

Intent

- To use historical vocabulary to discuss events that have happened in the past.
- To understand how life has changed within living memory and beyond.
- To use a range of sources of information to find out about the past.
- To experience areas of historical importance within Leicester.
- To know facts about significant historical events and people.

	Curriculum	Knowledge	Skills	Vocabulary
F1	<p><b>Development Matters</b> <b>3 &amp; 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> </ul> <p>3 and 4 year statements from Development Matters 2021</p> <p>(Understanding the World)</p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To know about yesterday.</li> <li>• To know the names of their family members.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To know events are important and you can talk about what happened.</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• To know the names of different occupations – police, dentist, doctors, nurses, teachers, school staff.</li> </ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To be able to talk about what happened yesterday.</li> <li>• To talk about their family members.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To talk about significant events in their life such as their birthday</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• To engage in role play around different occupations.</li> </ul>	<p>Yesterday, today, this morning, names of family members, birthday, special, police, dentist, doctors, nurses, teachers, school staff, remember</p>
F2	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories including figures from the past.</li> <li>• Show interest in different occupations from the past.</li> </ul> <p>Reception statements from Development Matters 2021</p> <p>(Understanding the World)</p>	<ul style="list-style-type: none"> <li>• To understand that life changes over time.</li> </ul> <p><b>Autumn 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To know that pictures, stories, artefacts and accounts can tell you about the past.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of the chronology of events (the order in which things happen).</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• To observe historical features in the locality and what they were used for in the past and how that differs to the present day.</li> </ul> <p><b>Summer 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of the chronology of events (the order in which things happen).</li> </ul>	<p><b>Autumn 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To be curious about things from the past.</li> <li>• To be able to talk about pictures, stories and artefacts from the past.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• To be able to identify some similarities between pictures, stories, artefacts and accounts from past and present.</li> <li>• To be able to identify some differences between pictures, stories, artefacts and accounts from the past and present.</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• To be able to listen to explanations of similarities and differences between the past and present.</li> </ul> <p><b>Summer 1 &amp; 2</b></p>	<p>Past tense (ed), yesterday, old, new, past, now, then, before, after, first, then, next.</p>

			<ul style="list-style-type: none"> <li>To be able to identify some similarities between pictures, stories, artefacts and accounts from past and present.</li> <li>To be able to identify some differences between pictures, stories, artefacts and accounts from the past and present.</li> </ul>	
	Curriculum	Knowledge	Skills	Vocabulary
Year 1	Pupils should be taught about: <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Significant historical events, people, places in their own locality.</li> </ul>	<p><b><u>Sir David Attenborough (1926-current day)</u></b></p> <ul style="list-style-type: none"> <li>Know that events happened before their lifetime.</li> <li>Know how events have changed over their lifetime.</li> <li>Know that the events changed life as we know it.</li> <li>Know significant dates. (Significant historical person in locality. To lay foundations for year 2 geography-rainforests.)</li> </ul> <p><b><u>Neil Armstrong/Moon Landing 20<sup>th</sup> July 1969</u></b></p> <ul style="list-style-type: none"> <li>Name significant people.</li> <li>Name significant events.</li> <li>Know key facts about the events.</li> <li>Know how and why the events has changed history.</li> </ul> <p><b><u>Remembrance Day - November 11<sup>th</sup> 1919</u></b></p> <ul style="list-style-type: none"> <li>Name the significant event</li> <li>Know why we celebrate the significant event.</li> <li>Know key dates.</li> <li>Know about key events that changed history.</li> <li>Know a significant people in the past have contributed to national and global achievements. (Captain Tom Moore)</li> </ul> <p><b><u>Elizabeth II (1926 -present) and Queen Victoria(1819 -1901).</u></b></p> <ul style="list-style-type: none"> <li>Name significant people in history.</li> <li>Know a significant people in the past have contributed to national and global achievements.</li> <li>Know historical vocabulary to explain key events.</li> <li>Know some similarities.</li> <li>know some differences.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use photographs, artefacts and accounts to recall information.</li> <li>To be able to listen to information.</li> <li>To make observations of evidence.</li> <li>To talk about events using past tense.</li> <li>To recall key facts about the events.</li> <li>To order events chronologically.</li> <li>Recall significant dates.</li> <li>To use historical vocabulary to explain key events.</li> <li>To be able to discuss some similarities.</li> <li>To be able to discuss some differences.</li> </ul> <p>(Skills used in all areas taught).</p>	<p><b><u>Sir David Attenborough</u></b> Leicester, broadcaster, natural history, nature, conservation, film maker, change,</p> <p><b><u>Neil Armstrong/ Moon landing</u></b> 1930-2012, moon, space, NASA, Apollo 11, 20<sup>th</sup> July 1969, Edwin E. Buzz Aldrin, Michael Collins, pilot, astronuaqht, Saturn V Rocket, Lunar Module, Eagle, dust materials, rock samples...</p> <p><b><u>Remembrance Day</u></b> November 11<sup>th</sup> 1918 When the war ended), Armistice day, World War I, November 11<sup>th</sup> 1919 (first remembrance day, King George V, war, Germany, Soilders, died, poppies, respect, symbol, wreath, parades, silences, every year, remember...</p> <p><b><u>Elizabeth II and Queen Victoria.</u></b> Queen, British, Monarch, royal, reign, empire, Queen Victoria (reign 63 years), steam railways, photographs, victorian, Queen Elizabeth (was crowned queen in 1953), Queen Elizabeth (was crowned queen Victoria 1838).</p>
	Curriculum	Knowledge	Skills	Vocabulary
Year 2	Children should be taught about:	<p><b><u>The Gunpowder Plot – 5<sup>th</sup> November 1606</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand that other events happened in history.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to listen to information.</li> <li>To make observations of evidence.</li> </ul>	<p><b><u>The Gunpowder Plot</u></b> Gunpowder, Guy Falkes, Houses of Parliament, bonfire, fireworks,</p>

