



The History Curriculum at Crowthorne – Key Stage 1

EYFS	NC Objective	Year 1	Year 2
<p>Objectives that lay the foundations for History in the National Curriculum</p>	<p><b>NC Objective</b></p>	<ol style="list-style-type: none"> <li>1. <b>Our school: Past and Present (AU1)</b></li> <li>2. <b>Regal Rulers: Queen Victoria and Queen Elizabeth II (SP1)</b></li> <li>3. <b>Intrepid Explorers: Christopher Columbus and Neil Armstrong (SU1)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The Great Fire of London (AU2)</b></li> <li>2. <b>Florence Nightingale and Mary Seacole (SP1)</b></li> <li>3. <b>Our Area: The History of Crowthorne (SU2)</b></li> </ol>
<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society. Eg King Charles, Mrs Hicks, Julia Donaldson</li> </ul>	<p><b>Knowledge</b></p> <p>Pupils should be taught about:</p>	<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 (AU1)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally. (AU2)</li> <li>• 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)</li> <li>• Significant historical events, people and places in their own locality. (SU2)</li> </ul>
<ul style="list-style-type: none"> <li>• Use language related to the passage of time such as yesterday, today, tomorrow, morning, afternoon, evening and night, day, week, month, year</li> <li>• Learn and use simple vocabulary to talk about past events eg. in the past,</li> </ul>	<p><b>Skills</b></p> <p>Pupils should learn to:</p> <p>Use common words and phrases relating to the passing of time and develop an</p>	<ul style="list-style-type: none"> <li>• Children learn and use vocabulary: past and present when learning about the school's history (AU1)</li> <li>• Children use past and present vocabulary to compare aspects of life in the times of Queen Victoria and Queen Elizabeth (SP1)</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn and use vocabulary relating to ordering events and making comparisons when learning about the Great Fire of London (AU2)</li> <li>• Children learn and use vocabulary to compare the lives of Florence Nightingale and Mary Seacole. (SP1)</li> </ul>

<p>a long time ago, before I was born, many years ago</p> <ul style="list-style-type: none"> <li>• Be able to talk about their own timeline – I was a baby, then a toddler, now I go to school</li> </ul>	<p>awareness of the past</p>	<ul style="list-style-type: none"> <li>• Children use common phrases relating to the passing of time when learning about Columbus and Armstrong (SU1)</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn and use vocabulary linked to describing changes in the locality over a period of time. (SU2)</li> <li>• Children learn and use vocabulary when finding out an event in recent local history. (SU2)</li> </ul>
<ul style="list-style-type: none"> <li>• Be able to talk about how school life was different/similar in the past by looking at books and photographs.</li> <li>• Be able to talk about how toys were different/similar in the past by looking at real artefacts, books and photographs.</li> <li>• Know that there was life on earth before humans existed.</li> <li>• Begin to understand what life on Earth looked like in the distant past through non-fiction books about dinosaurs.</li> <li>• Know that palaeontologists can help us find out about the distant past through studying fossils.</li> <li>• Begin to understand how fossils were formed.</li> <li>• Begin to understand how life was different in the past through reading stories and non-fiction books about castles.</li> <li>• Be able to talk about how transport has changed over time by looking at books and photographs.</li> <li>• Begin to understand how life was different in the past through</li> </ul>	<p>Recognise 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>	<ul style="list-style-type: none"> <li>• Children plot a timeline of their family member's births (grandparents, parents, siblings) (AU1)</li> <li>• Children look at timeline showing the history of the school (AU1)</li> <li>• Children identify similarities and differences between school life now and in the time of grandparents and parents (AU1)</li> <li>• Children view timeline showing significant events in the life of Queen Victoria and Queen Elizabeth II (including when our school opened) (SPR1)</li> <li>• Children compare ways of life in the reign of Queen Victoria to Queen Elizabeth II (homes, schools, transport) (SPR1)</li> <li>• Children view timeline to see when Columbus and Armstrong carried out their explorations. (SU1)</li> <li>• Children compare and contrast Columbus and Armstrong's</li> </ul>	<ul style="list-style-type: none"> <li>• Children locate 1666 On the class timeline. (AU2)</li> <li>• Children put the events of the Great Fire in order (five days). (AU2)</li> <li>• Children identify similarities and differences between homes in 1666 and those of the present day. (AU2)</li> <li>• Children compare firefighting methods from 1666 with those of today. (AU2)</li> <li>• Children locate the Crimean War on the class timeline. (SP1)</li> <li>• 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)</li> <li>• Children identify similarities and differences in medical care - past and present. (SP1)</li> <li>• Children identify similarities and differences between ways of life in</li> </ul>

