



The History Curriculum at Crowthorne – Key Stage 1

	Year 1	Year 2
NC Objective	<ol style="list-style-type: none"> Our school: Past and Present (AU1) Regal Rulers: Queen Victoria and Queen Elizabeth II (SP1) Intrepid Explorers: Christopher Columbus and Neil Armstrong (SU1) 	<ol style="list-style-type: none"> The Great Fire of London (AU2) Florence Nightingale and Mary Seacole (SP1) Our Area: The History of Crowthorne (SU2)
Knowledge Pupils should be taught about:	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (AU1) The lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods. (SP1) The lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life in different periods. (SU1) 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (AU2) 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. (SP1) Significant historical events, people and places in their own locality (SU2)
Skills Pupils should learn to: Use common words and phrases relating to the passing of time and develop an awareness of the past	<ul style="list-style-type: none"> Children learn and use vocabulary: past and present when learning about the school's history (AU1) Children use past and present vocabulary to compare aspects of life in the times of Queen Victoria and Queen Elizabeth (SP1) Children use common phrases relating to the passing of time when learning about Columbus and Armstrong (SU1) 	<ul style="list-style-type: none"> Children learn and use vocabulary relating to ordering events and making comparisons when learning about the Great Fire of London (AU2) Children learn and use vocabulary to compare the lives of Florence Nightingale and Mary Seacole. (SP1) Children learn and use vocabulary linked to describing changes in the locality over a period of time. (SU2) Children learn and use vocabulary when finding out an event in recent local history. (SU2)
Recognise where the people and events they study fit within a	<ul style="list-style-type: none"> Children plot a timeline of their family member's births (grandparents, parents, siblings) (AU1) 	<ul style="list-style-type: none"> Children locate 1666 On the class timeline. (AU2) Children put the events of the Great Fire in order (five days). (AU2)

<p>chronological framework and identify similarities and differences between ways of life in different periods.</p>	<ul style="list-style-type: none"> • Children look at timeline showing the history of the school (AU1) • Children identify similarities and differences between school life now and in the time of grandparents and parents (AU1) • Children view timeline showing significant events in the life of Queen Victoria and Queen Elizabeth II (including when our school opened) (SPR1) • Children compare ways of life in the reign of Queen Victoria to Queen Elizabeth II (homes, schools, transport) (SPR1) • Children view timeline to see when Columbus and Armstrong carried out their explorations. (SU1) • Children compare and contrast Columbus and Armstrong's explorations and consider technological advancements in the different periods. (SU1) 	<ul style="list-style-type: none"> • Children identify similarities and differences between homes in 1666 and those of the present day. (AU2) • Children compare firefighting methods from 1666 with those of today. (AU2) • Children locate the Crimean War on the class timeline. (SP1) • Children plot a timeline showing significant events in the life of Florence Nightingale and make comparisons with a timeline of events in the life of Mary Seacole. (SP1) • Children identify similarities and differences in medical care - past and present. (SP1) • Children identify similarities and differences between ways of life in different periods – Victorian era to present day. (SU2) • Children locate the lives of the Duke of Wellington and Queen Victoria as well as the building of Wellington College on our class time line. (SU2) • Children learn about how attitudes to girls were different in the past. (SU2) • Children sequence the events of the Swinley Forest Fire and plot this event on the class timeline. (SU2) • Children make comparisons between the Great Fire of London and The Swinley Forest Fire. (SU2)
<p>Use a wide vocabulary of everyday historical terms</p>	<ul style="list-style-type: none"> • Children learn and use the following vocabulary throughout the year: past, present, modern, Victorian, artefact, source, history 	<ul style="list-style-type: none"> • Children learn and use the following vocabulary throughout the year: past, present, modern, nowadays, Victorian, artefact, source, timeline, year, century, eyewitness

<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>	<ul style="list-style-type: none"> • Children construct questions and interview the school's site controller and a teaching assistant (former pupils at school) (AU1) • Children consider whether they would prefer to go to school in the present day or in the time of their grandparents (AU1) • Children consider whether they would have liked to have been a child in the Victorian times (SPR1) • Children use knowledge of Christopher Columbus to debate whether he should be called a hero (SU1) • Children debate and justify whether they think Columbus or Armstrong had a more dangerous journey (SU1) 	<ul style="list-style-type: none"> • Children construct questions at the beginning of Great Fire of London topic and consider how they will find out the answers. (AU2) • Children use knowledge of Great Fire of London to debate who was to blame for starting the fire. (AU2) • Children consider what it might have been like to be in London at the time of the Great Fire and write a diary entry based on key events. (AU2) • Children construct questions before finding out about the life of Florence Nightingale. (SP1) • Children use their knowledge of Florence Nightingales work to write a persuasive letter enlisting support for improved hospitals for soldiers. (SP1) • Children debate and justify whether they think Nightingale or Seacole was a better nurse. (SPR2) • Children ask and answer questions to find out about the Duke of Wellington. (SU2) • Children ask and answer questions about a local event in the recent past – The Swinley Forest Fire. (SU2)
<p>Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> • Children find out about the past from first-hand accounts from former pupils (AU1) • Children look at artefacts (including artefact box from Reading Museum) relating to a Victorian home (SPR1) • Children visit Milestones Museum to compare life under Queen Victoria's reign to now (SPR1) 	<ul style="list-style-type: none"> • Children find out about the Great Fire of London from books, factsheets, pictures and videos on the internet. (AU2) • Children compare the way information is presented in different non-fiction books about the Great Fire of London. (AU2)

- Children discover more about Neil Armstrong's journey using photographs, video clips, newspaper articles and recognise why there are no photos or videos of Columbus's journey. (SU1)

- Children learn about Samuel Pepys and how eye-witness accounts can help us to find out about historical events. (AU2)
- Children find out about the lives of Florence Nightingale and Mary Seacole from books, artefacts, factsheets and videos on the internet. (SP1)
- Children use sources (paintings, information text) to find out answers to questions. (SU2)
- Children use a range of different sources of information to find out about the Swinley Forest Fire, including newspaper articles and blogs. (SU2)
- Children think about some of the ways in which we can find out about the Crowthorne's past and identify different ways in which it is represented. (SU2)
- Children learn about recent historical events by interviewing an eyewitness. (SU2)