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</p> <p>Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</p> <p>Understand why we wear poppies.</p> <p>Ask and answer questions about old and new objects.</p> <p>Recognise the continuity and changes in toys within living memory.</p> <p>Recognise that some objects belong in the past.</p>	<p>Museum exhibition displaying old and new toys- talk about similarities and differences</p> <p>Compare adults' recounts of toys they played with when they were young.</p> <p>Sequence toys from distinctly different periods of time in chronological order.</p> <p>Talk about Remembrance/why we wear poppies.</p>	<p>Remembrance, poppy, soldiers, war, peace, pilot, medal, wreath</p> <p>Old, new, modern, materials, rocking horse, homemade, factories</p>

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			<p>Identify the purpose of each toy and who would have used it. Who played with it? Identify the materials used to make the toys and how this has changed. How was it made? Recognise the increased use of technology and computers (you may want to look at the development of 'Mario' through time). Begin to use sources to identify some details and answer simple questions.</p>	<p>Make Remembrance Day poppy for monument in village.</p>	
<p>Spring</p> <p>Significant people from the past – Mary Seacole and Florence Nightingale</p>	<p><i>Is it better to be famous or help people quietly?</i></p>	<p>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.</p>	<p>Understand who these women were. When were they born? Where were they born? Place historical figures, events and artefacts in order on a given timeline, using dates where appropriate. Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past)/ what were the most important events in their lives? Find out why Mary Seacole and Florence Nightingale are commemorated today and how they are remembered. Look at the similarities and differences between the two women. Is there anything that is comparable? To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'. Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</p>	<p>Use drama to recount stories from the past.</p> <p>Use stories to distinguish between fact and fiction.</p>	<p>Nurse, soldier, crimean war, hospital, care, past, legacy,</p>

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<p>Summer</p> <p>Events within and beyond living memory – Austwick School</p>	<p>What was life like for children in the past in our villages? What does the evidence tell us about our villages in the past? Why do our villages exist?</p> <p><i>Why do people build schools?</i></p>	<p>Changes within living memory and beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>How long have people lived in Austwick? Why did people move here? What evidence is available to us to find out about the school? Discuss the different types of evidence. Use evidence when communicating about the village in the past. Logbook, photographs, maps, How would we record things today? What was it like to live in Austwick in the 1940s/50s/60s? Use subject related vocabulary relating to the passing of time as well as recently, before, after, now, later, a long time ago, significant.</p>	<p>Interview some of the older generations in the community to discuss the history of the village.</p> <p>Position key events on a timeline e.g. opening of school, village hall, war memorial, etc.</p> <p>Walk around the village looking for clues about its history.</p>	<p>Discipline, arithmetic, slate, chalk, blackboard,</p>
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