<p>reading stories and non-fiction books about transport.</p> <ul style="list-style-type: none"> <li>• Be able to talk about how Crowthorne looked different/similar in the past by looking at old photographs.</li> </ul>		<p>explorations and consider technological advancements in the different periods. (SU1)</p>	<p>different periods – Victorian era to present day. (SU2)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Children learn about how attitudes to girls were different in the past. (SU2)</li> <li>• Children sequence the events of the Swinley Forest Fire and plot this event on the class timeline. (SU2)</li> <li>• Children make comparisons between the Great Fire of London and The Swinley Forest Fire. (SU2)</li> </ul>
<ul style="list-style-type: none"> <li>• Use language related to the passage of time such as yesterday, today, tomorrow, morning, afternoon, evening and night, day, week, month, year</li> <li>• Learn and use simple vocabulary to talk about past events eg. in the past, a long time ago, before I was born, many years ago</li> <li>• Be able to talk about their own timeline – I was a baby, then a toddler, now I go to school</li> </ul>	<p>Use a wide vocabulary of everyday historical terms</p>	<ul style="list-style-type: none"> <li>• Children learn and use the following vocabulary throughout the year: past, present, modern, Victorian, artefact, source, history</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn and use the following vocabulary throughout the year: past, present, modern, nowadays, Victorian, artefact, source, timeline, year, century, eyewitness</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the past by talking about settings, characters and events encountered in books read in class and in storytelling.</li> </ul>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and</p>	<ul style="list-style-type: none"> <li>• Children construct questions and interview the school's site controller and a teaching assistant (former pupils at school) (AU1)</li> </ul>	<ul style="list-style-type: none"> <li>• Children construct questions at the beginning of Great Fire of London topic and consider how they will find out the answers. (AU2)</li> </ul>

	<p>understand key features of events.</p>	<ul style="list-style-type: none"> <li>• Children consider whether they would prefer to go to school in the present day or in the time of their grandparents (AU1)</li> <li>• Children consider whether they would have liked to have been a child in the Victorian times (SPR1)</li> <li>• Children use knowledge of Christopher Columbus to debate whether he should be called a hero (SU1)</li> <li>• Children debate and justify whether they think Columbus or Armstrong had a more dangerous journey (SU1)</li> </ul>	<ul style="list-style-type: none"> <li>• Children use knowledge of Great Fire of London to debate who was to blame for starting the fire. (AU2)</li> <li>• 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)</li> <li>• Children construct questions before finding out about the life of Florence Nightingale. (SP1)</li> <li>• Children use their knowledge of Florence Nightingales work to write a persuasive letter enlisting support for improved hospitals for soldiers. (SP1)</li> <li>• Children debate and justify whether they think Nightingale or Seacole was a better nurse. (SP1)</li> <li>• Children ask and answer questions to find out about the Duke of Wellington. (SU2)</li> <li>• Children ask and answer questions about a local event in the recent past – The Swinley Forest Fire. (SU2)</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and investigate the past in a variety of different ways</li> <li>- artefacts eg. old toys</li> <li>- photographs eg. Crowthorne in the past</li> <li>- books eg. non-fiction books about dinosaurs</li> <li>- videos eg. early aeroplanes</li> </ul>	<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"> <li>• Children find out about the past from first-hand accounts from former pupils (AU1)</li> <li>• Children look at artefacts (including artefact box from Chertsey Museum) relating to a Victorian home (SPR1)</li> </ul>	<ul style="list-style-type: none"> <li>• Children find out about the Great Fire of London from books, factsheets, pictures and videos on the internet. (AU2)</li> <li>• Children compare the way information is presented in different non-fiction</li> </ul>

		<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>books about the Great Fire of London. (AU2)</p> <ul style="list-style-type: none"> <li>Children learn about Samuel Pepys and how eye-witness accounts can help us to find out about historical events. (AU2)</li> <li>Children find out about the lives of Florence Nightingale and Mary Seacole from books, artefacts, factsheets and videos on the internet. (SP1)</li> <li>Children use sources (paintings, information text) to find out answers to questions. (SU2)</li> <li>Children use a range of different sources of information to find out about the Swinley Forest Fire, including newspaper articles and blogs. (SU2)</li> <li>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)</li> <li>Children learn about recent historical events by interviewing an eyewitness. (SU2)</li> </ul>
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