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| **History Curriculum Milestone 1 Substantive Knowledge** | | | | | | | | | | | | | | | | | | | | | | | |
| **EARLY YEARS CURRICULUM** | | | | | | | | | | | | | | | | | | | | | | | |
| **Expectations for Pre School** | | | | | | | | | **Expectations for Reception** | | | | | | | | | | | **ELG** | | | **Links to KS1** |
| Able to say who they are and who they live with | | Can talk about their immediate family | | | | Can briefly talk about their wider family | | | Can talk about memories that are special to them  Compare past and present | | | Can talk about memories that involve their immediate family | | | | Can talk about similarities and differences between people in their family | | | | **Talk about the lives of the people around them and their roles in society**  **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**  **Understand the past through settings, characters and events encountered in books read in class and story telling** | | | **History**  Changes within living memory  About the lives of significant individuals in the past |
| Shows an interest in different occupations | | | | | | Talks about a wider range of occupations | | | Is able to talk about roles of family members | | | Can identify emergency situations and knows who to call  Compare past and present | | | | Can identify similarities and differences between jobs | | | | **Key Vocab** |
| **them**  **now**  **same**  **different**  **memories** |
| **Early Years Disciplinary Knowledge** | | | | | | | | | | | | | | | | | | | | | | | |
| **Chronology** | | | | **Historical Terms** | | | **Historical Enquiry** | | | | | | **Continuity and Change** | | | | **Cause and Consequence** | | | | **Similarity and Difference** | | **Significance** |
| Use everyday language related to time  Order and sequence familiar events  Describe main story settings, events and principal characters.  Talk about past and present events in their own lives and in lives of family members. | | | | Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. | | | Be curious about people and show interest in stories  Answer ‘how’ and ‘why’ questions … in response to stories or events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers  Record, using marks they can interpret and explain | | | | | | Look closely at similarities, differences, patterns and change  Develop understanding of growth, decay and changes over time | | | | Question why things happen and give explanations | | | | Know about similarities and differences between themselves and others, and among families, communities and traditions | | Recognise and describe special times or events for family or friends |
| **Period of History** | **Key Vocabulary** | | | | **Sticky Facts** | | | | | | | | | | **Essential Knowledge** | | | | | | | | |
| **Lives of significant people**  **Superheroes** | **Famous**  **Courageous**  **Astronaut**  **Apollo**  **Mission**  **Role Model**  **Explorer**  **Crimean War**  **Medicine**  **Nursing**  **Victorian**  **Hygiene** | | | | * Neil Armstrong commanded the Apollo 11 mission and was the first man to walk on the moon. * Tim Peake was the first British person to live on the ISS for 6 months. * Florence Nightingale was born in 1820 and was named after the city where she was born. * Florence became a nurse in the Crimean War and was known as the lady of the lamp. * Florence is known as the founder of modern nursing. * **Mary Seacole** was a Jamaican-born nurse who helped soldiers during the Crimean War | | | | | | | | | | * Name a famous people – Super Heroes from History - from the past and explain why they are famous and are considered “Heroes”. * Look at any female **superheroes** in History with similar roles such as Mary Seacole / Florence Nightingale and through their work how they motivated women to pursue chosen careers and support Equal Rights. | | | | | | | | |
| **Changes within Living Memory**  **Once Upon a Time** | Range cooker  Flat iron  Wash board  Dolly tub  Mangle  Rug beater  Marbles  Snakes and Ladders  19th Century  Modern  Victorian  Ludo  Rocking horse  Cup and ball  Toy and whip  Spinning top  Stuffed bear | | | | * Queen Victoria became Queen in 1837 and reigned   for over 60 years until 1901.   * Cars were very expensive and most people travelled in horse and cart. * Victorian houses had fires and so had chimneys but no garages. * Victorians cooked on a range and no hot water tap. * They had a tin bath and toilets were outside. * There was no electricity and candles were used. | | | | | | | | | | * **Compare their childhood in Farndon now to that Once Upon a time ago… (Victorians)** * Know how the local area is different to the way it used to be a long time ago. * Know the main differences between their houses and that of their grandparents – Victorian house * **Look at next door – the Old School House**   **Local History Study** | | | | | | | | |
