

# History Scheme of Work Overview

## EYFS

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (HC3)
Autumn Term	<p><b>Chronology &amp; Connections:</b></p> <p>CC1: Know some similarities &amp; differences btw past and present (UW ELG) Use everyday language related to time. (M - ELG) eg morning/afternoon, seasons, "I am 4 years old"</p> <p>CC2: Understanding of changes in their own lifetime (personal timeline). (PSED)</p> <p>CC3: Talk about the lives of people around them and their roles in society. (UW - ELG) Birthdays, days, months, seasons.</p>	Basic vocabulary used when discussing the past	today, yesterday, tomorrow, the present, the past, the future
Spring Term		<p>Days of the week</p> <p>Months of the year</p> <p>When their birthday is</p>	<p>day, week, month, calendar long ago, old vs new, recent</p> <p>parent, (great) grandparent</p> <p>clue, memory, remember, lifetime</p> <p>Who? What? (UW: P&amp;C)</p>
Summer Term		<p><b>Historical Enquiry &amp; Interpreting Evidence:</b></p> <p>HE1: Understand the past through settings, characters and events encountered in books (UW - ELG)</p> <p>HE2: Answer 'how' and 'why' questions about their experiences and in response to stories and events. (UW+CL - ELG)</p> <p>HE3: Sort 'mystery' artefacts 'old' and 'new' (Maths: SSM)</p> <p><b>Historical Communication:</b></p> <p>HC1: Talk about things they did at the weekend, yesterday, this morning (UW:P&amp;C)</p> <p>HC2: Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG) Orders and sequences familiar events (M - ELG).</p>	<p>Who the current monarch is</p> <p>Have an ability to talk about a significant person from the past whom they have been introduced to in learning at school</p>

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## Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (HC3)
<b>Autumn Term</b>  Weekly SoW: Victorian seaside & Farne Island rescue by Grace Darling	<b>Chronology &amp; Connections:</b>  CC1: Use common words and phrases relating to the passing of time: yesterday/last week/month/ year CC2: Place known events and objects in chronological order. Use timeline CC3: Sequence events and recount changes within living memory.	Understanding that Grace Darling was an early Victorian daughter of a lighthouse keeper.  Her participation in the rescue of survivors from the shipwrecked Forfarshire in 1838 brought her national fame.  The paddle steamer ran aground on the Farne Islands off the coast of Northumberland in northeast England; nine members of the crew were saved.	year, decade, century, similar vs different, because, important, significant, drawing, painting, photograph, camera, detective, artefact When...? Where...?
<b>Spring Term</b>  Weekly SoW: <a href="#">Antarctic exploration</a> and <a href="#">Ernest Shackleton</a>	<b>Historical Enquiry &amp; Interpreting Evidence:</b>  HE1: Find answers to some simple questions about the past from simple sources of information.	Understanding that exploring the planet was inspirational because it pushed beyond the boundaries of human capabilities and furthered our understanding of Earth. It was the 'Heroic Age of Antarctic Exploration'.  The endeavours of Ernest Shackleton and his teams opened up opportunities for future explorers and the development of science & technology for future generations.  That there is a lasting impact today, and so the event was historically significant.	Victorian, Explorer, pioneer, Ernest Shackleton, Antarctica, South Pole, latitude, Endurance, timeline, photograph, evidence of past, history, clues, timeline, date, order, chronology
<b>Spring Term</b>  Weekly SoW: <a href="#">Space exploration</a> and <a href="#">the Moon Landing</a>	HE2: Ask and answer relevant basic questions about the past. HE3: Sort 'mystery' artefacts from 'then' and 'now'  <b>Historical Communication:</b>	Understanding that the first moon landing was inspirational to the world because it pushed beyond the boundaries of human capabilities and furthered our understanding of the wider universe.  The endeavours of Neil, Buzz and Michael opened up opportunities for future explorers and the development of space technology for generations to come.  That there is a lasting impact today, and so the event was historically significant.	evidence, artefact, living memory, change, develop, technology, flight, plane, Space Race, America, Russia, NASA, mission, astronaut, shuttle, rocket, launch, lunar module, moon, atmosphere, Earth, achievement, explorer, Neil Armstrong
<b>Summer Term</b>  Weekly SoW: <a href="#">Mary Anning</a>	HC1: Talk, draw or write about aspects of the past. HC2: Speak about how they have found out about the past.	Understanding that fossils are used to learn about the past, eg. dinosaurs  That Mary Anning was a significant and successful 'Fossil Hunter'  That women in Victorian times did not have the same opportunities as men	Victorian, palaeontologist, prehistoric, extinct, fossil, skeleton, dinosaur, plesiosaur, ichthyosaur, pterosaur, Lyme Regis, Jurassic coast

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## Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (HC3)
<b>Autumn Term</b>  Weekly SoW: <a href="#">Significant Event: The Great Fire of London</a>	<b>Chronology &amp; Connections:</b>  CC1: Show an awareness of the past, using common words and phrases relating to the passing of time. CC2: Describe where the people and events studied fit within a chronological framework. CC3: Identify similarities and differences between ways of life in different periods.	Understanding that the Great Fire spread due to poor decision making, the construction of buildings, a series of precipitating weather conditions and technologically inferior fire-fighting techniques compared with modern times.  That changes were subsequently made to prevent such a disaster happening again, including changes to planning and building methods and funding for a fire brigade.  That there is a lasting impact today, and so historically significant.	fire, London, Samuel Pepys, King Charles II, chronology, timeline, water squirt, bucket, dynamite, fire hooks, wooden houses, thatched roofs, wattle and daub, evidence, artefact, St. Paul's cathedral, Pudding Lane
<b>Spring Term</b>  Weekly SoW: <a href="#">Significant Nurses: Florence Nightingale &amp; Mary Seacole</a>	<b>Historical Enquiry &amp; Interpreting Evidence:</b>  HE1: Show understanding of some of the ways in which we find out about the past (artefacts, pictures, stories, online) and identify different ways in which it is represented.  HE2: Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. HE3: Describe some simple similarities and differences between 'mystery' artefacts.	Understanding that Florence Nightingale was a nurse who improved nursing.  Understanding that Mary Seacole was a nurse who improved nursing  That both women faced differing types of discrimination.  That there is a lasting impact today, and so they are historically significant	nurse, hospital, soldier, Scutari, Crimea (war), Great Britain, France, Russia, Turkey, Jamaica, medal, injured, wounded, disease, illness, sickness, hygienic, personal hygiene, bandages, germs
<b>Spring Term</b>  Weekly SoW: <a href="#">Castles: people living in castle times</a>	HE2: Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. HE3: Describe some simple similarities and differences between 'mystery' artefacts.	Understanding that castles were homes and workplaces for a variety of people.  Understanding that castles developed over a long time to be stronger/safer.  That castles remain today/have lasting impact and so they are historically significant.	civilisation, peasantry, crenellate, heraldry, minstrel, jester, lord & lady, coat-of-arms, medieval, battlement, turret, keep, moat, drawbridge, portcullis, arrow slit
<b>Summer Term</b>  Weekly SoW: <a href="#">Local History of School</a>	<b>Historical Communication:</b>  HC1: Use a wide vocabulary of everyday historical terms. HC2: Record what they have learned by drawing and writing.	Understanding that our school site has changed use over the years Know that Kingston is a historically significant place due to its geographic setting (1 of only 2 bridges across Thames until 1600s)	Hampton Court Palace, Coombe Conduit, King Henry VIII, Royal Borough of Kingston upon Thames

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