



Whole School History Curriculum Coverage

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	‘All About Me’ • To look at similarities and differences as we grow.	‘Let’s Celebrate/ Back in Time’ • To develop an understanding of growth, decay and changes over time.	‘Amazing Animals’ • Remembers and talks about significant events in their own experience • Look at similarities, differences, patterns and change. • Developing an understanding of growth, decay	‘On the Move’ • Look at similarities, differences and change. • Develop and understanding of growth, decay and changes over time.	‘Fun at the Seaside’ • To talk about past and present events in their own lives. • To look closely at similarities, differences, patterns and change. • Traditions – St Georges Day • Seaside now and in Victorian times.	‘Our Wonderful World’ • To talk about past and present events in their own lives and the lives of family members.

			and changes over time.			
Year 1	‘Significant Explorers’ • To find out about the lives of significant people. • To find out about the past from a range of sources.		‘Victorian Times’ • To learn about significant historical events in their own locality. • To learn about the lives of significant individuals in the past and events beyond living memory that are significant nationally. (What was it like when the railway came to Ashted?) • To compare aspects of life in different periods. (Compare Victorian times to now)		‘Kings, Queens and Castles’ • To understand ways in which we find out about the past. • To learn about significant historical events, people and places beyond living memory.	
Year 2	‘History of Ashted and Epsom’ • To learn about significant historical events, people and places in their own locality.		‘Nurturing Nurses’ • To learn about the lives of significant individuals in the past who have contributed to national and		‘The Great Fire of London’ • To learn about events beyond living memory that are significant nationally or globally.	

			international achievements.			
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