

Year 1

[Curriculum Overview](#)

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary
Place	<p>Place: Local History</p> <p>How has shopping changed over time?</p> <p>OR</p> <p>Is there any difference between schools today (in our local area) and in the time of your parents and grandparents?</p> <p>OR</p> <p>How have toys changed over time? (Use David Wetherley scheme to lead)</p> <p>Choose either of the highlighted topics.</p>	<p>Continuity and Change</p> <p>Sources and evidence</p> <p>Similarity and difference</p> <p>Sources and evidence</p> <p>Continuity and Change</p>	<p>Discuss different ways the past has been represented.</p> <p>Show understanding of similarities and differences between their lives and those of adults around them.</p> <p>Be able to explain how shopping has changed over time.</p> <p>OR</p> <p>If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most? Are there some things that would not surprise them?</p> <p>Then ask children whether they think there were more similarities/differences or changes between two different times – e.g., between 100 years ago and their grandparents' time or between their parents' time and now.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>change street photograph photography black and white photographs camera disappear, disappeared</p> <p><i>* Be sure to teach 'disappear' explicitly. See below. They will need it in Year 2, Summer term for Stone Age.</i></p> <p>grandparent great grandparent grandchildren grandson granddaughter home family memories</p>
People Innovations	<p>People:</p> <p>Why do we remember Isambard Kingdom Brunel?</p>	<p>Significance</p> <p>Sources and evidence</p>	<p>Design a memorial to Brunel by choosing one or all his achievements and sum up his contribution.</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Isambard Kingdom Brunel.</p>	<p>Technology Trade Victorian transport separate/separated connect/connected/ connection railway railway station iron</p>
Events	<p>Events: Flight Firsts</p> <p>How have flights changed the world</p>	<p>Significance</p>	<p>Children explain how flights have changed the world. E.g. show the importance of flights.</p> <p>Children create a poster of flights showing how they have changed the world.</p>	<p>Events beyond living memory that are significant nationally or globally (for example, the first aeroplane flight).</p>	<p>Flight Aeroplane Hot air balloon Impact Similarities differences significant</p>

The study of local history enables children to develop a sense of period, people and place. Children will be able to identify changes over time.

Children can identify Brunel as a historical figure and explain why he is remembered. Children begin to understand the impact on lives, past and present, of Brunel by investigating some of the main events in his life using pictures, photographs, written sources, artefacts and visits outside the classroom. Children will be introduced to the concept of chronology through the events of their life; they will gain an insight into how lives in the past were different to their lives now, by referencing such comparatives as technology.

The flights enquiry is topical, given the technological developments that have been made and the role flight plays in our modern lives, and could also easily tie in with the current debates over climate change.

Year 2

Curriculum Overview

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	Substantive Knowledge / Concepts
Settlements	<p>Events: The Great Fire of London</p> <p>What were the causes and consequences of the Great Fire of London?</p>	Cause and Consequence	Explain the cause of the Great Fire of London and how the fire impacted on the way of life in London.	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).	London Stuart king Charles II boatman fire, fireplace, hearth crier stalls watchmen building church Cathedral River Thames Terraced Samuel Pepys Drought	Civilisation Trade Settlements Religion
Place Local history Settlements	<p>Place: Local history</p> <p>How did 17th Century life in both Plymouths compare?</p>	Similarity and Difference	Compare similarities and differences between the life the Pilgrims had in Plymouth UK with the life they had in Plymouth Massachusetts when they arrived.	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.	Mayflower Settlement Pilgrims Sailed New World Explore America Crew Barbican Elizabethan Indigenous	Empire Trade Civilisation Religion Settlements
Events Innovations	<p>Events: Great explorers</p> <p>Which of Plymouth's explorers was the most important?</p> <p>Sir Francis Drake</p> <p>Robert Falcon Scott</p>	Significance Interpretations	Compare two explorers linked to Plymouth, who they were and what they achieved. Explain which is more important and why.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. <i>Significant individuals – compare with another prominent military or voyager or significant events.</i>	Ocean Sailor Sailed sailing ship port adrift Pacific Colony Armada Globe Voyage explorer <i>Depending on which 2 explorers are chosen, include some places to show how far they travelled, such as:</i> Pacific Southern Ocean Galapagos South Pole North America Antarctica	Empire Trade Civilisation Religion Settlements
Summer – Opening World's bridging unit.	How do we know about the Stone Age?	Sources and evidence		KS2 NC: Changes in Britain from the Stone Age to the Iron Age.	Stone Age Doggerland landbridge ancestor hunter-gather nomadic Mammoth pre-historic/pre-history Skara Brae hearth mound Stonehenge hammer shape ditch stone circle 'thousands of years ago'	Settlements Religion Trade

The Great Fire of London enquiry is used to extend understanding of how we know about historical events beyond living memory (following from EYFS unit looking at their personal past within living memory). The events of the Great Fire have a clear chronology to further develop children's sense of sequence. This theme also looks at how sources are used to find out about the past beyond living memory as well as exploring how stories can be told from different points of view.

This unit also takes the opportunity to look in detail at a different time, focussing on dress, architecture etc to help children recognise that 'place' in history from which they can compare other times as their learning progresses. Future historical periods studied can be compared chronologically to this period. This 'visual historical chronology' is necessary to give children an image of the times they are studying, which will build up as they visit different periods.

Local History: the comparison of both 17th century Plymouth's allows children to build on comparative work in year 1 by comparing similarities and differences of the two settlements, through an overview of the Mayflower migration. Children can utilise their knowledge of settlements in the 17th century learned previously in the Great Fire of London unit.

The explorer's enquiry allows children to compare explorers with links to locality and question their importance in the wider world. Children will compare individual's achievements. Children conclude the unit by writing about the explorer they feel had the most impact on our lives today.

The Stone Age enquiry is the bridging unit to our KS2 Opening Worlds curriculum. This enables children to understand how Britain was connected to the rest of Europe. It will also allow pupils to make comparisons with later civilisations.