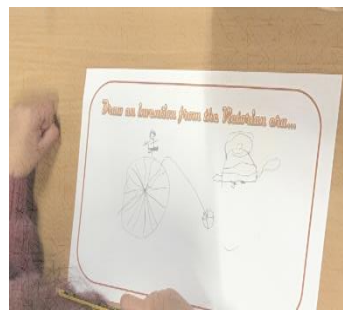
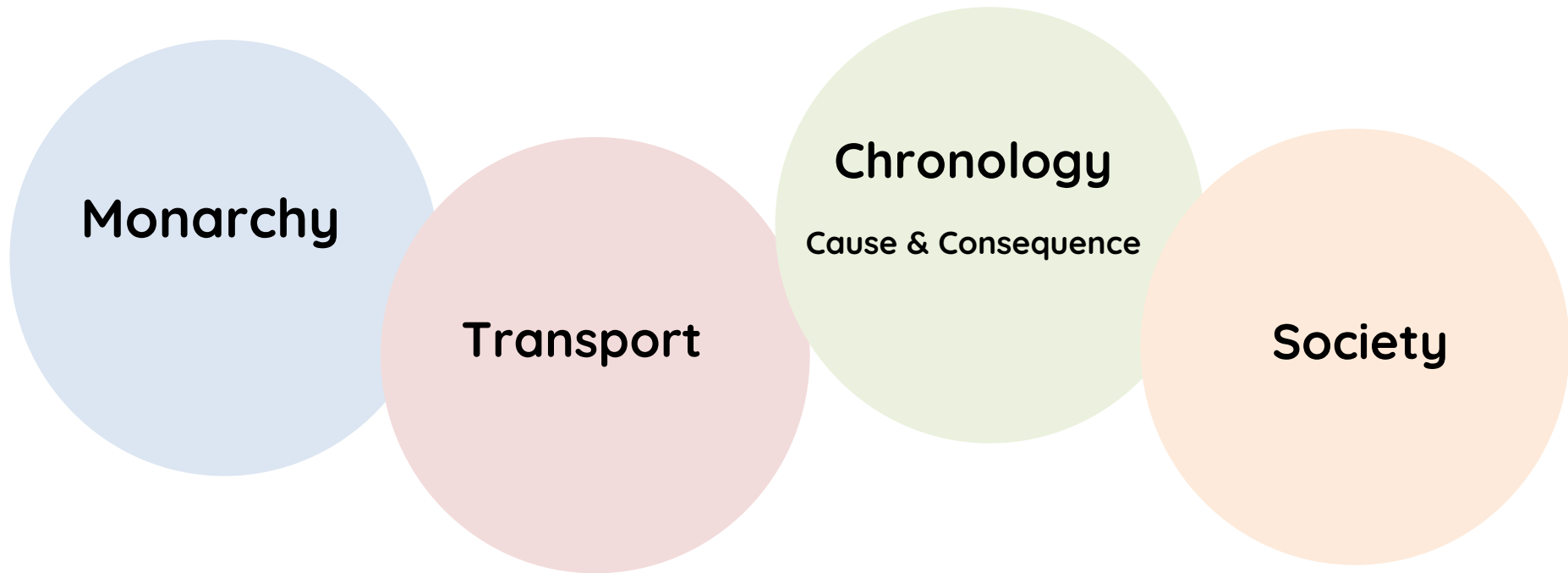


Herringthorpe Infant School

History – Subject Overview



Key strands to the curriculum (Substantive Concepts)



The knowledge skills and learning progression for each component is delivered through a spiral curriculum.

Our scheme is supported by Ark Curriculum (History Mastery)

Progression of Key Concepts – History

	EYFS	Year 1	Year 2
Monarchy	Questions of enquiry - Who is King Charles and why is he significant? - Who was King Charles' mother? Why was she significant?	Assembly Focus - Who are the Royal Family? - Why is the Royal family significant?	The Great Fire of London - What was London like in 1666? Kings & Queens - What is a monarch? - Why is King John I known as 'Bad King John'? - Why is King William I known as 'William the Conqueror'? - Who was Queen Elizabeth I? - Who was Charles I and what was the English Civil War? - What does the monarchy do today?
Transport	Questions of enquiry - What are some of the features on transport eg sirens on emergency vehicles, large wheels on tractors etc? - What transport is used in our community? - Why are different modes of transport useful? - What transport is used by the emergency services and how have they changed over time? - Who is Dan Albane (Inventor of the first successful light farm tractor) and why is he significant?	How has transport changed over time? - How do we travel around today? - What transport did people use in the past? - How have boats changed over time? - How were the first trains different from trains today? - How did trains change people's lives? - How has road transport changed? - How have bicycles changed since they were first invented? - How has air travel changed over time? - Why can we only find some types of transport in certain areas?	The Great Fire of London - Why did the fire spread so quickly? - How has the fire service developed over time? Has the development of technology and an effect on society?

