

Year Group	Term 1		Term 2		Term 3	
<p>Reception, referencing EYFS framework: <i>Understanding the World</i></p> <p><i>Develop through role play and provision areas.</i></p> <p><i>Also, stories & activities linked to Expressive Arts & Design ELGs</i></p>	<p>Me and My Family:</p> <p>*About Me: My Life: my week/my year/significant events so far</p> <p>Sequencing</p> <p>Family Trees, including from stories: can be a sensitive topic!</p> <p>Changes across the generations: daily life was both similar and different in the past.</p> <p><i>Developing an early mental model of the past</i></p>	<p>Our School</p> <p>Where is my school? *Locally, Nationally & globally.</p> <p>Journeys from home Early mapping Aerial photos identifying school.</p> <p>Why do we go to school?</p> <p>Introducing context for later history studies at KS1 and KS2.</p>	<p>Our Neighbourhood</p> <p>*What is around my school?</p> <p>Local landmarks: church, hall, shops, parks</p> <p>Developing a sense of place</p> <p>Early mapping: journeys from school to identified locations; aerial photographs.</p> <p>Sense of the place and of the past: How have identified landmarks changed (similarities and differences)?</p>	<p>Our Community</p> <p>*Lives of people around pupils & roles in society.</p> <p>Emergency Services, including the nearest Fire Station: Setting context for Y1 history: Significance of the Great Fire of London to me.</p> <p>Significant buildings Early focus – what is important? To whom?</p> <p>Sense of place and of the past.</p> <p><i>Developing an early mental model of the past</i></p>	<p>Our Local Celebrations</p> <p>*Know some similarities between different religious & cultural communities in the local area.</p> <p>Sense of place Diversity</p>	<p>Our World</p> <p>*Natural world, including the weather, seasons, animals & plants. *How my world differs from life in another country: weather & seasons.</p> <p>Sense of place</p> <p>Sequencing</p> <p>Early use of symbols to record.</p>
<p>Our age-appropriate early teaching which focuses on the familiar, allows our youngest pupils to encounter generative knowledge which will support them in developing a secure sense of the past. For example, prior knowledge of parents and grandparents will extend to great grandparents in KS1 –creating a strong foundation for the concept of ancestors in KS1 and KS2.</p>						

Early Years Vocabulary:

We challenge our pupils to use subject-specific vocabulary from the earliest stage:

after	A long time ago	Before I was born...	Before (named adult) was born...
brother	daughter	different	In the past
Last week...	new	old	parent grandparent
picture	photograph	sister	son
story	then	the same	today
tomorrow	yesterday	What?	When?
When I was little...	When (adult) was little...	Where?	Who?

At KS1 pupils use enquiries to move from a general sense of the past to a recognition of **similarities and differences** across time.

Pupils are introduced to **significant** dates, decades and centuries

Spring Year 1 National Curriculum Subject Content

- **Events beyond living memory: Great Fire of London, including national significance**
- **The lives of significant people in the past who have contributed to national life: Charles II, Samuel Pepys and Christopher Wren**

Curriculum Links: Geography (Autumn). Name and locate the four UK countries.

Rivers: physical feature (cities)

Weather

London Landmarks

Prior Learning: Pupils are aware of the significance of London as the capital city of England and the UK.

River Thames

Pupils can locate London on a map of the UK and can track the route (as the crow flies) from school to London.

Enquiry: Why is the Great Fire of London **significant** to my life today?

Assessment: Picture of the Great Fire, including fire fighters. **What do you think is happening?** Three things I would like to know...

Focus 1: Why was the river important before, during and after the Great Fire?

Focus 2: How did the Great Fire start?

Focus 3: How did the fire stop burning?

Focus 4: How is the fire remembered in London today?

Focus 5: How did the Great Fire of London change London?

Focus 6: How did the Great Fire make my life safer today?

Assessment: Picture of the Great Fire, including fire fighters.

The fire happened because... This would not happen today because... **Two things I will remember:** One thing I would still like to know:

Substantive Concepts in context:

Capital City (London)

Trade and travel (River Thames)

Changing role of the monarchy (Role of **King** Charles II – could **King** Charles I issue such orders?)

