

# Key stage 1 coverage overview: HISTORY

**Topics chosen must cover the following areas:** Changes within living memory including some that reveal changes in national life; significant events beyond living memory; Nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.

| Year Group   | Year 1 Sp1   | Year 1 Sp2   | Year 1 Sum2  | Year 2 Au2  | Year 2 Sp1   | Year 2 Sum2  |
|--|--|--|--|---|--|--|
| <b>Topic</b><br><b>Matters, skills, processes</b>  | Significant individuals  | <b>Florence Nightingale and Mary Seacole – Significant individuals</b>   | <b>Seaside Holidays- Bournemouth</b><br>Do we go on seaside holidays for the same reasons people did in the past? <b>Significant places in own locality.</b> | <b>Neil Armstrong-</b> How has the space landing impacted on us? – <b>Changes within living memory</b>  | <b>Great Fire of London-</b> Could the GFOL ever happen again? – <b>Significant event beyond living memory</b>                 | <b>Castles-</b> Why were castles built and what was castle life like? – <b>Significant places in own locality.</b> |
| <b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary         | Locate the reign of each Queen on a timeline alongside other key events that happened around then using simplistic language 'a long time ago' 'a very long time ago' etc.<br>✓✓✓ | Locate their lives on Timeline. Show proximity in timing to Queen Victoria.<br>✓✓  | Plot different periods of time on timeline showing the growth of Bournemouth, such as the introduction of the railway in 1870.<br>✓✓✓                        | Look at event on timeline, see how long ago it was in relation to other historic events to show how it is still in living memory. Explain grandparents will remember it etc. ✓✓ | Place event on timeline. Retell story orally/by picture timeline. ✓  | Show basic history of castle, highlighting it being King Richard II's residence.<br>✓                              |
| <b>Characteristic features</b> of period/ person/ events studied                             | Trip to Beaulieu to see what life was like during the reign of Queen Victoria. (focus on 1 part of life, communication or transport etc.)<br>✓                                   | Florence Nightingale and Mary Seacole enquiry shows gender /class attitudes at the time limited the roles women were expected/ allowed to undertake. ✓ | Trip to Bournemouth. Explore winter gardens, pier, beach, train station etc. Compare to pictures already viewed. Seaside Holidays in the past box.<br>✓✓     |   | Great Fire box/ enquiry pk to explore the role building Materials/ firefighting methods played in the amount of damage.<br>✓✓  | Castle life pack to explore what life was like living in a castle.<br>✓✓✓  |
| <b>Change/ continuity</b> Similarities & differences between ways of life at different times | Looking closely at the lives of the 3 queens and comparing similarities and differences in the periods during their reign.<br>✓✓✓  | Comparing hospitals today and hospitals during the 1800s and early 1900s.<br>✓✓✓   | Sorting pictures of current seaside holidays and seaside holidays in the past into Venn diagram. What is the same, what is different?<br>✓✓✓                 |   |  | Comparing castle life in the past with life today.<br>✓✓   |
| <b>Cause/ consequence-</b> why people did things/ causes and results of events and changes   |  | Florence Nightingale and Mary Seacole enquiry to Compare their lives, motivation and achievements. Compare to medical competencies today. ✓✓           |  | How did things change after the moon landing?<br>How has the moon landing impacted on us? iPad news report stating consequences of moon landing.<br>✓✓                          | Great Fire of London enquiry to explore causes of the fire and its spread and the changes made when London was rebuilt.<br>✓✓✓ |  |

## Skills coverage

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| Year Group  | Year 1 Sp1  | Year 1 Sp2  | Year 1 Sum2   | Year 2 Au2   | Year 2 Sp1   | Year 2 Sum2  |
|---|---|---|---|--|--|--|
| <b>Significance</b>   | Creating a museum for the 3 queens but with only 5 representative items to show each Queen's significance. ✓✓ | Florence Nightingale and Mary Seacole enquiry examines if either woman is more significant than the other. ✓✓✓      |   | Don't overpay the stone mason- Engraving key words on memorial. ✓✓ | Build a better London. ✓   |  |
| <b>Interpretation</b> –explore ways we find out about the past and how it is represented  |   | Look at commemorations of their lives and when they are from to see how interest in each has changed over time. ✓✓✓ |   |  | Books/photographs/pictures describe or show the event differently. Looking at Samuel Pepys diary. ✓✓   | Visit Portchester castle to gain understanding of how we find out about castle life in the past. ✓✓✓ |
| <b>Historical enquiry</b> – asking /answering questions; using sources to find answers and show understanding   | Queens box and enquiry pack, plus books, websites ✓   |   | Using different sources. Pictures, film footage, newspaper articles, websites etc. ✓✓ | Neil Armstrong pack<br>Sorting true/false statements. ✓            | Great Fire of London Enquiry pk the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts. ✓ | Castle life pack/artefact box. ✓✓  |
| <p><b>NB</b> you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. <b>KEY:</b> ✓ light use of skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill</p> |   |   |   |  |  |  |