Chronology (Cause & Consequence)	- Children will know that the past is anything before the current day. - Children will know that the present is now. - To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning Palaeontologist) - Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn. - Children will explore and know that there are a range of toys including pulley, windup, soft toys, simple board games& puzzles. Questions of enquiry - Why is Remembrance Day important? - How have seaside holidays changed from the past to the present? - Can you identify similarities and differences?	Toys - Which toys did our grown-ups play with? - How do we know that some toys are from the past? - Can we put toys in order? Transport - What transport did people use in the past? - How were the first trains different from trains today? - How has air travel changed over time? - Why can we only find some types of transport in certain areas?	The Great Fire of London - What were the main events of the Great Fire of London? - Why did the fire spread so quickly? - What damage did the fire cause? - How did London change after the fire? Kings & Queens - Why is King William I known as 'William the Conqueror'? - Who was Charles I and what was the English Civil War? - Why is King John I known as 'Bad King John'? - Who was Queen Elizabeth I? - What does the monarchy do today? How did these significant people make a difference? - Why is Nelson Mandela remembered? - How did Rosa Parks and Martin Luther King stand up for Black people's rights? - How does Malala Yousafzai fight for girls' rights? - How did these people make a difference?
Society	Questions of enquiry - What transport is used in our community? - Why are different modes of transport useful?	Toys: - What different types of toys are there? Can I describe my favourite toy? Transport: - How did trains change people's lives? - How has road transport changed? - Why can we only find some types of transport in certain areas? - Why can we only find some types of transport in certain areas? - How did trains change people's lives? - How has road transport changed?	The Great Fire of London - What was London like in 1666? - How do we know so much about the Great Fire of London? - How has the fire service developed over time? Has the development of technology and an effect on society? Kings & Queens - What does the monarchy do today? How did these significant people make a difference? - What makes someone significant? - What are human rights?

British Values are taught throughout all year groups—Respect, Rule of Law, Individual Liberty, Democracy, & Tolerance

Refer to EYFS progression skills document for curriculum overview

History Y1

Subject Yearly Overview

Autumn Term	Spring & Summer Term	
Unit Title: Toys over time Enquiry question: How are toys today similar and different from toys in the past?	Unit Title: Travel & Transport (An in depth study) Enquiry question: How has transport changed over time?	
Prior Knowledge:	Prior Knowledge EYFS:	Prior Knowledge Y1:
Understanding of the world - Past and present events in their own lives and those of people we know. - Similarities and differences in relation to objects and materials.	Understanding the World - 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. - Draw on pupil experiences and what has been read in class.	Unit 1 Toys over Time - The past is something that has already happened. - Some toys from the past are like toys we play with today. - Toys from the past and modern toys are similar in some ways. - Toys from the past and modern toys are different in some ways. - The materials toys are made from have changed over time. - Toys have become safer and stronger. - A timeline shows when things happened. - Some toys have always been popular but have changed over time.
New Knowledge:	New Knowledge:	
By the end of this unit Y1 pupils will: Main substantive concepts: Chronology, society, technology. Main disciplinary focus: DC3 Similarity and Difference—To identify ways in which toys remain similar over the past c.70 years and ways in which toys have changed.	By the end of this unit Y1 pupils will: Main substantive concepts: Chronology, technology, society Main disciplinary focus: DC2: Continuity and Change—To understand that new technology has resulted in changes in transport over time.	
Vocabulary:	Vocabulary:	
By the end of this unit Y1 pupils will understand and use the vocabulary: - similar - describe - past - modern - material	By the end of this unit Y1 pupils will understand and use the vocabulary: - transport - past - engine - diesel - station - passengers - safe	

• timeline	• flight • traffic • spacecrafts
Learning Sequence:	Learning Sequence:
What different types of toys are there? Can I describe my favourite toy? Which toys did our grown-ups play with? How do we know that some toys are from the past? How are toys today different from toys in the past? Can we put toys in order?	How do we travel around today? What transport did people use in the past? How have boats changed over time? How were the first trains different from trains today? How did trains change people's lives? How has road transport changed? How have bicycles changed since they were first invented? How has air travel changed over time? Why can we only find some types of transport in certain areas? How have humans travelled in space?
Assessment Opportunities	Assessment Opportunities
How are toys today similar and different from toys in the past? Group presentation where children explain their learning through this unit (possibly filmed). Children will be given prompts to ensure they discuss key learning. Children can be questioned too if you are unsure whether they have the correct knowledge.	How has transport changed over time? Multiple choice quiz. Gaps in learning will then be identified and opportunities to fill these gaps will be planned for.
Resources:	Resources:
Please see Ark Curriculum documentation.	Please see Ark Curriculum documentation.