Society (Different types of housing; Role of the King; Samuel Pepys)

Archaeology

Sources:

Visuals: Photographs of London and Fire Service today

Historical pictures of London and firefighting strategies

Current and historical mapping

Text: Selected extracts from Samuel Pepys' diary and other written sources, including children's novels

Teacher Knowledge: *The Great Fire of London, An Illustrated History of the Great Fire of London*, Emma Adams & James Weston Lewis, Wren & Rook (Hachette Children's Group)

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Autumn Year 2 National Curriculum Subject Content

- **Significant local places**
- **Lives of significant individuals in the past who have contributed to national life: Queen Elizabeth 1 and Queen Elizabeth 11. Comparing aspects of life in different periods.**

Curriculum Links: Geography. Locate Hipswell in local area in relation to Richmond (UK map)

Landmark: Hipswell Hall

Use digital aerial mapping to locate Hipswell Hall and school within the local area.

Include compass points on a sketch map showing the route from Hipswell Hall to school.

Prior Learning: Pupils can locate Hipswell and Richmond (As crow flies to capital cities within the UK)

Great Fire of London (Housing)

Enquiry: Why is Hipswell Hall a significant local building?

Assessment: Picture/photograph of Hipswell Hall. What is this building? Three things I would like to know...

Focus 1: Hipswell Hall is built from stone. What does this tell us about the people who built the hall in 1596?

Focus 2: Who was the Queen in 1596? How do we know what she looked like?

Focus 3: Who was the Queen when you were born? How do we know what she looked like?

Focus 4: Social comparison 1, eg housing (significance of the Great Fire of London)

Focus 5: Social comparison 2, eg fashion

Focus 6: Social comparison 3, eg childhood

Assessment: Picture/photograph of Hipswell Hall.

This building is important because... Two things I will remember: **One thing I would still like to know:**

Substantive Concepts in context:

Settlements: Hipswell

Monarchy

Society

Childhood

Portraits/Photographs

Similarity and difference

Significance

Sources:

Visuals: Portraits, pictures and photographs, including aerial photographs
Current and historical mapping

Teacher Knowledge: local history resources, including Richmondshire Museum

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Spring Year 2 National Curriculum Subject Content

- **Changes within living memory, revealing aspects of change in national life.**

Prior Learning: Elizabeth 11

Enquiry: Did my granny watch TV on her phone?

Assessment: Photograph of child watching early children's television programme, eg Andy Pandy/Muffin the Mule. **What can you see?** Three things you would like to know...

Focus 1: What is the child watching? Watch episode on YouTube When? Create Lego/multilink timeline 1950s to today: record significant findings

Focus 2: Did everyone have a TV? Which significant event prompted families to buy a TV? YouTube footage of coronation.

Focus 3: Introduction of colour TV – why? Which significant event caused people to buy colour TVs? Footage of Moon landings.

Focus 4: Compile class questionnaire for an expert witness* – member of staff, friend of the school (subject to checks), governor who remembers children's TV in the late 1960s:

*How did you turn the TV on? Could you watch TV all day? Who watched TV with you? How many TVs in your house? What was your favourite children's programme?

Focus 5: How has children's TV **changed**? Track across puppet and cartoon programmes, including Thunderbirds (first colour TV puppets) YouTube Footage to today.

Scaled timelines for books.

Focus 6: Changes in TV technology, including how and where pupils watch TV. **Similarities and differences** - compare images of 1960/70s rooms with today.

Assessment: Photograph of child watching early children's television programme, as above

The child is... I prefer black and white/colour TV because... **Two things I will remember:** One thing I would still like to know:

Substantive Concepts in context:

Technology

Monarchy

Society

Childhood

Memory

Sources:

Visuals: Photographs, YouTube footage, artefacts: images of TVs, rooms, puppets and cartoon characters, archive material

Oral history

EYFS and KS1

Teacher Knowledge: Reference texts and material, including Bowes Museum artefacts

Extending subject specific vocabulary during KS1:

ancient	artefact	because	century centuries	chronology chronological order
date dates	decade decades: 1970s, etc	evidence	generation generations	great grandparent
historians	homes houses	Impact	important	memory memorial monument
modern	monarch reign	opinion	photography black and white photographs	painting portrait
sibling	significant	similar	source	technology