

Key stage 1 coverage overview: HISTORY 22-23



Topics chosen must cover the following areas: Changes within living memory including some that reveal changes in national life; significant events beyond living memory; Nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.

Year Group	AUT 2	SPR 1	SPR 2	SUM 2	AUT 2	SPR 1	SPR 2	SUM 2
Substantive knowledge Disciplinary knowledge	Toys - change within living memory (use twinkl resources where needed / Sudbury?)	Mary Anning - Significant individual nationally/internationally	Queens: Lives & times Elizabeth I, Victoria and Elizabeth II Significant people & compare life at different times (Use twinkl resources where needed)	Local study - Our school	Titanic - local/national/international event (Use twinkl resources where needed)	Famous explorers - Significant nationally/internationally	Local study - Swadlincote	Battle of Bosworth / castles - Significant national event beyond living memory;
Chronology sequencing events/ objects in time; using chronological vocabulary	Sort real old toys/ pictures into chronological order.	Locate her lifetime on class/ school timeline. Create a pictorial timeline of her life	Locate each queen's reign/ life on timeline	1.Recount changes to own lives- what has happened in your life so far? 2.Create a pictorial timeline showing major events	Place event on timeline. Retell story orally/ by pictorial timeline	Locate their lives on timeline	Create a pictorial timeline showing changes over past 100 years	Place event on timeline. Retell story orally/by picture timeline.
Characteristic features of period/ person/ events studied	explore how period is characterized by change from outdoor play to indoor/electronic	Explore how attitudes to gender/ class at the time, restricted recognition of her achievements.			International travel meant sailing across oceans, not flying.			What did knights wear / do?
Change/ continuity Similarities & differences between ways	Appreciates some toys have remained largely		Examine how transport has changed - how did Queens travel?	Use pictures/ accounts of to explore how school				How have castles have changed?

of life at different times	unchanged over long periods e.g. Ludo, yoyos			life has changed over time				
Cause/ consequence- why people did things/ causes and results of events and changes	Consequence of change to mainly sedentary indoor play detrimental to children's health	Explore Mary's motivation, and the consequences of her discoveries- helped change understanding of how life evolved.			Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards	Compare their lives, motivation and achievements		Explore why the battle took place and the consequence of how it changed monarchy succession.
Significance		Create a museum display about Mary's work, and how she is recognised today and, in the past,	Create a museum display about the three Queens, but can only choose five items to display for each Queen.		Examine the continued and widespread interest in this story, why is it still remembered?	Examines the significance of each individual.	How do changes reflect nationally?	
Interpretation -explore ways we find out about the past and how it is represented		Explore representations/ interpretations: books/ video/ websites/ Lyme Regis Museum, Jurassic coast info boards etc.			Explore a range of Titanic memorabilia	Look at when monuments dedicated to each were erected to see how interest in each has changed over time - Roald Amundsen museum / Columbus monuments in different countries	Visit to local museum / walk through Swadlincote. How well does it tell the story of our locality? Link to geography**	Visit to Bosworth / visitor to school? Books / TV / records from past
Historical enquiry - asking /answering questions; using sources to find answers and show understanding	Interviewing adults about their childhood toys use pictures of Toys / artefacts	artefacts, and other sources plus books postcards, etc	books, websites, royal memorabilia	Interview adults about their school days and how different they were to today	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc		Interview adults about their town/way of life and how different they were to today.	

