



# Lostwithiel School EYFS and KS1 History Overview

Knowledge		Skills				
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling – King Arthur and the Round Table, Major Glad, Major Dizzy, The Castle the King Built, Lost in the Toy Museum</li> </ul> <p><b>People, culture and communities ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		<p><b>During Reception we plan our Curriculum to provide opportunities to develop children who:</b></p> <ul style="list-style-type: none"> <li>• are confident investigators.               <ul style="list-style-type: none"> <li>• Are observers.</li> </ul> </li> <li>• can make predictions • can show classification skills.               <ul style="list-style-type: none"> <li>• can interpret events.</li> </ul> </li> <li>• have an understanding and knowledge of events.</li> <li>• have an understanding of people and changes in the past.               <ul style="list-style-type: none"> <li>• show curiosity.</li> </ul> </li> <li>• are able to think things through.</li> <li>• can communicate their understanding.               <ul style="list-style-type: none"> <li>• are open-minded.</li> <li>• show empathy.</li> </ul> </li> <li>• are beginning to be able to reflect.</li> </ul>			



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<p><b>1</b></p>	<p><b>How was life different 100 years ago?</b></p> <p>Did our water always come from taps? How did we make a cup of tea 100 years ago? How did we wash our clothes 100 years ago? How was daily life different 100 years ago? Would you rather be a child 100 years ago or today?</p> <p>Changes within living memory, making links to changes within national life. Changes in life in the home</p> <p>Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings Polly Put</p>	<p><b>Vocabulary</b></p> <p>Washerwoman Well Mangle Dolly Fire Fireplace Hearth Iron Tongs Scrubbing Washboard Machinery Electrical Changes Compare daily</p>	<p><b>Stories of three famous rulers</b></p> <p>The Three Queens Which 3 Queens of England are most remembered in history and why? How different was life in England when the 3 queens were ruling How do we know about the queens who lived so long ago What important changes happened when each of the queens ruled? How should we remember these important queens? Explain the lives of significant individuals in the past who have contributed to national and international achievement.</p> <p>Answer questions related to different sources Place historical</p>	<p><b>Vocabulary</b></p> <p>Prince Princess Palace Queen King Crown Coronation Century Monarch Parliament Reign Tudor Victorian Change Ruler Land Rule/ruling Serve Advisers People (as in her or his people)</p>	<p><b>Using photographs to understand the changes to our local area</b></p> <p><i>To include first hand oral accounts as well as written and photographic.</i></p> <p>What was life like for our families when they were growing up?</p> <p>What was our school like in the past? What did it look like? What did they learn? (invite grandparents who attended the school into talk about what life was like)</p> <p>What games did our families play in the past?</p> <p>What were family mealtimes like? What did they eat?</p>	<p><b>Vocabulary</b></p> <p>change street photograph photography black and white photographs camera disappear disappeared</p>
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	<p>the Kettle On, Jack and Jill</p> <p>Compare aspects of life now and then, looking at similarities and differences</p> <p>Sequence events or related objects in order of time</p> <p>Answer questions related to different artefacts</p>		<p>people and events on a timeline.</p>		<p>To explain significant historical events, people and places in their locality.</p> <p>To ask and answer questions related to different sources and objects.</p> <p>Begin to make suggestions about historical artefacts</p> <p>Use correct vocabulary when talking about the past and the passing of time.</p>	
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<p>2</p>	<p><b>What was life like in London in the past and how do we know?</b></p> <p><i>Focus on particular time of change 1660 – 1714</i></p> <p>How and why did London grow beyond the city walls? Looking at contemporary maps of London circa 1660.</p> <p>What was it like to live and work in Cheapside?</p> <p>What was the plague and why was it a problem?</p> <p>Why was the River Thames important to the city?</p> <p>Who was Sir Christopher Wren?</p> <p>Describe events beyond living memory that are significant nationally or globally Recognise and explain why events</p>	<p><b>Vocabulary</b></p> <p>London Stuart King Charles II Crier Stalls Watchmen Flood Building Church Cathedral Plague Outbreak Design Architect Map City walls Finance Market Trade Transport Merchants Connect/ed</p>	<p><b>Great Makers of the World</b></p> <p>Comparing and contrasting how significant individuals created change in the world.</p> <p>Emmeline Pankhurst Rosa Parks Lord Shaftesbury Neil Armstrong Harriet Tubman</p> <p>Explain the lives of significant individuals in the past who have contributed to international and national achievement</p> <p>Place historical people and events</p>	<p><b>Vocabulary</b></p> <p>Change (as noun and verb) Science/scientist Inventor Technology Build Improve Equal/ity Fair Vote Improve/ment Right/wrong Race Racist Colour segregation</p>	<p><b>Stone Age Opening Worlds Transition Unit</b></p> <p>Introduce first long-term timeline to show pupils when Stone Age was.</p> <p>Stone Age in Britain: Doggerland and different sea levels. How Britain was connected with the rest of Europe.</p> <p>Introduce first long-term timeline to show pupils when Stone Age was.</p> <p>Stone Age in Britain: Doggerland and different sea levels. How Britain was connected with the rest of Europe (see 'connected'</p>	<p><b>Vocabulary</b></p> <p>Stone Age Doggerland Landbridge Ancestor Hunter-gatherer Nomadic Tool Mammoth Pre-historic/pre-history Skara Brae Hearth Mound Stonehenge Midsummer's Day Mid-Winter's Day Hammer Shape Ditch Stone circle 'thousands of years ago'</p>
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	<p>happened and the impact that they had</p> <p>Place historical people and events on a chronological timeline</p> <p>To be able to consider the reliability of sources</p> <p>Explore and interpret sources of evidence discussing the effectiveness of the sources</p>		<p>on a chronological timeline Sequence events or related objects in order of time</p>		<p>introduced in Spring 1).</p> <p>Explain what life was like in the Stone Age</p> <p>Describe changes in life in Britain from Stone Age to the Iron Age</p> <p>Sequence events or artefacts on a timeline</p> <p>Identify key features of historical periods</p> <p>Compare and contrast aspects of life in different periods</p>	
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