**Etruscan Primary School **

**EYFS/KS1 - History Curriculum Map**

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| --- | --- | --- | --- |
| Nursery | Reception | Year 1 | Year 2 |
|  |  | **Autumn** | **Autumn** |
| Talk about themselves – who they live with – who is older? Who is younger?  How have we changed? Similarities and differences between their younger selves and themselves now. Be able to talk about changes and show some awareness of the passing of time in relation to them growing up. | Yesterday  Today  Tomorrow  Last week  Who Am I? – Recognising changes within themselves.  Sequences of events  **Talk about members of their immediate family and community**  **Name and describe people who are familiar to them**  **Comment on images of familiar situations in the past, notice differences in for example modes of transport long ago, eg…a long time ago cars had not been invented…how did people travel?**  **Compare and contrast characters from stories including figures from the past…notice some differences for example different styles of dress that may indicate a different time of long ago.**  Differentiation between immediate past and longer ago.  Chronology – sequence days of the week, using time adverbials, know and understand a routine  Compare and contrast – what was it then, what is it now?  Similarities and differences –  interpretation – what is this a picture of?  Significance – why are key events important? For example bonfire night, Christmas, Easter, Diwali | **Question:**  **What was life like 100 years ago?**  **Sticky Knowledge:**   * **Know the main differences between their school days and that of their grandparents.** * **Organize a number of artefacts by age.** * **Know what a number of older objects were used for.** * **Know who lived in my house.** * **Know what my house used to look like in the past.**   **NC Knowledge or skills:**   * **Changes within living memory** * **Chronology** * **Using source work** * **Historical vocabulary – past, present and future** * **Similarities and differences** * **Organise a number of artefacts by age** * **Know what a number of older objects were used for** * **Know the main differences between their school days and that of their grandparents** * **Explain how we know about the past.** * **Know the differences between transport in the past and transport now.**   **Key Vocabulary:**   * **newest** * **oldest** * **difference** * **past** * **present** * **scullery** * **chamber pot** * **washer board** * **chimney sweep** * **maid** * **butler** * **scrubbing brush** | **Question:**  **Why do we still know about the Great Fire of London?**  **Sticky Knowledge:**   * **Know about an event that happened long ago before their grandparents were born.** * **Know what we use today instead of a number of old artefacts.** * **Know how we know about the Great Fire of London.** * **Differentiate between things that were here 100 years ago and things that were not.**   **NC Knowledge or skills:**   * **Events beyond living memory that are significantly nationally or globally** * **Chronology** * **Using source work** * **Cause and consequence** * **Similarity and difference**   **Key Vocabulary:**   * **Plague** * **Samuel Pepys** * **Significance** * **Consequence** * **Fire service** |
|  |  | **Spring** | **Spring** |
| **Question:**  **How have toys changed through time?**  **Sticky Knowledge:**   * **Know that the toys their grandparents played with were different to their own.** * **Organize a number of artefacts by age.** * **Know what a number of older objects were used for.**   **NC Knowledge or skills:**   * **Changes within living memory** * **Chronology** * **Using source work** * **Historical vocabulary – past, present and future** * **Similarities and differences** * **Know that the toys their grandparents played with were different to their own.** * **Organise a number of artefacts by age.** * **Know what a number of older objects were used for.**   **Key Vocabulary:**   * **console** * **batteries** * **lever** * **entertainment** * **pulley** * **factory** * **figurine** | **Question:**  Who was the most famous explorer?  **Sticky Knowledge:**   * **Know what we use today instead of a number of old artefacts.** * **Know about a famous person from outside the UK and explain why they are famous.**   **NC Knowledge or skills:**   * **The lives of significant individuals who have contributed to national achievements.** * **Chronology** * **Using source work** * **Similarity and difference**   **Key Vocabulary:**   * **explorer** * **expedition** * **journey** * **exploration** * **Antarctica** * **Voyage** * **Ibn Attau** * **Edmund Hilary** * **Captain Scott** * **Christopher Columbus** |
|  |  | **Summer** | **Summer** |
| **Question:**  **Who were the famous potters?**  **Sticky Knowledge:**   * **Know the name of a famous person or a famous place close to where they live.** * **Know a famous person from the past and explain why they are famous.** * **Name a famous person from the past and explain why they are famous** * **Name a famous place close to where they live.** * **Know why the Trent and Mersey canal was built.**   **NC Knowledge or skills:**   * **The lives of significant individuals who have contributed to national achievements.** * **Chronology** * **Using source work** * **Changes within living memory** * **Historical vocabulary – past, present and future** * **Similarities and differences**   **Key Vocabulary:**   * **Josiah Wedgwood** * **Doulton** * **Spode** * **Clay** * **Kiln** * **Fired** * **Locality** * **Industry** * **canal** * **transport** | **Question: Who was Captain Smith and why do we still remember him?**  **Sticky Knowledge:**   * **Know that children’s lives today are different to those of children a long time ago.** * **Know what we use today instead of a number of old artefacts.** * **Know about an event that happened before their grandparents were born.** * **Know that children’s lives today are different to those of children a long time ago.**   **NC Knowledge or skills:**   * **The lives of significant individuals who have contributed to national achievements.** * **Chronology** * **Using source work** * **Similarity and difference** * **Cause and consequence**   **Key Vocabulary:**   * **Class** * **Captain Smith** * **Sink** * **Iceberg** * **voyage** * **passenger** * **transatlantic** * **unsinkable** * **maritime** |

**Local history week –**

**Y2 Know how the local area is different to the way it used to be a long time ago.**

**Y1 – Name a famous person and place close to where they live.**