

| Year 1 National Curriculum objectives: Children will be taught to: | |
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| <p>Year 1 Areas of study:</p> <ul style="list-style-type: none"> • Florence Nightingale – looking at her life and why she is an influential figure. • Toys through the ages. History of Teddy Roosevelt and the teddy bear. Old and new toys direct comparisons. • History of seaside holidays – comparing Victorian Scarborough to modern day. Traditions (e.g. Punch and Judy). <p>Boats and ships from past to present. Matthew Flinders (Spalding)</p> | <p>Chronological understanding:</p> <ul style="list-style-type: none"> • Begin to sequence artefacts and events that are close together in time. • Order dates from earliest to latest on simple timelines. • Sequence/sort pictures from different periods. • Describe memories and changes that have happened in their own lives. • Begin to use words and phrases such as: old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after to show the passing of time. |
| <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Begin to recognise and know some similarities and differences between the past and the present. • Know basic similarities and differences between ways of life in different periods. <p>Describe and know significant individuals from the past.</p> | <p>Historical interpretation</p> <ul style="list-style-type: none"> • Observe and use pictures, photographs and artefacts to find out about the past. |
| <p>Historical enquiry</p> <ul style="list-style-type: none"> • Begin to observe or handle evidence to ask simple questions about the past. • Begin to observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. | <p>Organisation and communication</p> <ul style="list-style-type: none"> • Begin to talk, write and draw about things from the past. • Use drama/role play to communicate their knowledge about the past. • Begin to use some historical vocabulary to retell simple stories about the past. |

| Year 2 National Curriculum objectives: Children will be taught to: | |
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| <p>Year 2 Areas of study:</p> <ul style="list-style-type: none"> • Remembrance Day – why we have poppies. • Gunpowder Plot – study of Guy Fawkes and the reasons behind the plot. • Great Fire of London – the chronological events. • Development of a city (Lincoln) – look at the history of bartering and trading. • Study of fossils and what they can tell us. • Introduction to Stone Age (prior learning/transition) • History of the Circus – look at Phillip Astley (father of the modern circus). <p>Explorers – Charles Darwin, Ibna Battuta, Henson and Aston (polar explorers) Joseph Banks (Revesby) Issac Newton (Lincolnshire scientist)</p> | <p>Chronological understanding:</p> <ul style="list-style-type: none"> • Sequence artefacts and events that are close together in time. • Order dates from earliest to latest on broader timelines. • Sequence/sort pictures from different periods. <p>Confidently use words and phrases such as: old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after to show the passing of time.</p> |
| <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Recognise and know similarities and differences between the past and the present. • Know the similarities and differences between ways of life in different periods. • Know and recount significant events in history. • Describe significant individuals from the past. Know that there are reasons why people in the past acted as they did. | <p>Historical interpretation</p> <ul style="list-style-type: none"> • Start to compare two versions of a past event. • Observe and use pictures, photographs and artefacts to find out about the past. • Start to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past. |
| <p>Historical enquiry</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions. • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. • Choose and select evidence and say how it can be used to find out about the past. | <p>Organisation and communication</p> <ul style="list-style-type: none"> • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. • Talk, write and draw about things from the past. • Use drama/role play to communicate their knowledge about the past. Use a wide range of historical vocabulary to retell simple stories about the past. |

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