History Y2

Subject Yearly Overview

Autumn Term	Spring Term	Summer Term
Unit Title: The Great Fire Enquiry Question: How did the Great Fire affect the people of London?	Unit Title: Kings and Queens Enquiry question: Who was the most powerful British monarch?	Unit Title: People Who Make a Difference Enquiry question: How did these significant people make a difference?
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
Transport and Travel (Y1) - Transport is a vehicle that takes people or goods from one place to another. - We can see different types of transport in our local area. - Different types of transport are suitable for different journeys. - The types of transport we have today were not always available in the past. - Journeys made in the past were different from today. - This made people's lives very different.	The Great Fire (Y2) - Monarchs are kings and queens. - The UK has been ruled by kings and queens for many years. - The UK has a hereditary monarchy. - Parliament and the Roundheads beat King Charles I and the Cavaliers in the English Civil War. - Parliament asked a man called Oliver Cromwell to rule. - England and Scotland did not have a monarch for 11 years. - The monarch restarted when Charles II was asked to become king in 1660. - King Charles III is the monarch today. - Today, we have a constitutional monarchy. - The Prime Minister is in charge and the King or Queen does not have much power.	Kings and Queens (Y2) Kings and Queens - Monarchs are kings and queens. - The UK has been ruled by kings and queens for many years. - The UK has a hereditary monarchy. - William was known as 'William the Conqueror' because he took over England. - King John I is remembered as one of the worst kings in English history. - The barons forced King John I to sign Magna Carta. - Queen Elizabeth I beat the Spanish Armada. - She proved that women could be powerful monarchs. - Parliament and the Roundheads beat King Charles I and the Cavaliers in the English Civil War. - Parliament asked a man called Oliver Cromwell to rule. - The monarchy restarted when Charles II was asked to become king in 1660. - King Charles III is the monarch today. - Today, we have a constitutional monarchy. - The Prime Minister is in charge and the King or Queen does not have much power.
New Knowledge:	New Knowledge:	New Knowledge:
<i>By the end of this unit Y2 pupils will:</i>	<i>By the end of this unit Y2 pupils will:</i> Main disciplinary focus: DC2: Continuity and change—To consider the changing power of the monarchy through analysing some key monarchs.	<i>By the end of this unit Y2 pupils will:</i>

Main disciplinary focus: DC1: Cause and consequence—To identify the causes of the Great Fire of London and the impact that the fire had on the people living there. Main substantive concepts: Monarchy, government, technology, communication, settlement, society	Main substantive concepts: Monarchy, government, conflict, invasion, power	Main disciplinary focus: DC4: Significance—To consider what makes people significant and how significant people can bring about change. Main substantive concepts: Society, government, conflict, power
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> • Compare • Event • Source • Cause • Damage • Rebuild	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> • Hereditary monarchy • Conquer • Magna Carta • Power • Parliament • Constitutional monarchy	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> • Significant • Human rights • Racism • Civil rights • Equality • Protest
Learning Sequence:	Learning Sequence:	Learning Sequence:
What was London like in 1666? What were the main events of the Great Fire of London? How do we know so much about the Great Fire of London? Why did the fire spread so quickly? What damage did the fire cause? How did London change after the fire?	What is a monarchy? Why is King William I known as ‘William the Conqueror’? Why is King John I known as ‘Bad King John’? Who was Queen Elizabeth I? Who was Charles I and what was the English Civil War? What does the monarchy do today?	What makes someone significant? What are human rights? Why is Nelson Mandela remembered? How did Rosa Parks and Martin Luther King stand up for black people’s rights? How does Malala Yousafzai fight for girls’ rights? How did these people make a difference?
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
How did the Great Fire effect the people of London? Completing a fact file with questions about the Great Fire. Children will then choose which sections they would like to share with their class in a presentation.	Who was the most powerful British monarch? Children make a presentation to the class about which of the monarchs they have studied was the most powerful (possibly filmed).	How did the significant people make a difference? Multiple choice quiz. Gaps in learning will then be identified and opportunities to fill these gaps will be planned for.
Resources:	Resources:	Resources:
Please see Ark Curriculum documentation.	Please see Ark Curriculum documentation.	Please see Ark Curriculum documentation.