

Topics vs Aims and Skills of the National Curriculum KS1 updated March 2022

	Year 1			Year 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
HISTORY TOPIC	Florence Nightingale and Mary Seacole	Transport	Holidays in the Past	The Edwardians	Great Fire of London	Explorers Then and Now
<ul style="list-style-type: none"> Identify changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	Changes during recent events to hospitals to make them safer. Compared to Florence Nightingale's own reforms.	Bullet trains, electric cars, Tesla rockets contrasted to transport in the past.	Changes to holidays. Flying abroad more frequently.		Changes to how London looks now. The Shard.	Modern explorers like Tim Peake contrasted with their counterparts from the past; Scott, Amundsen.
<ul style="list-style-type: none"> Know and understand significant aspects of the history of the wider world 	Crimean War, Scutari hospital in modern day Turkey.	Non local examples of transport innovation such as Wright brothers in the USA, Invention of vital forms of transport; combustion engine, flight, etc.		Titanic and Jack Philips. Olympics. Suffragettes.	Outside of Farncombe.	Important events such as the discovery of the Americas, reaching the South Pole, first man in space.
<ul style="list-style-type: none"> Gain and deploy a historically grounded understanding of abstract terms 	General and topic specific vocabulary (see vocabulary lists)					
<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	Contrast between modern and Victorian hospitals. Changes that occurred because of Florence Nightingale.	Comparison between transport of the past and present. Considering the importance of key transport inventions.	Differences and similarities between Victorian and modern holidays.	Learning about the local history of the school and area, comparing its past to the present.	London before, London after, London now.	Difference between exploration in the past by land, sea, air and exploration now into space.

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<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p>Use of non fiction books, artefacts, pictures to learn about the past. Children are using sources of history knowledge to support their ideas in all age groups including EYFS.</p>					
<ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	Changes in how nurses operated improved people's lives for the better.	Transport from different stages of history. Pre combustion transport by horsepower, flight, modern ways of travelling. The impact this has on local life and the world are both considered.	Changes taking place because of transport inventions. More foreign holidays because of flights for example. Different clothes worn because of different expectations.	Changes to the school, it was boys only. Differences between stricter school life, more girls going to school, using computers, different clothes, etc in the past and now.	The fire made life harder. Loss of life. People being poorer there. New buildings had to be built.	The Space Race. Norway and the UK wanting to be the first to discover the South Pole. New inventions made new exploration possible.
<ul style="list-style-type: none"> Pupils should be taught about events beyond living memory that are significant nationally or globally 	Florence Nightingale's contribution to the reform of nursing. Why this is important today. Victorians.	Invention of the steam engine, combustion engine, flight and how they define modern transport.		Titanic. Olympics. Suffragettes.	Great Fire of London.	South Pole expedition, first man in space and on the moon.
<ul style="list-style-type: none"> Pupils should be taught about 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 	Florence Nightingale. Mary Seacole.	Wright brothers, Isambard Kingdom Brunel.		King Edward VII and Queen Victoria. Jack Phillips. Suffragettes; Pankhursts.	Samuel Peyps.	Scott, Amundsen, Yuri Gagarin, Neil Armstrong, Tim Peake.
<ul style="list-style-type: none"> Pupils should be taught about significant historical events, people and places in their own locality. 		May briefly touch on the Titanic but the focus of this is in Edwardians.		Titanic and Jack Philips who was born Summers Road. The plaque there to signify this.		James Oglethorpe helped to found Georgia in the US. Not focus but mentionable.

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<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	Florence Nightingale helping to shape nursing and hospitals in Britain and globally.	Influence of transport pioneers such as Isambard Kingdom Brunel on industrial scale transport such as trains. Helped to develop railways globally. International inventions in transport impacting us and the world.	Inventions like the plane impacting the scope of travel from Britain elsewhere.	The Titanic as a historically significant event known globally.		Modern exploration conducted internationally with Britain playing a role in this, Tim Peake. Past contributions including; Scott, Drake, Raleigh, Cook.

This document is intended to show how Farncombe Infant School meets the requirements of the National Curriculum through its History topics.