



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

Key Concepts: Chronology & Legacy

Year 2					
Topic Enquiry focus	Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital	Cultural capital/ Significant Historians
<p>The Fire of London</p> <p>Samuel Pepys</p> <p>The Court of Henry VIII</p> <p>Was the Fire of London all bad?</p>	<p>events beyond living memory that are significant nationally or globally</p>	<p>1. Study portrait of Samuel Pepys (Art link-John Hayles) Raise questions as to why he was significant in history? Use secondary sources to research his contribution in history.</p> <p>2. Hot seat Samuel Pepys in drama to ask him questions. Look at artefacts (shorthand diary, quill and ink stand) to know more about the times he lived in. watch BBC drama of SPepys to compare life then with now(clothes, food, homes)</p> <p>3. Explore writing with a quill.</p> <p>Use drama to go back in time to meet Thomas Farrynor in his bakery and spend the day as a class in role, making bread rolls for the King.</p> <p>4. Understand cause and consequence through the study of artefacts and reports regarding The Great Fire of London. Compare London physical and human features then and now. Use different sources of information to compare London old and new.</p> <p>5. Create a timeline of events. Discuss the key moments in that timeline and how it changed and shaped the nation.</p> <p>6. In Art observe photographs of medieval buildings and sketch the key features(thatch, eaves, beams, wooden structures, brickwork patterns)</p>	<p>Children build on their knowledge and understanding of significant people and events from Year 1.</p> <p>They build on their understanding of chronology as they build their timeline from year 1.</p>	<p>Links to science-materials and their properties-why the houses burnt so quickly.</p> <p>Literacy- Diaries</p> <p>Art-portraits-using different materials-charcoal-study of British artist John Hayles portrait.</p> <p>Create a Tudor house clay tile using historical evidence.</p> <p>Visit old buildings from the same period in Wokingham and local area.</p>	<p>Samuel Pepys</p> <p>Anne Frank</p>
	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>				
	<p>significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: ▪ understand 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 ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims 				



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

	<ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods. know where the people and events they study fit within a chronological framework 	<p>7. Create a wattle and daub wall with reclaimed materials. Compare to brick patterns used today. Use lego to create different brick wall patterns.</p> <p>8. Study excerpts of Anne Frank's diary from within living memory. Compare how Samuel Pepys and Anne Frank contributed to our knowledge of history in their diaries.</p>			
<p>Guy Fawkes & the Gunpowder Plot</p> <p>What if Guy Fawkes had been successful?</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> 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. understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 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 identify similarities and differences between ways of life in different periods. know where the people and events they study fit within a chronological framework 	<ol style="list-style-type: none"> Review knowledge of Guy Fawkes from Year one in a Class quiz and in an ORACY feed in facts lesson. Use secondary sources, sketches, re enactments, films, letters etc to understand cause and effect. Sequence the events of the Gunpowder plot. Develop learning by highlighting the three important parts of the timeline and give reasons why they were important. Identify concept of democracy in Britain. Link to school council vote and fairness and right to protest. Table teams (ORACY lesson) discuss what could have happened if Guy Fawkes had become successful. Place Guy Fawkes on the timeline and compare to people studied. Could he have met? 	<p>Builds on the work in year 1 about the plot, children study Guy Fawkes in more depth and looks at the idea of democracy and protest. They build on their understanding of chronology and of a timeline.</p>	<p>Use drama to enact different parts of the plot (through sketches and pictures)</p> <p>Hot seat drama.</p>	Guy Fawkes
<p>Armistice Day</p> <p>Why do we still remember?</p>	<p>Events beyond living memory that are significant nationally or globally</p>	<ol style="list-style-type: none"> Study the poppy as a symbol. Review yr1 concepts and knowledge. Watch CBBC 	<p>Builds on work in year 1- children think more</p>	<p>Links to PSHE- respecting the</p>	



