



History Curriculum – Infant School

Essential Knowledge

National Curriculum: Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

National Curriculum Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.


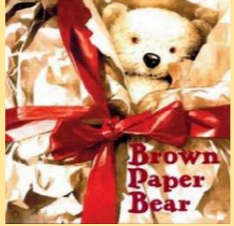
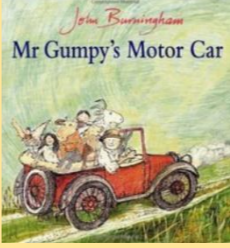
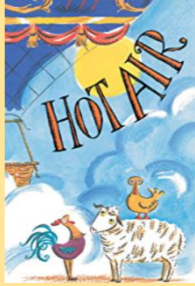
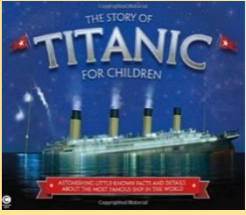
In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.-
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

	EYFS	Key Stage 1	EYFS	Key Stage 1
National Curriculum	Understanding the World People and Communities 30-50 months <ul style="list-style-type: none"> • Shows interest in the lives of people who are close to them. • Remembers and talks about significant events in their own experiences. 	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. <ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally 	ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments	<ul style="list-style-type: none"> • Significant historical events in their own locality • The lives of significant individuals in the past who have contributed to national and international achievements • Events beyond living memory that are significant nationally or globally.

	<ul style="list-style-type: none"> Recognises and describes special times or events for family or friends. 40-60 months <ul style="list-style-type: none"> Enjoys joining in. <p>ELG: Children talk about past and present events in their own lives and the lives of family members.</p>	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Compare some aspects of life in different periods- e.g. explorers, kings and queens Significant historical events, people and places in their own locality. 	might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about change.			
	Term 1 - A school through time			Term 4 - Planes, Trains and Automobiles		
	Reception Ourselves, Family and Celebrations	Year 1 Toys from the past	Year 2 Our school in the past	Reception Old and New Transport	Year 1 The History of Flight	Year 2 Titanic
Key Question	Who is in your family? How do we and other people celebrate special times?	How are our toys different from toys in the past?	How is our school different from the past?	How are cars, bikes and trains different from modern transport today?	When was the first flight? When was the first air craft with an engine invented?	What year did the Titanic sink? Where was the Titanic travelling to and from? Where is the Titanic today?
Chronology	Understand chronology as a linear sequence (first, next, after that). Sequence events or activities linked to their own life or sequence events in a story. Know the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs/nursery rhymes. To talk about past and present events in their own lives and in the lives of family members.	Sequence some events in chronological order. Recount past changes from their own lives. Understand the difference between things that happened in the past and the present.	Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory Start to understand the chronological framework of the Victorian era.	To compare old and new transport features. Know the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs/nursery rhymes.	With support use a simple (blank of dates) timeline to sequence a few events, objects or processes from beyond living memory and into living memory. Sequence some events in chronological order.	Sequence the order of events that took place during the sinking of Titanic. Place historical figures, events and artefacts in order on a timeline, using date. Start to understand the chronological framework of the events that took place.
Questioning	Can they talk about past and present events in their own lives and in the lives of their family? Can they order and sequence familiar events? Can they use every day language related to time?	Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? Do they know that some objects belong to the past? Can they describe the characteristics of toys both old and new? Can they identify toys and are old and toys that are new?	Can they put at least 3 pictures/artefacts or events in chronological order using a dated timeline? Can they use specific dates when referring to the past? Do they know that some objects belong to the past?	Can they compare transport to modern transport now? Can they discuss the different features of then and now?	Can they compare air travel then to air travel now? Can they use specific dates when referring to the past? Can they put events in chronological order using a dated timeline?	Can they put a significant historical event in chronological order using a dated timeline? Can they use specific dates when referring to the past?

