



Meath Green Infant School Subject Overview

History

All year groups to have a timeline displayed all year round. Key events added to and revisited over the year.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question						
People and Communities		People- Guy Fawkes- bonfire night (London's burning rhyming) Compare and contrast characters from stories, including figures from the past.				Talk about the lives of the people around them and their roles in society.



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The World	<p>Black History Month</p> <p>Events within living memory- Birthdays. Can the children recognise their birthday on a timeline, look at photos from Baby-toddler-now.</p>					<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what they are reading in class.</p>
Key Vocabulary	<p>Past, present, now, then, before</p>	<p>Past, present, event, remembrance,</p>				

<p>KS1 Year 1</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
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Enquiry Question	What makes me amazing?	Does a dinosaur make a good pet?	Why doesn't a Hedgehog live in Australia?	Can we go on holiday to Space?	Why did people build castles?	What makes a train move?
Chronological Understanding	<p>Events within living memory - how have the children changed?</p> <p>Use timelines of their lives to create chronological understanding of events in their own lives.</p>	<p>Events beyond living memory (Remembrance)</p> <p>Events beyond living memory - Mary Anning and her discoveries</p> <p>Events within living memory - Diego Suarez and his new fossil discovery</p>	<p>Compare the lives and society of Australia and England.</p> <p>Compare equipment and transportation.</p>	<p>Compare the lives of significant individuals, with links to prejudice.</p>	<p>Compare the lives of people now and in the past. Medieval times compared to present day.</p> <p>Compare homes, castles, education, food, transport.</p>	<p>Local Area history, events beyond and within living memory. Looking at changes in Horley when the train line was first put in place compared to now.</p>
Historical Enquiry	<p>Why are memories important? How are the memories of others different?</p>	<p>What was life like for the individuals? What was life like in their time periods? How did their discoveries change their lives</p>	<p>What is different in Australia? What is the same? How does the history of lives in Australia relate to ours? (link to prisoners being shipped to Australia)</p>	<p>How did we get to space? What was the space race? Who was involved? Why did people want to go to space?</p>	<p>What was it like living in a castle? How did the medieval people live? What was life like in medieval times? Why did castles have these features?</p>	<p>How has transport changed over time? What changes has Horley station brought to our local area? Why is the train line important? What</p>



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		and the lives of others?				impact did a train line to London have on local lives?
Historical Interpretation	Use the children's own lives to compare with someone else older in their family. Why are your memories different? Why do we have different memories? What does this tell us about personal history?	Observe and handle artefacts, fossils and fossil brushes. Why are these different? What are they used for?	Show an understanding of how our history impacted the lives of people living in Australia (link to aboriginal artists/culture)	Sequence events onto your timeline depicting the space race, the significant individuals and their lives. Discuss how space exploration has changed and compare the first trip to space with recent journeys.	Make comparisons and links to life in medieval times to now. Discuss changes in structure, look at images of castles then and now and ask the children to be curious about why some castles are in ruins and others are not.	Show an understanding of how the trains and railways developed in the UK and make links to Horley. Use maps, pictures and local people to understand.
Understanding events, people and changes	Bring in a grandparent/ older visitor to talk about their memories with the children and why they are different? Show a timeline of their lives to	Look at Mary Anning and her discoveries and plot her onto the class timeline. Look at Diego Suarez and his discoveries and	Plot on the timeline the history of criminal transportation (1788-1868) and discuss why the children think we used to send	Use the timeline to plot Space Race (2/8/55-17/7/75). Compare the lives of the astronauts and discuss why things changed in training and who	Look at why medieval times stopped and why. Place the medieval times onto a timeline (roughly 1000 years beginning in 476AD and ending	Talk to train drivers. Visit Horley station? Ride a train?



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	compare the children's.	lifestyle. Plot his events onto the timeline to compare. Remembrance- look at the lives of soldiers and the impact the war had on life in England.	criminals to Australia.	you could send to space.	between 1400 and 1450.	
Vocabulary	Before, after, older, newer, past, present, memories, significance, importance, timeline, sequence	Discovery, archaeologist, war, impact	Criminal, transportation,	Astronaut, explorer, shuttle, rocket,	Medieval, Middle Ages, Dark Ages, turret, moat, ruins, drawbridge	Transport, local, trains, railways, tram, impact, significance

KS1 Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Can a penguin live in Africa?	Would you like to live by the sea?	What puts London on the map?	Why did London burn?	What changes when things grow?	Have you ever been on a plane? Visit Gatwick Aviation Museum



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						to talk about the history of planes/ Gatwick. Watch planes take off and land.
Chronological Understanding	<p>Events within living memory- Changes due to Apartheid, changes in voting, jobs, lives.</p> <p>Sequence the events of Nelson Mandela's Life on the timeline and compare to our lives.</p>	<p>Events beyond living memory, look at Remembrance and talk about why we commemorate it.</p> <p>Grace Darling, plot her life on a timeline.</p>	<p>Compare significant individuals and events within living memory. Talk about Queen Elizabeth I and Queen Elizabeth II.</p>	<p>Events beyond living memory- Great Fire of London. Talk about what impact it had and the long-term changes it had on London.</p>		<p>Events beyond/within living memory- Gatwick Airport 1930 to now. Look at the history of Gatwick for local history and talk about history of flight through Amelia Earhart and Wright Brothers.</p>
Historical Enquiry	<p>Why did Nelson Mandela want change? What impact did he have?</p>	<p>Who was Grace Darling? What impact did she have on her community?</p>		<p>To ask and answer questions related to different sources: What does the source show?</p>		<p>Why was Gatwick built near Horley? What changes happened to the area because of Gatwick?</p>



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				What information do we know from the source?		
Historical Interpretation	Use stories and accounts to understand significant individuals and how their experiences changed the lives of those around them.	Show an understanding of historical terms linked to Remembrance. Use stories and recounts about Grace Darling's life and adventures.	Show understanding of similarities and differences between two significant people and how their lives impacted London.			Show an understanding of the changes in planes and airports and how this impacted our local area.
Understanding Events, People and Changes	Focus on Nelson Mandela. Look at his life, from birth through schooling to prison and beyond.	Begin to understand why people acted the way they did during the war, linked to Remembrance. Grace Darling: what impact did she have? Was it a widespread (national) impact or local?	Focus on Queen Elizabeth I and her life and compare her to Queen Elizabeth II and how they were similar and how they were different.	Recount significant events in History - Great Fire of London. Discuss and learn about individuals from the past: Samuel Pepys, writes the diary, Christopher Wren who rebuilt St Pauls Cathedral, King Charles I.		Look at the history of flight through the Wright Brothers and Amelia Earhart. Why are they significant? Why do we remember them?



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Vocabulary	Apartheid, Timeline, President, Prisoner, Impact	Rescue, Artefact, Lighthouse, War, Remembrance, poppy, Impact,	Queen, Monarchy, Royal, Family,	Sources, Significant Individuals, Timeline, Event, Impact, Effects		Local, airport, aerodrome, flight, aviation
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