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

	<ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: ▪ understand 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 ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims ▪ identify similarities and differences between ways of life in different periods. ➤ know where the people and events they study fit within a chronological framework 	<p>animation of war through eyes of animals. Add WW1 and WW2 to the timeline.</p> <ol style="list-style-type: none"> 2. Read poppy poem and illustrate the words to show understanding of inferred references to war. 3. Learn about the choice of a poppy as a symbol and respecting the contribution of others. 4. All contribute to a poppy installation for our remembrance garden/assembly. 5. Choose another flower that they would have to remember something that has happened in their lives so far. 	<p>deeply about symbols in history to help us remember. They build on their understanding of chronology and a timeline from year 1.</p>	<p>contribution of others</p>	
<p>Florence the Nurse (Mary Seacole)</p> <p>Why do we still talk about them today?</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> ▪ understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ identify similarities and differences between ways of life in different periods. ▪ know where the people and events they study fit within a chronological framework 	<ol style="list-style-type: none"> 1. Look at the contribution of nurses and doctors and access to medicine and vaccines today(during Pandemic) 2. Compare nursing today with the contribution of Florence Nightingale and Mary Seacole. Study key facts about their lives and contributions to history and society(reading, image, film, drama) Place on a timeline. Could they have met? 3. Research their part in history and discuss their meeting and different paths to helping others. What changes did they bring about that shaped hospitals today? 	<p>Builds on the concept of chronology and timelines from year 1. Could Florence Nightingale have met Isambard Kingdom Brunel?</p>	<p>Science-exploration in space when the children study planet Earth and nocturnal animals Art: Van Gogh- Starry Night</p>	<p>Florence Nightingale</p> <p>Mary Seacole</p>



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

		4. Look at their place in time within a chronological framework. Linking Queen Victoria and Isambard Kingdom Brunel in a similar time period.			
Neil Armstrong Why was his footprint so important?	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	1. ORACY feed in facts(landing on the moon) 2. Place Neil Armstrong and Buzz Aldrin on the timeline. 3. Use secondary sources to research facts about their lives and the period in which they lived.	They build on their understanding of chronology and a timeline.		Tim Peake Neil Armstrong
	the lives of significant individuals in the past who have contributed to national and international achievements.	4. Gain historical perspective by comparing space in the 60's to international space travel now. Watch Tim Peake video and compare life on board a space station today.			
	➤ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	5. Look at other planets visited by space probes and discuss how this might effect our future world			



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

Year 1					
Topic Enquiry focus	Key Skills & Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion	Cultural capital/ Significant Historians
Guy Fawkes & the Gunpowder Plot What is a plot? Armistice Day Why do we still remember?	events beyond living memory that are significant nationally or globally	1. Do we think we should remember Guy Fawkes? Why do we see fireworks on November 5 th ? (videos and photos of fireworks) 2. Where does he fit on our timeline? Could he have met Mary Anning?	Children build on the concept of significant people and events in history from EYFS. They build on their understanding of chronology. Link to Literacy – poetry writing	PSHE- firework safety Children build on the concept of significant people and events in history from EYFS. They build on their understanding of chronology and a timeline. PSHE- Empathy core value	Guy Fawkes
	the lives of significant individuals in the past who have contributed to national and international achievements.	1. What is Armistice day? When is it celebrated and why? Place the wars on time line 2. Watch video and discuss how the war impacted on the animals and people of the time? 3. Who are we remembering when we have a minute's silence? Why is it important to remember something that happened a long time ago? 4. Why is the poppy an important symbol for us to use?			
	<ul style="list-style-type: none"> ▪ know where the people and events they study fit within a chronological framework and begin to identify similarities and differences between ways of life in different periods. ▪ understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, ▪ identify similarities and differences between ways of life in different periods. ▪ know where the people and events they study fit within a chronological framework 				



