


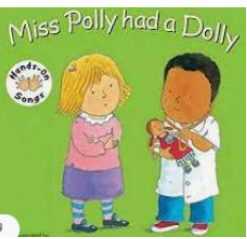





## Woolston Infant School – History Curriculum Map



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year R</b>		UtW: <b>All About Me</b>	UtW: <b>Traditional Tales</b>		UtW: <b>Farm</b>	
<b>Year 1</b>	History Unit 1: <b>Kings, Queens and Castles</b>	History Unit 2: <b>Explorers</b>		History Unit 3: <b>The Victorians</b>		
	<b>Historical Themes-</b> Monarchy and Empire Significant individuals	<b>Historical Themes-</b> Exploration Technology		<b>Historical Themes-</b> Monarchy and Empire Changes over time		
<b>Year 2</b>	History Unit 4: <b>Hospitals and Healthcare</b>	History Unit 5: <b>Great Fire of London</b>	History Unit 6: <b>Titanic</b>			
	<b>Historical Themes-</b> Empire and Industry Significant individuals	<b>Historical Themes-</b> Monarchy Changes over time	<b>Historical Themes-</b> Technology Changes over time			



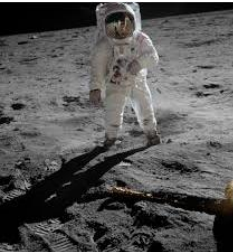


Understanding of the World Unit 1- Nursery Rhymes	
<b>Prior learning</b>	Children will be familiar with common nursery rhymes sung in their previous settings.
<b>Future learning</b>	The children will be introduced to older nursery rhymes and explicitly taught the meaning of different words. The children will be able to recite the taught nursery rhymes 'by heart.' They will develop their understanding of changes within different contexts. They will be introduced to the word 'past' and begin to understand the nursery rhymes below where first sung 'along time ago' in the past.
<b>NC objectives</b>	<b>Key knowledge</b>
<p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know that nursery rhymes have been sung for more than 100 years.</p> <p>Know that nursery rhymes were sung in the 'past'.</p> <p>Know 4 nursery rhymes by heart.</p> <p>Can recite 'Incy Wincy Spider'</p> <p>Knows the meaning of the word 'spout.'</p> <p>Can recite 'Humpty Dumpty.'</p> <p>Knows the meaning of the words 'Kings horses.'</p> <p>Can recite 'Jack and Gill'.</p> <p>Knows the meaning of the word 'pail.'</p> <p>Can recite 'Miss Polly'.</p> <p>Knows the meaning of the word 'pill.'</p> <p>Know that there are different versions of the same nursery rhymes.</p> <p>Know that nursery rhymes have changed over time.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>
<b>Key Vocabulary</b>	Past, nursery rhyme, versions, spout, king's horses, pail, pill, long ago, past, change, older,

Understanding of the World Unit 2- All About Me	
<b>Prior learning</b>	The children will have been exposed to the terms 'past' and 'long ago'. They will have some understanding that over time most things 'change'.
<b>Future learning</b>	Throughout this unit the children will begin to make sense of their own life including discussing their own family with a particular focus on their grandparents. The children will also compare and contrast changes of themselves since they were born. Children will be introduced to the vocabulary 'past' and 'present'. They will be exposed to a simple timeline.
<b>NC objectives</b>	<b>Key knowledge</b>
<p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>Talk about the lives of the people around them and their roles in society;</p>	<p>I can name the people in my family.</p> <p>I can talk about different family members e.g., mum, dad, brother, sister, grandparents, auntie, uncle etc...</p> <p>I know everyone's family is different.</p> <p>I know I have changed since I was a baby.</p> <p>I know the meaning of the word 'baby.'</p> <p>I know the meaning of the word 'child'.</p> <p>I know the meaning of the word 'grandparents'.</p> <p>I know I was a baby in the 'past'.</p> <p>I can order the stages of my life on a timeline.</p> <p>I can name people within the community who help us- fire service, police, lollypop man/ woman, postal service, doctors, nurses, waste disposal, teacher.</p> <p>I can talk about how different people help us every day.</p>
<b>Key Vocabulary</b>	Family, newborn baby, child, grown up, grandparents, changes, same, different, past, present, timeline, memories,



Understanding of the World Unit 3- Traditional Tales	
<b>Prior learning</b>	Children will have been exposed to different type of houses during Unit Two 'All About Me' discussions. From the teaching in the previous two Understanding of the World units the children will have a good understanding of 'old and new and some understanding of changes within living memory.
<b>Future learning</b>	This unit allows children to begin to compare and contrast older and new buildings within their local area. It also allows them to begin to discuss and look in detail and changes within buildings. The children will come back to this knowledge throughout Year 1 when then compare and contrast buildings from the Victorian time period.
<b>NC objectives</b>	<b>Key knowledge</b>
Know some similarities and differences between things in the past and now, drawing on their experiences.	<p>I can talk about 'old' buildings.</p> <p>I can talk about 'new' buildings.</p> <p>I can name different buildings- school, house, flat, library, doctors.</p> <p>I can compare different houses.</p> <p>I can compare different buildings.</p> <p>I know building can change over time, e.g., surgery on Portsmouth road used to be a fire station.</p> <p>I can state three differences between old and new buildings. (Size, shape, features)</p>
	
<b>Key Vocabulary</b>	Buildings, features, old, new, compare, contrast, house, flat, library, school, used to, olden days

Understanding of the World Unit 4- Bear Hunt	
<b>Prior learning</b>	Children will have been exposed to 'changes within their living memory' within Unit 2. They will have a secure understanding of what is meant by the 'past'.
<b>Future learning</b>	During this unit the children will develop their understanding of sorting old and new. They will develop their communication and vocabulary skills through discussions around first hand experiences, photos and books. They will develop their understanding of the term 'future.'
<b>NC objectives</b>	<b>Key knowledge</b>
<p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I know the difference between old and new bears.</p> <p>I can discuss three differences between old and new bears/ toys. (Appearance, materials, size)</p> <p>I can discuss three similarities between old and new bears/ toys. (Appearance, materials, size)</p> <p>I can sort bears/ toys into old and new.</p> <p>I know that technology has changed over years.</p> <p>I know in the past there used to be computers and now we use laptops or tablets.</p> <p>I know that technology will keep changing/ developing through my lifetime.</p> <div style="text-align: center;">  </div> <div style="text-align: right;">  </div>
<b>Key Vocabulary</b>	Old, new, sorting, past, future, same, different, differences, similarities, same, technology

History Unit 1- Neil Armstrong	
<b>Prior learning</b>	This unit will build upon the children’s awareness of the past, which they were first exposed to within reception when they discussed in detail changes within living memory. Children have previously been exposed to the use of a ‘timeline’.
<b>Future learning</b>	This unit will expose the children to four historical strains- chronological understanding, historical enquiry, historical interruption and understanding of events, people and changes. These strains will develop throughout the key stage one history curriculum.
<b>NC objectives</b>	<b>Key knowledge</b>
<p><b>Chronological Understanding</b> Place known events and objects in chronological. Use common words and phrases related to the passing of time.</p> <p><b>Historical Enquiry</b> Find answers to some simple questions about the past from using simple sources of information. Ask and answer basic questions about the past.</p> <p><b>Historical Interpretations</b> Talk, draw or write about aspects of the past. Understand key features of events.</p> <p><b>Understanding of Events, People and Changes</b> Discuss the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Know Neil Armstrong was an American astronaut - someone who travels in space.</p> <p>Know he was the first person to walk on the moon.</p> <p>Know when Armstrong stepped onto the Moon he said “That’s one small step for a man, one giant leap for mankind.”</p> <p>Know Neil Armstrong was born in 1930 in the state of Ohio, USA.</p> <p>Know Neil started learning to fly when he was 15. The next year, he took his flying test. He gained his pilot’s licence before he passed his driving test.</p> <p>Know Neil Armstrong was 17 he went to university. Then he joined the navy as a pilot. He served in the US Navy for four years.</p> <p>Know In 1958, Armstrong joined the US Space Program (a set of journeys and experiments that aim to explore space) At that time, the USA and Russia were competing in the Space Race. Both countries wanted to send a man into space. The Space Race was a competition between the USA and Russia in the 1950s and 1960s to be the first to travel in space.</p> <p>Know in 1961 a Russian astronaut called Yuri Gagarin became the first man to travel in space.</p> <p>Know Apollo 11 was the first spacecraft to make a moon landing. Neil Armstrong was the flight commander (the person in charge of a flight) Michael Collins was the command module pilot (the command module is the part of a spacecraft that carries the astronauts through space) Buzz Aldrin was the lunar module pilot (the lunar module is the part of a spacecraft that can land on the moon)</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">     </div> <p>Know Apollo 11 launched in 1969 it took off from the Kennedy Space Centre in Florida, USA.</p>

for example- Neil Armstrong.	<p>Know that on 21st July Neil Armstrong stepped onto the moon. Buzz Aldrin followed 20 minutes later. Instead of walking on the moon, the astronauts bounced because there is less gravity on the moon.</p> <p>Michael Collins travelled all the way to the moon but never set foot on it.</p> <p>Know that Neil Armstrong spent 21 hours and 36 minutes on the moon.</p> <p>Know that after Apollo 11, Armstrong left the Space Program, he became a teacher in a university.</p> <p>Know he died in 2012 at the age of 82.</p> <p>Know modern astronauts are still inspired by Neil Armstrong.</p> <p>Know that today there are now space stations in space where astronauts can live for months at a time.</p>
<b>Key Vocabulary</b>	Astronaut, space craft, moon, space, earth, stars, sun, surface, gravity pilot, flight commander, space suit, space stations, space centre, space programme

<b>History Unit 2: Victorians</b>	
<b>Prior learning</b>	This unit will build upon the children’s awareness of the past, which they were first exposed to within reception when they discussed in detail changes within living memory. It will build upon initial discussions from Understanding of the World unit 3 when the children began to compare and contrast familiar buildings- school, home, doctors surgery.
<b>Future learning</b>	The children will develop their knowledge and understanding of historical enquiry. They will widen their uses of sources used e.g. books, internet, artefacts and educational visit to gather and retrieve information about a significant individual and events beyond their living memory.
<b>NC objectives</b>	<b>Key knowledge</b>
<p><b>Historical Interpretations</b> Describe changes within living memory. Where appropriate these should reflect aspects of change in national life.</p> <p><b>Historical Enquiry</b> Find answers to some simple questions about the past from using simple sources of information. Describe some similarities and differences between artefacts. Sort artefacts from ‘then’ and ‘now’ Ask and answer basic questions about the past.</p>	<p><b><u>Queen Victoria</u></b></p> <p>To know that Queen Victoria was the Queen of England for 63 years.</p> <p>To know her reign started in 1837 until her death in 1901.</p> <p>To know she was 18 when she became Queen.</p> <p>To know she was married to Prince Albert.</p> <p>To know Queen Victoria had 9 children.</p> <p>To know Queen Victoria had 5 girls- Victoria, Alice, Helena, Louise and Beatrice.</p> <p>To know Queen Victoria has 4 boys- Albert, Alfred, Arthur, and Leopold.</p> <p>To know and understand the links Queen Victoria had with Southampton and the Isle of Wight.</p>



### Historical Interpretations

Talk, draw or write about aspects of the past. Understand key features of events.

### Understanding of Events, People and Changes

Discuss the lives of significant individuals in the past who have contributed to national and international achievements for example- Queen Victoria.

To know Queen Victoria holidayed in the Isle of Wight.  
To know Queen Victoria sailed from Southampton port.  
To understand why Queen Victoria introduced the Education Act and what that means for us today.  
To understand what education was like when Queen Elizabeth was Queen and compare it with school life today.  
To know Queen Victoria was the first Queen to appear on a postage stamp.  
To know that during her reign as Queen the Victorian era was a rapid time for technological development.  
To know she was the first Queen to ride a train in 1842.  
To know that Queen Elizabeth 11 is our queen today.  
I know you can collect information from different sources. E.g. books, internet, artefacts, educational visits.  
I can use the correct vocabulary linked to the passing of time e.g. past, present and future.  
I can place known events and objects in chronological order.



### Victorian Life





**I can state 5 differences between schools in the 1890s compared to school now.**


I know they used slate and chalk instead of whiteboards.  
I know the teachers were very strict and would use a cane to punish children.  
I know the teachers made the children wear a dunce's hat if they answered questions incorrectly.  
I know children sat at desks.  
I know boys and girls were taught in separate classrooms and had different entrances into their school.  
I know children had to pay weekly for their education.



**I can state 5 differences between a Victorian home and a modern day home.**

I know the Victorians cooked using a range because they had no electricity.

	<p>I know the toilet was outside in the garden and was referred to as the 'privy'.</p> <p>I know that to keep items cool such as milk and butter the Victorians used a larder instead of a fridge.</p> <p>I know children only bathed once a week in a tin tub in front of the fire.</p> <p>I know the girls would stay at home on a Monday to help their mother with wash day duties.</p> <p>I know to wash clothes in the Victorian period you would need a mangle, scrubbing brush, soap, washing line and a flat iron.</p> <div style="display: flex; justify-content: space-around;">      </div>
<p><b>Key Vocabulary</b></p>	<p>Queen, reign, throne, education, past, present, future, event Sources, non-fiction information, timeline</p>

<p><b>History -Unit 3: Florence Nightingale</b></p>	
<p><b>Prior learning</b></p>	<p>Children have been previously taught about the Victorian time period and have been introduced to the significant historical figure- Queen Victoria. They have previously developed their understanding of historical enquiry and historical interpretations.</p>
<p><b>Future learning</b></p>	<p>This is the first history unit in Year 2. This unit focuses on the background of Florence Nightingale and her role during the Victorian Period (Crimean War 1854-1856) The children will further develop their understanding of chronological order using a timeline to represent the past.</p>
<p><b>NC objectives</b></p>	
<p><b>Chronological Understanding</b> Show awareness of the past, using common words and phrases relating to the passing of time. Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</p> <p><b>Historical Enquiry</b> Show understanding of some ways in which we find out about the past and</p>	<p><b>Key knowledge</b></p> <p>Know that Florence Nightingale is the most famous nurse in history.</p> <p>Know that she was famous for looking after injured soldiers during the Crimean War (1854-1856)</p> <p>Know that her work changed nursing forever.</p> <p>Know that Florence Nightingale was born in Florence, Italy 1820. She was named after the place she was born.</p> <p>Know that she worked in the Victorian age. (Refer back to previous Year 1 learning)</p> <p>Know that Nightingale came from a wealthy family with servants like many rich Victorian families.</p> <p>Know that she did not go to school but was taught by her father at home.</p> <div style="text-align: right;">  </div>

identify different ways in which it is represented.

### Historical Interpretations

Describe changes within living memory and aspects of change in national life.  
Describe events beyond living memory that are significant nationally or globally.  
Describe significant historical events, people and places locally.

Know that Florence Nightingale's family were unhappy about her plan to become a nurse. This was because rich young ladies were expected to get married and not work.

Know that people in Victorian times were starting to understand more about diseases and how they spread.

Know that early Victorian hospitals were often crowded, dirty and dangerous.



Know that in 1854, British and French troops went to fight the Crimean War in Southern Russia.

Know that Nightingale was asked to lead a team of nurses in Scutari, Turkey.

Know that when her team of 38 nurses arrived to help in Scutari the hospitals were unhygienic.

Know that the word unhygienic means that the hospital was dirty and likely to cause infection or disease.

Know that she worked hard to improve the hygiene and the men had better care.

Know that keeping hospitals clean meant that more soldiers survived.

Know that after the Crimean War, Nightingale became famous.

Know that she worked to train nurses and helped to fight for better conditions in hospitals.

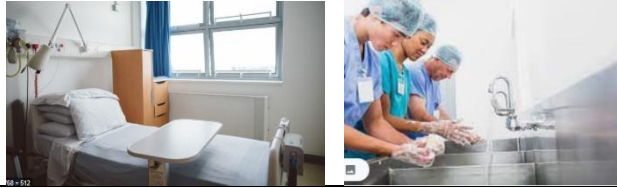
Know that Nightingale became known as the Lady With The Lamp because she carried a lamp around with her at night to check on the patients.



Know that in modern times hospitals and doctor's surgeries are kept very clean to prevent the spread of infection.

Know that nurses and doctors wash their hands thoroughly before they meet each patient to avoid germs spreading.

Know that this was not always the case in the past.



**Key Vocabulary**

Nurse, germs, infection, disease, hospital, hygiene, unhygienic, dirty, patients, doctors, surgeries, Crimean War,

**History Unit 4: Great fire of London**

**Prior learning**

The children will have a solid understanding of historical events and will have some understanding of how these events have changed the modern world today. They will have gained a good understanding of chronological order.

**Future learning**

In this unit historical thinking is developed through understanding the events that led up to the fire and the changes that were a direct consequence of the fire. The children will develop their understanding of ‘Historical Interpretations and ‘Historical Enquiry’ by looking at a range of evidence and accounts regarding the fire.

**NC objectives**

**Key knowledge**

**Chronological Understanding**

Show awareness of the past, using common words and phrases relating to the passing of time.  
Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.

Know that the Great Fire of London occurred in 1666.  
Know the location of London on a map of the UK.  
Know that buildings were mostly made from wood, straw and pitch.  
Know that pitch is a tar like substance that protects the wood from water damage.  
Know that pitch is flammable.  
Know that the buildings were very close together.  
Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.

**Historical Enquiry**

Show understanding of some ways in which we find out about the past and identify different ways in which it is represented.



**Historical Interpretations**

Describe changes within living memory and aspects of change in national life.  
Describe events beyond living memory that are significant nationally or globally.  
Describe significant historical events, people and places locally.

Know that people used fire to cook and for light.  
Know that Thomas Farriner’s bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight.  
Know that the Great Fire of London started on 2nd September 1666.  
Know that there was a strong wind, which helped the fire to spread.

Know that Samuel Pepys was a man living in London at the time.  
 Know that he wrote a diary describing the fire.  
 Know that this is one of the most important sources of information about the fire.  
 Know that we often learn about the past from things people wrote at the time including diaries.  
 Know that they tried to stop the fire by pulling down houses (called a firebreak).  
 Know that people tried to put out the fire with simple fire fighting equipment including buckets of water but the fire was too strong.  
 Know that the River Thames stopped the fire spreading to the South.  
 Know that the fire went on for four days.  
 Know that the fire destroyed many homes and St Paul's Cathedral.  
 Know what a cathedral is and know what St Paul's Cathedral looks like now.  
 Know that the monarch at the time was called King Charles II.  
 Know that after the fire, he wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding.  
 Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again.  
 Know that after the fire, the London Fire Brigade was set up to stop this happening again.  
 Know that a monument was built to remember what happened and the people who died.  
 Know that a monument is something that is built to remember an important event.



**Key Vocabulary** Fire, pitch, destroyed, buildings, equipment, flammable, spread, fire engine, diary, source, monument, overcrowding,

<b>History Unit 5: Titanic</b>	
<b>Prior learning</b>	The children will have a secure knowledge of all historical strands e.g. chronological, enquiry and historical interpretations. They will also have a good understanding of their own local area 'Southampton' which will have been discussed during Year 1 geography unit.
<b>Future learning</b>	This unit will also the children to Describe significant historical events and places locally. (Southampton)
<b>NC objectives</b>	<b>Key knowledge</b>
<b>Chronological Understanding</b>	Know that RMS Titanic was a British passenger ship built in the early 20th century.

Show awareness of the past, using common words and phrases relating to the passing of time.  
Describe where people and events fit within a timeline.

### Historical Enquiry

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

### Historical Interpretations

Describe events beyond living memory that are significant nationally or globally.

Describe significant historical events, people and places locally.

Know the Titanic is famous due to a tragic event and is considered one of the worst modern maritime disasters.

Know the Titanic could carry a total of 3,327 people, 2,435 passengers and 892 crewmembers.

Know at the time, the Titanic was the largest ship afloat and many considered it unsinkable.

Know that on Wednesday 10th April 1912 shortly after 12noon, RMS Titanic set sail from Southampton's White Star Dock on her maiden voyage to New York.



Know on Sunday, April 14th, 1912 the Titanic struck an iceberg on its starboard side at 11:40 PM ship time.

Know the Titanic did not survive the iceberg strike and sunk to the bottom of the North Atlantic Ocean.

Know the Titanic sank on Monday, April 15th, 1912, just 2 hours and 40 minutes after it struck the iceberg.

Know the Titanic had 3,339 passengers and crew aboard when it struck the iceberg.

Know that out of the 3,339 passengers, only 710 people survived the sinking of the Titanic.

Know 1517 people died in the disaster. Out of those only 306 bodies were recovered from the sea.

Know the largest proportion of survivors came from first class.

Know out of the 3,339 passengers, 75% of the women, 50% of the children and 20% of the men survived.

Know that a lack of lifeboats is why over 1,500 people died when the Titanic sunk.

Know the Titanic had 20 life boats with a capacity of 1178 people, only enough to hold half of the passengers.



Know that during the disaster some life boats were only filled half full.

Know those who couldn't get in a lifeboat were either trapped on the ship and drowned or froze to death in the water.

Know the captain of the RMS Titanic was British naval officer Edward Smith. Smith died during the sinking of the Titanic; he's believed to have followed the maritime tradition of the captain goes down with the ship. This tradition means the capital tries to save everyone on the ship or

dies trying.

Know the 14th April 2012 was the 100th anniversary of the disaster.

### Key Vocabulary

Voyage, ship, iceberg, captain, passenger, crew, maritime, sinking, lifeboat, unsinkable, survive, disaster, first class