<p>Sources</p>	<p>Children to bring in their own family portraits.</p> <p>Children to bring in their own child photos of them as a baby, toddler and a photo of them now.</p> <p>Look at books, videos and photographs.</p> 	<p>Artefacts and photographs - toys from the present, recent past and from beyond living memory.</p> <p>Old Victorian toy box – Gloucester Museum.</p> <p>To bring in a toy from home and a toy that was their parents/grandparents.</p> 	<p>Artefacts and photographs - toys from the present, recent past and from beyond living memory.</p> <p>Family Victorian Box from Gloucester Docks – Gloucester Museum.</p>	<p>Look at books, videos, photographs, pictures and artefacts.</p> 	<p>Look at books, videos, photographs, pictures and artefacts.</p> 	<p>Look at books, videos, photographs, pictures and artefacts.</p> <p>Titanic 101 – National Geographic clip.</p> 
<p>Communicate Historically</p>	<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before 	<ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period • Second hand • Antique • Original • Used • Aged • Brand new 	<ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period 	<ul style="list-style-type: none"> • History • Timeline • Old • New • Long ago • Now • Then • Present • Future 	<ul style="list-style-type: none"> • Historian • Long ago • Past • Present • Future • Now • Then • Remember • Timeline • Order • Artefact • Century • Chronological order • Living memory • Opinion • Fact • Source • Interpret • Enquire/enquiry • Artefact 	<ul style="list-style-type: none"> • Historian • Long ago • Past • Present • Future • Now • Then • Timeline • Order • Artefact • Century • Chronological • Order • Living memory • Memories • Opinion • Fact • Source • Interpret • Enquire/enquiry impact • Research evidence experts significant recent lifetime
	<p>Growing During a life time we go through various cycles growing up: baby, toddler, child, teenager, adult, elderly.</p>	<ul style="list-style-type: none"> • Old toys are usually made out of materials such as wood, cotton, metal, glass and ceramic. • Old toy examples: ragdoll, tin robot, wooden dolls house, metal toy soldiers, marbles, 	<ul style="list-style-type: none"> • Going to school in the Victoria times was very different from going to school now. • Children from rich families were often educated at home until they were 10 years old. 	<ul style="list-style-type: none"> • In the past, children had to walk everywhere. From home to school, to the park, to the shops and to see their friends or families. • Most family's now own a car. 	<ul style="list-style-type: none"> • In 1783 Joseph Michel and Jacques-Etienne Montgolfier (known as the Montgolfier brothers) invited the Hot Air Balloon. 	<ul style="list-style-type: none"> • The Titanic, a luxury passenger boat sank on 15th April 1912 on its very first journey, from Southampton, England to New York. • Titanic It is one of the most well-known

Key Knowledge

Diwali

- Diwali is a very important festival celebrated by many around the world.
- It is often celebrated by Hindus and Sikhs but can be celebrated by other religions too.
- Diwali is the festival of light.
- It is celebrated in October and November each year.
- The festival is a time for: spring cleaning their homes, decorating their homes, wearing new clothes, having meals with family and friends, putting on firework displays.
- People often draw Rangoli patterns on the floors of their home.

Remembrance day

- Remembrance Day is on the 11th November each year.
- Remembrance Day is to think of all the soldiers who have fought in wars to help us keep safe.
- Poppies are flowers that help people to remember about the soldiers that have been injured or killed in lots of different wars.
- People were paper poppies to show they are thinking about the soldiers.

pull a long toy, spinning top, and teddy bear.

- New toy examples: Lego, game consoles tablet, figures, electronic toys and football.
- Many old toys moved by clock work or windup.
- New toys tend to be bright in colour and made with plastic and can have batteries or electricity.
- Children in the past had less time to play with toys due to having more chores around the house or manual tasks.
- Some historical toys have survived such as dolls, toy soldiers and marbles.
- Old toys were handmade and took a long time to make along with costing a lot of money.
- New toys are mostly made in factories now and can be made cheaply and quickly.

- Queen Victoria made many changes to schools to improve education, especially for poor children.
- In 1880 a law was made to make sure very child in Britain between the ages of 5 and 10 went to school.
- In school children would sit at desks, in rows, facing the front.
- A school day started at 9am and children were then sent home for lunch at 12. School started again at 2-5 – often with no breaks.
- There were no school lunches and sometimes no breaks.
- Pupils were expected to be very respectful towards their teachers and had to bow, salute or curtsey.
- Pupils in Victorian times were punished very badly if they misbehaved.
- The girls were taught sewing and cooking and the boys usually woodwork.
- In Victorian times paper was expensive so children would write on slates using chalk.

- In the past carriages were pulled by horses on the roads. There were no cars.
- If you don't have a car you can travel by bus, train or taxi.
- Bikes were called penny farthings.
- We have buses, trains, trams, ridesharing services, taxis, bicycles, motorbikes, and scooters.
- In the past they didn't have trucks but they used animals to pull carts loaded with all sorts of things that people needed in different places.

- The brothers used fabric, paper, rope and buttons to make a hot air balloon.
- They filled it with hot air using burning straw and wool underneath.
- They sent a sheep, a duck and a rooster up in the balloon to test it.
- The original design was improved and used to make larger balloons to go even higher.
- In 1852 Jules Henri Giffard built his first air ship which was powered by a steam engine.
- 1885 the air craft was approved by French inventors. It was battery powered and had a 4 blade propeller.
- 1905 the Wright brothers designed and built an engine and an aircraft.
- The first flight lasted for 12 seconds.
- By 1905 their aircraft could stay in the air for 39 minutes.
- 1909 Louis Bleriot became the first person to fly the English Channel.

- tragedies in recent centuries, killing around 1500 people.
- The ship hit an iceberg, causing the boat to sink.
 - Many books, films and documentaries have been made about the tragedy.
 - In the days before aeroplane people had to travel from the UK to the USA on boat, it took around 7 days.
 - Because the journey took so long the Titanic has restaurants, hairdressers, libraries and sometimes even a pool.
 - The Titanic was the largest ship ever built and it took 3 years to build.
 - The Titanic was as long as three football pitches and as high as a building with 17 storeys
 - An iceberg is a really big piece of ice floating in the sea.
 - The wreck of the Titanic wasn't discovered for 74 years, when it was found just over 2 miles under the sea. The ship was discovered in 1985 by an American oceanographer, Robert Ballard, and his team of scientists.
 - So far about 6,000 artefacts have been recovered from the wreck.