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

<p>Bridges and the Life of Isambard Kingdom Brunel (Horace King)</p> <p>Could we live without bridges?</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> ▪ understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ identify similarities and differences between ways of life in different periods. ▪ know where the people and events they study fit within a chronological framework <p>➤ begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts</p>	<ol style="list-style-type: none"> 1. Bridges in Britain. How bridges have changed over the last 3000 years. 2. The Golden Gate Bridge. Describe a significant bridge from the past. Begin to use a chronological framework. Understand how we find out about the past. 3. Oracy lesson –who is IKB? 4. Isambard Kingdom Brunel. His input into the development of bridges in Britain. How did he change bridge building? How did he help people to move and trade between places? 5. Horace King- Contrast his historical impact with IKB. 6. Types of bridges and bridges around the world. How bridges have become more complex in time and materials changed through the industrial age. <p>New bridges built (Millennium Bridge)</p> <ol style="list-style-type: none"> 1. Compare current Royal events to Royal events in the past (Prince Phillip’s death/Price Albert’s death, Jubilee celebrations/Queen Victoria’s reign and Jubilee. 	<p>Children build on the concept of significant people in history from EYFS.</p> <p>They build on their understanding of chronology and a timeline.</p>	<p>Links to DT and Science- suitable materials for building bridges.</p> <p>Links to Literacy class texts: Three Billy Goats Gruff</p> <p>Art: Monet- The water Lilies Sketching of bridges- Susie Brindley Maths: measuring</p> <p>Geography- Bridges around the world. Where did IKB live compared to Horace King</p>	<p>Isambard Kingdom Brunel</p> <p>Horace King</p>
<p>The Victorians- old and new</p> <p>Was it ever fun being a Victorian child?</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ol style="list-style-type: none"> 1. Oracy – who is Queen Victoria? 2. Queen Victoria- where does she fit on the timeline compared to IKB and Horace King? Why is she significant? Look at old and new photographs (authentic resources) 	<p>Children build on the concept of significant people and events in history from EYFS.</p>	<p>Links to the study of Ghana in Geography which was part of the Empire.</p>	<p>Queen Victoria</p> <p>Prince Albert</p>



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

	significant historical events, people and places in their own locality.	3. Comparing schools now with Victorian schools. Debate 'was school better in Victorian times or today?' Look at local Victorian school buildings Visit Reading Museum	They build on their understanding of	Art- William Morris Art- historical portraits	Alexander Graham Bell
--	---	--	--------------------------------------	--	------------------------------



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

	<ul style="list-style-type: none">▪ understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world▪ identify similarities and differences between ways of life in different periods.▪ know where the people and events they study fit within a chronological framework▪ begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts▪ identify similarities and differences between ways of life in different periods.▪ know where the people and events they study fit within a chronological framework➤ understand significant historical events, people and places in their own locality.	<ol style="list-style-type: none">4. Comparing toys now to Victorian toys.5. Victorian homes through artefacts. Investigating and interpreting artefacts. 6. Comparing homes now and then and how they have changed.7. Victorian washday. Comparing now and then. Look at artefacts and photos. Children to look at washday through drama.8. Timeline of Victorian inventions and how they change people's lives. Phone, bikes, cars, trains.	<p>chronology and a timeline.</p> <p>Could Queen Victoria have met Mary Anning or Isambard Kingdom Brunel?</p>		
--	--	---	--	--	--



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

EYFS					
<u>Topic</u> <u>Enquiry focus</u>	<u>Key Skills & Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> Termly/Annually	<u>Curriculum Cohesion</u>	<u>Cultural capital/ Significant Historians</u>
ELG Understanding the World Past and present.	Talk about the lives of the people around them and their roles in society;	Autumn Term <ul style="list-style-type: none"> ▪ Discuss who is in our families and who we can ask for help. ▪ Discuss who can help us in school – go on a walk around school to look at the different areas and introduce the children to the staff. ▪ Children paint and play a snap game of staff to familiarise them. ▪ Move on to the people who help us in the community ending on Emergency services ▪ Focusing on the three key emergency services and how they help us want what they do, linking to Marie Curie ▪ Children pick their favourite emergency service and draw and label. ▪ Visit from a parent who is in one of the people who help us jobs. ▪ Children look at images of different emergency services from around the world and discuss similarities and differences between them. 	Build on prior life experiences and prepare to learn about significant people and similarities and differences between now and the past.	Art: Painting and drawing significant people, drawing self-portraits Geography: Local walk of the community – posting a letter Literacy: Developing questions e.g. What/How/Where Why Geography: Simple life cycle (human)	Marie Curie The Queen Mary Anning Jane Goodall
	People Who Help Us <ul style="list-style-type: none"> ▪ To be able to name and describe important people to them: Learn key people who help us in school, key roles of people who help in the community e.g. doctors/nurses/fire fighters /police/postal workers ▪ To learn the roles of key workers in their community, To talk about the lives of people around them and their roles in society. ▪ : e.g. doctors/nurses/fire fighters /police/postal workers ▪ To be able to talk about significant events from the past and in their own lives so far. ▪ Begin to understand how periods in history differ through studying the dinosaurs. Understanding long ago. ▪ Studying Mary Anning in the context of dinosaurs and fossils 	Spring Term Space topic – look and discuss the moon landing plus Tim peek Summer Term Dinosaurs topic:			



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

		<ul style="list-style-type: none"> Look at when they were alive, the different eating habits and habitats of differing dinosaurs. Discuss and investigate fossils in sand- learn about Mary Anning Look at what it would be like to have dinosaurs now 		
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	<p>Autumn Term</p> <ul style="list-style-type: none"> Old and New toys topic – children bring in toys or pictures from when their parents or grandparents were young Discussion around similarities and differences between toys today and toys from the past. Look at materials used in the past for toys compared to materials used now. Topic linked to the Old Bear stories Fun Friday – passage of time in the children’s lives, look at the passage of seasons and refer back to when we started in school to now and how it has changed. Linking to the children’s living history. 		<p>Art: Sketching toys from the past e.g. old teddies</p> <p>Literacy: S&L – being able to explain why they believe an artefact is from the past.</p> <p>Maths: Language of chronology, days of the week and months of the year</p>
	<p>When my parents were young</p> <ul style="list-style-type: none"> To know similarities and differences between things in the past and now: To discuss with parents and grandparents what they did at school, in their leisure time and the toys they played with. Read stories to support learning about the past e.g. Old Bear (link to old toys) Create a class yearly diary – what do we do each month? How does this change over the course of the year? Sing Days of the Week and Months of the Year songs – when is my birthday? What season is it in? ➤ Explore life chronology so far ‘ from baby through toddler to now. What can I do now that I couldn’t do then? 			
	Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Autumn Term</p> <ul style="list-style-type: none"> Children explore and learn the Story around the Celebrations and festival 		Science: Studying fossils – digging for fossils,



Emmbrook Infant School EYFS & KS1 History Overview: Key Skills and Knowledge

	<p>Important Events</p> <ul style="list-style-type: none"> ▪ To understand the past through settings, characters and events ▪ Explore key events in the year – learning through celebrations and why they are held when they are. ▪ Read stories to support learning about the past e.g. Old Bear (link to old toys) ▪ Keep up-to-date with key events in recent memory ▪ Use non-fiction texts to explore events e.g. dinosaur extinction, fossil hunting. 	<p>of light in the Autumn Term. – Children are introduced to this taking place a very long time ago.</p> <ul style="list-style-type: none"> ▪ Old Bear stories are used to introduce and hook for the old and new toys topic. <p>Summer term</p> <ul style="list-style-type: none"> ▪ Children read book and explore the dinosaurs topic. ▪ Children learn about extinction and how fossils can show use animal and plants that were around a long time ago. 		<p>dinosaur workshop Literacy: using non-fiction texts to 'dip in'. Use traditional tales as Spring board to talk about the past.</p>	
--	--	---	--	---	--

In addition the following significant individuals are learnt about in assemblies:

- Martin Luther King Jnr
- Nelson Mandela
- Louise Braille
- Anne Frank
- Rosa Parks
- Einstein

Time Lines All classes have a timeline where the dates and pictures of significant individuals and events are placed as they are studied to support the children's understanding of chronology. This builds up into year 2 where the children will discuss which individuals lives and events may have crossed over.

Changes within living memory- current events will also be discussed and studied as appropriate e.g. the Covid Pandemic, Queen Elizabeth II Platinum Jubilee etc