	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• Lives of significant individuals who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Name significant event.</li> <li>• Know significant dates.</li> <li>• Know why it is a significant event</li> <li>• Know the impact that these events caused.</li> <li>• Use historical vocabulary linked to event</li> <li>• Know a range of sources can be used to find out information.</li> </ul> <p><b><u>The Great Fire of London -2<sup>nd</sup> September 1666</u></b></p> <ul style="list-style-type: none"> <li>• Begin to understand that other events happened in history.</li> <li>• Name significant event.</li> <li>• Know significant dates.</li> <li>• Know why it is a significant event</li> <li>• Know the impact that these events caused.</li> <li>• Use historical vocabulary linked to event</li> <li>• Know a range of sources can be used to find out information.</li> </ul> <p><b><u>Florence Nightingale (1820-1910) and Mary Seacole</u></b></p> <ul style="list-style-type: none"> <li>• Name significant people.</li> <li>• Know significant dates.</li> <li>• Know events that happened in the individuals life.</li> <li>• Know how significant events had a wider impact and caused change.</li> <li>• Know a significant people in the past have contributed to national and global achievements.</li> <li>• Use historical vocabulary linked to event</li> <li>• Know a range of sources can be used to find out information.</li> </ul> <p><b><u>Explorers – James Cook (1728 – 1779) and Christopher Coloumbus (1451 – 1508)</u></b></p> <ul style="list-style-type: none"> <li>• Name significant people.</li> <li>• Know significant dates.</li> <li>• Know events that happened in the individuals life.</li> <li>• Know how significant events had a wider impact and caused change.</li> <li>• Know a significant people in the past have contributed to national and global achievements.</li> <li>• Use historical vocabulary linked to event</li> <li>• Know a range of sources can be used to find out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall significant dates.</li> <li>• To recall key facts about the events.</li> <li>• To talk about events using past tense.</li> <li>• To order events chronologically.</li> <li>• To use historical vocabulary to explain key events.</li> <li>• To discuss the impact that these events caused.</li> <li>• To be able to discuss some similarities.</li> <li>• To be able to discuss some differences.</li> </ul> <p><i>(Skills used in all areas taught).</i></p>	<p>Catholics, Protestants, James I, Tower of London, 5<sup>th</sup> November...</p> <p><b><u>The Great Fire of London</u></b> Bakery, Pudding Lane, River Thames, St Pauls Cathedral, Dairy, Samuel Pepyes, Thatched roof, flammable, fire hook, squirt, fire breaks, Thomas Farriner, King Charles II.</p> <p><b><u>Florence Nightingale and Mary Seacole</u></b> Nurse, Florence, Italy, Crimean War (1854-56), Lady with the lamp, hospitals, patients, famous, woman, Order of Merit...</p> <p><b><u>Explorers – James Cook</u></b> James Cook, British, Explorer, sailor, Royal Navy, New Zealand, Australia, Antarctica, Hawaiian Islands,</p> <p><b><u>Christopher Coloumbus</u></b> Christopher Coloumbus, explorer, travel, 1492, Sail, America, famous, three ships, The Nina, The pinta, the Santa Maria,</p>
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