| * Victorian toys were made from either wood, metal or paper. * The rich had toy soldiers, clockwork trains and rocking horses. The poor had peg dolls and rags filled with sawdust for balls. * Football was popular – as was Ludo, Spinning tops and hoop and whip. | | | | | | | | | | * **OR Compare toys had once upon a time ago (as look at houses in Fire Fire.** * Know that the toys their grandparents played with were different to their own. | | | | | | | | |
| **Changes within Living Memory**  **Land Ahoy** | Pier  Promenade  Seaside  Coastal  Attractions  Entertainment  Beach  Victorian  Resort | | | | * The development of the railways led to people visiting the coast. * To attract visitors towns built piers out into the sea. * Entertainment included: punch and judy shows; donkey rides; ice cream; build sandcastles; zoos; opera houses. * For privacy the rich used bathing machines. * **In 1860 the pier was opened in New Brighton and the promenade in the 1890s.** | | | | | | | | | | * Differentiate between things that were here 100 years ago and things that were not (including buildings) within New Brighton. * Describe what a typical Victorian day trip to the seaside was like and compare to modern day. | | | | | | | | |
| **Changes beyond living memory**  **Fire Fire** | Overcrowding  Living conditions  Thatch  Wattle and Daub  Timber frames  Leaded windows  Furniture  Tapestries | | | | * The Great Fire of London happened in 1666. * It began in Pudding Lane at the Bakery. * **Nantwich disaster: Queen Elizabeth organised the re-building of the town - “Queen’s Aid House”.** | | | | | | | | | | * Know about the Great Fire of London that happened long ago, even before their grandparents were born. * Explain why the fire spread so rapidly. * Understand how we know about the Great Fire. * **Study the Great Fire of Nantwich and visit the town.** | | | | | | | | |
| * Houses were timber frames with wattle and daub and a thatched roof. * Glass was very expensive and only the rich could afford. * Houses began to be divided into separate rooms. * Houses were lit using candles. * Carpet was expensive – floors were covered with rushes and covered in sweet smelling herbs. | | | | | | | | | | * Know what we use today instead of a number of older given artefacts **relating to items in the home**. * Know that the homes children live in today are different to those of children a long time ago in the 17th Century. * Know what a number of older objects were used for – things within a Tudor house. | | | | | | | | |
| **Lives of significant people**  **Pole to Pole** | Expedition  Journey  Explorer  Territories  Discoveries  Polar  Antarctic | | | | * 1910 Robert Scott from the UK led an expedition to the South Pole. * Roald Amunndson was the first to the South pole. * There were 10 famous explorers of the Polar regions. | | | | | | | | | | * Recount the expedition and the race to the South Pole between Britain and Norway. * ***Optional: Could look at famous explorers: Christopher Columbus / Captain Cook*** | | | | | | | | |
| **History National Curriculum Substantive Concepts** | | | | | | | | | | | | | | | | | | | | | | | |
| **Legacy** | | | **Exploration** | | | | | **Invasion and Settlement** | | **Technological Development** | | | | **Monarchy** | | | | | **Societal / Cultural Change** | | | **Empire** | |
| Farndon in Victorian Times | | | Significant Individuals – Armstrong / Peake  Significant Individuals – Shackleton / Scott | | | | |  | | Significant Individuals – Armstrong / Peake  Fire of London | | | | Farndon in Victorian Times | | | | | Victorian Holiday  Farndon in Victorian Times | | |  | |
| **History National Curriculum Disciplinary Knowledge** | | | | | | | | | | | | | | | | | | | | | | | |
| **Historical Interpretations through sources and evidence.** | | | | | | | **Historical Knowledge of chronology, change and continuity** | | | | **Historical overview of world history and historical significance** | | | | | | | **Historical Enquiry, looking at cause, consequence, similarities and differences of periods studied.** | | | | | |
| • Observe or handle evidence to ask questions and find answers to questions about the past.  • Use artefacts, pictures, stories, online sources and databases to find out about the past.  • Identify some of the different ways the past has been represented. | | | | | | | • Develop an awareness of the past  • Use common words and phrases relating to the passing of time  • Know where all people/events studied fit into a chronological framework  • Identify similarities / differences between periods | | | | • Describe historical events and significant people from the past and why they are significant.  • Identify similarities / differences between ways of life at different times. | | | | | | | • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  • Understand some ways we find out about the past.  • Ask questions such as: What was it like for people? What happened? How long ago?  • Choose and use parts of stories and other sources to show understanding (of concepts.  • Recognise why people did things, why events happened and what happened as a result  • Make simple observations about different types of people, events, beliefs within a society | | | | | |