Changes within Living Memory	Events beyond Living Memory	Significant Individual from the Past	Historical Events, People & Places in their Locality

YR1 CURRICULUM OVERVIEW

YR1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	British History Changes within Living Memory All about me	British History Events beyond Living Memory Gunpowder Plot	British History & The Wider World Heroes from the Past Grace Darling & Rosa Parks		British History Changes within Living Memory History of Toys	

Key new knowledge	• Understand significant historical events, people, and places in their own locality. • Understand changes within living memory. **Chronological understanding of changes within living memory** • Talk about the lives of people around them and their roles in society. • Understand the past, within living memory, through settings, characters and events encountered in books read in class and storytelling. **Knowledge and understanding of events, people, and changes in the past, within living memory.** • Begin to make sense of their own life story and family history. **Historical Enquiry into events within living memory** • Know some similarities and differences between things in the past and now,	• Understand events beyond living memory that are significant nationally or globally. **Chronological Understanding of events, beyond living memory** • Place known events and objects related to the Gunpowder plot in chronological order. • Sequence events and recount changes beyond living memory of the Gunpowder plot. • Use common words and phrases relating to the passing of time e.g. First, Next, Then **Knowledge and understanding of events, people, and changes, beyond living memory** • Recall some facts about people/events during the Gunpowder plot. • Describe some simple similarities and	• Understand the lives of significant individuals in the past who have contributed to national and international achievements. **Chronological Understanding of the lives of significant individuals from the past** • Place known events and objects related to the lives of Grace Darling and Rosa Parks, in chronological order. • Sequence events and recount changes between the lives of Grace Darling and Rosa Parks. • Use common words and phrases relating to the passing of time e.g. First, Next, Then **Knowledge and understanding of events, people, and changes in the lives of significant individuals from the past.** • Recall some facts about Grace Darling and Rosa Parks and events that happened to them. • Describe some similarities and differences between the lives of Grace Darling and Rosa Park. **Historical Enquiry into the lives of significant individuals from the past** • Find answers to some simple questions about Grace Darling and Rosa Parks from simple sources of information. • Sort artefacts from 'then' and 'now'. • Ask and answer questions related to different sources and objects about Grace Darling and Rosa Parks.	• Understand changes within living memory. **Chronological Understanding of events, within living memory** • Place known events and objects related to the History of Toys in chronological order. • Sequence events and recount changes within living memory of the History of Toys. • Use common words and phrases relating to the passing of time e.g. First, Next, Then. **Knowledge and understanding of events, people, and changes, within living memory** • Recall some facts about people/events related to the History of Toys. • Describe some simple similarities and differences between artefacts related to the History of Toys. **Historical Enquiry into events within living memory** • Find answers to some simple questions about the History of Toys from simple sources of information. • Sort artefacts from 'then' and 'now'. • Ask and answer questions related to different sources and objects about the History of Toys. **Historical Interpretation**

	drawing on their own experiences and what has been read in class. **Historical Interpretation** ● Compare and contrast characters from stories, including figures from the past, within living memory. **Organisation and communication** ● Comment on images of familiar situations in the past, within living memory.	differences between artefacts related to the Gunpowder plot. **Historical Enquiry into events beyond living memory** ● Find answers to some simple questions about the period of the Gunpowder plot from simple sources of information. ● Sort artefacts from 'then' and 'now'. ● Ask and answer questions related to different sources and objects about the Gunpowder plot. **Historical Interpretation** ● Look at books, videos, photographs, pictures, and artefacts to find out about the Gunpowder plot. **Organisation and communication** ● Use simple ways of recording their learning about the Gunpowder plot e.g. labelling pictures or photographs, simple writing tasks.	**Historical Interpretation** ● Look at books, videos, photographs, pictures, and artefacts to find out about Grace Darling and Rosa Parks. **Organisation and communication** ● Use simple ways of recording their learning about Grace Darling and Rosa Parks e.g. labelling pictures or photographs, simple writing tasks.	● Look at books, videos, photographs, pictures, and artefacts to find out about the History of Toys. **Organisation and communication** ● Use simple ways of recording their learning about the History of Toys e.g. labelling pictures or photographs, simple writing tasks.

Assessment	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning

YR2 CURRICULUM OVERVIEW

Changes within Living Memory	Events beyond Living Memory	Significant Individual from the Past	Historical Events, People & Places in their Locality

YR2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**The Wider World** **Heroes from the Past** Explorers – Neil Armstrong & Christopher Columbus		**British History** **Events Beyond Living Memory** Sinking of the Titanic		**British History** **Changes within Living Memory** History of the British Seaside Holiday	
Key new knowledge	• Understand the lives of significant individuals in the past who have contributed to national and international achievements. **Chronological Understanding of the lives of significant individuals from the past** • Sequence events/ artefacts or pictures relating to Neil Armstrong and Christopher Columbus. • Understand how to put people, events, and objects related to Neil Armstrong and Christopher Columbus, into a timeline. • Identify some similarities and differences between aspects of life of Neil Armstrong and Christopher Columbus.		• Understand events beyond living memory that are significant nationally or globally. **Chronological Understanding of events, beyond living memory** • Sequence events/ artefacts or pictures from the sinking of the Titanic • Understand how to put people or events related to the sinking of the Titanic, into a timeline. • Identify some similarities and differences between aspects of life during the sinking of the Titanic.		• Understand significant historical events, people, and places in their own locality. • Understand changes within living memory. **Chronological understanding of changes within living memory** • Sequence events/ artefacts or pictures from a British seaside holiday in the past to modern day. • Understand how to put people or events related to the history of the British seaside holiday, into a timeline. • Identify similarities and differences between ways of life during British seaside holidays at different periods.	

Key new knowledge	**Knowledge and understanding of events, people, and changes in the lives of significant individuals from the past.** ● Use information to describe the lives of Neil Armstrong and Christopher Columbus. ● Describe the differences of the lives of Neil Armstrong and Christopher Columbus and now. ● Look at evidence to give and explain reasons why Neil Armstrong and Christopher Columbus may have acted in the way they did. **Historical Enquiry into the lives of significant individuals from the past** ● Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the lives of Neil Armstrong and Christopher Columbus. ● Start to use a range of resources. **Historical Interpretation** ● Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and	**Knowledge and understanding of events, people, and changes, beyond living memory** ● Use information to describe the sinking of the Titanic. ● Describe the differences between the period of the sinking of the Titanic and now. ● Look at evidence to give and explain reasons why people during the sinking of the Titanic may have acted in the way they did. **Historical Enquiry into events beyond living memory** ● Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the sinking of the Titanic. ● Start to use a range of resources. **Historical Interpretation** ● Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the	**Knowledge and understanding of events, people, and changes in the past, within living memory.** ● Use information to describe the British seaside holiday in the past. ● Describe the differences between the British seaside holidays then and now. ● Look at evidence to give and explain reasons why people in the past may have acted in the way they did on British seaside holidays. **Historical Enquiry into events within living memory** ● Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the history of the British seaside holiday. ● Start to use a range of resources. **Historical Interpretation** ● Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the history of the British seaside holiday.

	the internet to find out about the lives of Neil Armstrong and Christopher Columbus. **<u>Organisation and communication</u>** ● Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. ● Use historical terms describing or comparing.	internet to find out about the sinking of the Titanic. **<u>Organisation and communication</u>** ● Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. ● Use historical terms describing or comparing.	**<u>Organisation and communication</u>** ● Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. ● Use historical terms describing or comparing.
Assessment	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning