Whole School Mapping
History
KS1

Year 1

Cycle 1	Amazing Me	Flames & Fireworks	Globe Trotter	House & Homes	All Creatures Great and Small	Lighthouses

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year One History Progression Steps
Autumn 2 Flames & Fireworks	Pupils should be taught about events beyond living memory that are significant nationally or globally. Pupils should be taught about significant historical events, people and places in their own locality. • *The Great Fire of London or* 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. • *Samuel Pepys* • *King Charles* • *Thomas Farriner*	**<u>The Great Fire of London</u>** • The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane • The fires used for baking were not put out properly. • n 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. • People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. • By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames	• Great Fire of London • Pudding lane • Samuel Pepys • King Charles • Thomas Farriner	**Chronological understanding**	• Pupils can compare two events, saying which one happened first. • Pupils are beginning to understand timelines. • Pupils may begin to make simple links between areas of study.
				Vocabulary	• Pupils can use names and places that link to areas of study. • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.
Spring 2 House & Homes	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. • *LS Lowery (Art Focus)* • *Henry VIII* • *Queen Victoria* • *Queen Elizabeth II*	**<u>Houses and Homes</u>** • The Celtic tribes lived in villages. They lived in round houses with thatched roofs of straw or heather. • Homes in Tudor times were half timbered - they had wooden frames and the spaces between were filled with small sticks and wet clay called wattle and daub. Tudor houses are known for their 'black-and-white' effect • Victorian homes were built from brick or stone, with slate roofs • During the 1940s after the Second World War, materials were at a low and thousands of homes needed to be rebuilt. This led to houses being mass produced in factories, transported and set up on site. This included a design by Sir Edwin Airey. It focused on concrete columns and metal tubing, with smaller windows and plain glass	• Remembrance, • Adolf Hitler • Winston Churchill • air raid • gas mask • air raid shelter • evacuees • Germany • Britain	**Questioning**	• Pupils are beginning to ask simple questions when they are unsure. • Pupils are answering questions verbally related to an area of study with increasing accuracy. - What does this tells/ show us? - How do you know this? - How is this similar/ different to…? - General 5 W's - Can you think of 3 new facts you have learnt today?
Summer 2 Lighthouses	Pupils should be taught about significant historical events, people and places in their own locality. Some should be used to compare aspects of life in different periods.	**<u>The Seaside</u>** • A long time ago, only rich people went to the seaside because there were no planes, trains or cars to get anyone there. They had to use horse and carriages which were very expensive. • Rich people started visiting the seaside about 200 years ago. • Seaside holidays became possible for many people about 150 years ago when steam trains were invented. • Bathing machines -Bathing machines were used by Victorians so they could change in private before getting into the sea • Punch and Judy- Punch and Judy is a funny puppet show that has been common at the seaside since Victorian times.	• Timeline, • chronological • Long ago • Past • present day	**Knowledge**	• Pupils can remember some key events about the areas they have studied. Where could we find out more about this? - Artefact - Historical books - Internet - Videos - Museums/ Visits - Historians

Year 2						
Cycle 1	Amazing Me	Flames & Fireworks	Globe Trotter	House & Homes	All Creatures Great and Small	Lighthouses

Cycle One					
	National Curriculum Objectives	**Key Facts**	**Vocabulary**		**Year Two History Progression Steps**
Autumn 2 Flames & Fireworks	Pupils should be taught about events beyond living memory that are significant nationally or globally. Pupils should be taught about significant historical events, people and places in their own locality. • *The Great Fire of London* 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. • *Samuel Pepys* • *King Charles* • *Thomas Farriner*	**<u>The Great Fire of London</u>** • The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane • The fires used for baking were not put out properly. • n 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. • People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. • By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames	• Great Fire of London • Pudding lane • Samuel Pepys • King Charles • Thomas Farriner	**Chronological understanding**	• Pupils can mostly accurately order events they have learnt about from furthest away to most recent. • Pupils can draw timelines. • Pupils can make some comparisons between areas of study, identifying some similarities between them. • Pupils can make some comparisons between areas of study, identifying some differences between them.
				Vocabulary	• Pupils can remember and use names and words specific to areas of study. • Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries.
Spring 1 *House & Homes*	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. • *LS Lowery (Art Focus)* • *Henry VIII* • *Queen Victoria* • *Queen Elizabeth II*	• The Celtic tribes lived in villages. They lived in round houses with thatched roofs of straw or heather. • Homes in Tudor times were half timbered - they had wooden frames and the spaces between were filled with small sticks and wet clay called wattle and daub. Tudor houses are known for their 'black-and-white' effect • Victorian homes were built from brick or stone, with slate roofs • During the 1940s after the Second World War, materials were at a low and thousands of homes needed to be rebuilt. This led to houses being mass produced in factories, transported and set up on site. This included a design by Sir Edwin Airey. It focused on concrete columns and metal tubing, with smaller windows and plain glass	• Remembrance, • Adolf Hitler • Winston Churchill • air raid • gas mask • air raid shelter • evacuees • Germany • Britain	**Questioning**	• Pupils can ask simple questions when they are unsure. • Pupils can accurately answer most simple questions related to an area of study. • Pupils can sometimes justify their answers using sources or stories.
Summer 2 Lighthouses	Pupils should be taught about significant historical events, people and places in their own locality. Some should be used to compare aspects of life in different periods.	• A long time ago, only rich people went to the seaside because there were no planes, trains or cars to get anyone there. They had to use horse and carriages which were very expensive. • Rich people started visiting the seaside about 200 years ago. • Seaside holidays became possible for many people about 150 years ago when steam trains were invented. • Bathing machines -Bathing machines were used by Victorians so they could change in private before getting into the sea • Punch and Judy- Punch and Judy is a funny puppet show that has been common at the seaside since Victorian times.	• Timeline, • chronological • Long ago • Past • present day	**Knowledge**	• Pupils can remember some key events about the areas they have studied. • Pupils can consider how we know about past events. • Pupils know they can find historical information in books.

Year 1						
Cycle 2	Terrific Toys	Winter Wonderland	A Village in Africa	Castles and Turrets	Plants	Active Me

Cycle Two					
	National Curriculum Objectives	**Key Facts**	**Vocabulary**		**Year One History Progression Steps**
Autumn 1 Terrific Toys	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. • *Queen Victoria* • *Queen Elizabeth*	• Toys are anything that is played with, from a simple piece of wood to gaming console • Toys have existed thousands of years. They were made from the materials that were available at the time. Even stones and string have been made into toy • Toys were mainly made of wood, paper and metal during the Victorian age • Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls and toy animals • Poor families made their own, such as cloth-peg dolls and paper windmills. Children would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys. • Girls played with dolls and tea sets whilst boys played with toy soldiers and marbles • Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with	• Long ago • Past • present day • Timeline • Chronological	**Chronological understanding**	• Pupils can compare two events, saying which one happened first. • Pupils are beginning to understand timelines. • Pupils may begin to make simple links between areas of study.
				Vocabulary	• Pupils can use names and places that link to areas of study. • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.
Spring 2 Castles and Turrets	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. • *King William the Conqueror*	• Motte & Bailey castles were built first because they were quick and cheap to build. • King William needed castles as soon as possible to defend his new crown. They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans • When the rebellion against King William calmed down, they were able to build Keep and Bailey castles, that took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London • The Lord and the Lady would run the castle and be of a high important rank, often being close to the King and Queen. • Knights were soldiers who had shown to be very brave in battle. They had a Squire to do things for them	• Medieval • middle ages • castles • kingdom, • maid • squire • knight • jester • page, • messenger • lord/ lady • king/queen	**Questioning**	• Pupils are beginning to ask simple questions when they are unsure. • Pupils are answering questions verbally related to an area of study with increasing accuracy. - What does this tells/ show us? - How do you know this? - How is this similar/ different to…? - General 5 W's - Can you think of 3 new facts you have learnt today?
Summer 2 Active Me	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*	***Florence Nightingale*** • Florence Nightingale was born in Florence, Italy on 12th May 1820 • Florence Nightingale worked as a nurse during the Crimean War and helped improve the conditions of hospitals. • Hospitals during the Crimean War were very dirty and unhygienic. • Florence Nightingale met Queen Victoria and was awarded the Royal Red Cross. • Florence Nightingale died in 1910 ***Mary Seacole*** • Mary heard news of British soldiers going off to Russia to fight in the Crimean War, she wanted to help. • Together with her friend she set off to the Crimea in a ship stocked with medical supplies. • Mary opened a "British Hotel" near to the battlefields where soldiers could rest and buy hot food, drinks and equipment. Mary used the money spent there to help treat and care for sick and wounded soldiers. • Mary rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.	• Long ago • Past • present day • Timeline • Chronological • Crimean War • Cholera • Disease	**Knowledge**	• Pupils can remember some key events about the areas they have studied. Where could we find out more about this? - Artefact - Historical books - Internet - Videos - Museums/ Visits - Historians

Whole School Mapping
History
KS1

Year 2						
Cycle 2	Terrific Toys	Winter Wonderland	A Village in Africa	Castles and Turrets	Plants	Active Me

Cycle Two					
	National Curriculum Objectives	**Key Facts**	**Vocabulary**		**Year Two History Progression Steps**
Autumn 1 **Terrific Toys**	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. • *Queen Victoria* • *Queen Elizabeth 2nd* • *Price of Wales*	• Toys are anything that is played with, from a simple piece of wood to gaming console • Toys have existed thousands of years. They were made from the materials that were available at the time. Even stones and string have been made into toy • Toys were mainly made of wood, paper and metal during the Victorian age • Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls and toy animals • Poor families made their own, such as cloth-peg dolls and paper windmills. Children would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys. • Girls played with dolls and tea sets whilst boys played with toy soldiers and marbles • Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with	• Long ago • Past • present day • Timeline • Chronological	**Chronological understanding**	• Pupils can mostly accurately order events they have learnt about from furthest away to most recent. • Pupils can draw timelines. • Pupils can make some comparisons between areas of study, identifying some similarities between them. • Pupils can make some comparisons between areas of study, identifying some differences between them.
				Vocabulary	• Pupils can remember and use names and words specific to areas of study. • Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries.
Spring 2 **Castles and Turrets**	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. • *King William the Conqueror*	• Motte & Bailey castles were built first because they were quick and cheap to build. • King William needed castles as soon as possible to defend his new crown. They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans • When the rebellion against King William calmed down, they were able to build Keep and Bailey castles, that took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London • The Lord and the Lady would run the castle and be of a high important rank, often being close to the King and Queen. • Knights were soldiers who had shown to be very brave in battle. They had a Squire to do things for them	• Medieval • middle ages • castles • kingdom, • maid • squire • knight • jester • page, • messenger • lord/ lady • king/queen	**Questioning**	• Pupils can ask simple questions when they are unsure. • Pupils can accurately answer most simple questions related to an area of study. • Pupils can sometimes justify their answers using sources or stories.
Summer 2 **Active Me**	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 or* • *Mary Seacole*	***Florence Nightingale*** • Florence Nightingale was born in Florence, Italy on 12th May 1820 • Florence Nightingale worked as a nurse during the Crimean War and helped improve the conditions of hospitals. • Hospitals during the Crimean War were very dirty and unhygienic. • Florence Nightingale met Queen Victoria and was awarded the Royal Red Cross. • Florence Nightingale died in 1910 ***Mary Seacole*** • Mary heard news of British soldiers going off to Russia to fight in the Crimean War, she wanted to help. • Together with her friend she set off to the Crimea in a ship stocked with medical supplies. • Mary opened a "British Hotel" near to the battlefields where soldiers could rest and buy hot food, drinks and equipment. Mary used the money spent there to help treat and care for sick and wounded soldiers. • Mary rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.	• Long ago • Past • present day • Timeline • Chronological • Crimean War • Charity	**Knowledge**	• Pupils can remember some key events about the areas they have studied. • Pupils can consider how we know about past events. • Pupils know they can find historical information in books.