



# Knowledge map for History Key Stage 1









		EYFS	Year1	Year 2
AUTUMN TERM	TOPIC	<b>All About Me</b>	<b>What do we remember on Remembrance Day?</b>	<b>How have aeroplanes changed since the Wright brothers?</b>
	KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>We change as we grow up.</li> <li>As I grow up, I can do more things for myself.</li> <li>As I grow up, I need different and bigger things and play with different toys.</li> <li>I wear warm clothes in the winter and cool clothes in the summer</li> <li>I wear different clothes at different times of the day.</li> <li>We sometimes wear special clothes for celebrations and festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Each year, on Remembrance Day, people in the UK remember the dreadful effects of war, and honour the men and women who serve their country during times of war and other conflicts.</li> <li>Poppies are sold to raise money for injured service people and their families because they symbolise the fields of red poppies that grew on battlefields after World War One.</li> <li>WW1 ended at 11:00 on the 11th November 1918 so each year at 11 o'clock on the 11th day of 11th month, people in the UK stop at 11 o'clock to hold a 2 minute silence.</li> <li>The Sunday nearest to 11th Nov is Remembrance Sunday and in churches, people stand for a 2-minute's silence while many places commemorate Remembrance Sunday with a parade, just like in Ware.</li> </ul>	<ul style="list-style-type: none"> <li>Orville and Wilbur Wright were inventors who made the world's first successful aeroplane flight in 1903.</li> <li>At first, the plane wasn't successful and they spent many weeks struggling to get the plane to fly.</li> <li>Before the Wright brothers started inventing aeroplanes, people had already managed to fly light aircrafts without engines, which were called gliders.</li> <li>The arrival of the jet age and jet engines meant more people could travel abroad.</li> <li>Aeroplanes are used to trade cargo/goods internationally.</li> <li>Air travel is now normal for many people around the world.</li> <li>The arrival of flight has led to continued technological advancements which impact life more broadly.</li> </ul>
	KEY VOCAB	<p><b>Tier 2</b> - Baby, adult, elderly person, season, weather, celebration, Christmas, Easter, Diwali, Lunar New Year, Bonfire Night, days of the week, festival, birthday</p> <p><b>Tier 3</b> - Timeline, then, before, now, next, soon, sequence, similarities and differences</p>	<p><b>Tier 2</b> - Special, memory, Commonwealth, Remembrance Day, World War I, symbol, parade, commemorate, flags, band, poppy wreaths, Remembrance Sunday, memorial, Cenotaph, services, veteran</p> <p><b>Tier 3</b> - Timeline, within and beyond living memory</p>	<p><b>Tier 2</b> - myth, stained-glass window, design, hot air balloon, glider, tail, engine, controls (steering), inventor, engineer, scientist, business, bicycle, repair, sales, wing warping, aluminium engine, Kitty Hawk, notebook, photograph, newspaper, aeroplane, jet engine, propeller, military (army, navy, air force),</p> <p><b>Tier 3</b> - past/history, enquiry question, similarity and difference, consequence, chronology, within and beyond living memory, sources and evidence, continuity and change</p>
IMPACT QUESTIONS	<ul style="list-style-type: none"> <li>How have I changed since I was a baby?</li> <li>Why do we wear different clothes during the year?</li> <li>What are our favourite celebrations each year?</li> </ul>	<ul style="list-style-type: none"> <li>What special times can we remember from our own lives?</li> <li>What symbols are used to help us remember events?</li> <li>Why is the poppy used as a symbol representing Remembrance?</li> <li>What is being remembered and why?</li> <li>How does the UK commemorate Remembrance Day and what do we do in Ware?</li> <li>Which countries know about the Poppy?</li> </ul>	<ul style="list-style-type: none"> <li>How long have people wanted to fly for?</li> <li>What were the steps to achieve flight?</li> <li>How did the Wright brothers achieve flight?</li> <li>How do we know what happened?</li> <li>How have aeroplanes changed since the Wright brothers?</li> <li>How has the way we use aeroplanes changed?</li> </ul>	



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		Thread	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>civilisation</b></p> <p>a complex society that has developed advanced systems of government, culture, and technology</p>  </div> <div style="text-align: center;"> <p><b>migration</b></p> <p>the movement of people to a new place to find better living conditions</p>  </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>civilisation</b></p> <p>a complex society that has developed advanced systems of government, culture, and technology</p>  </div> <div style="text-align: center;"> <p><b>monarchy</b></p> <p>a form of government where the leader, the a king or queen, shares the throne and holds the position for life or until they choose to abdicate</p>  </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>migration</b></p> <p>the movement of people to a new place to find better living conditions</p>  </div> <div style="text-align: center;"> <p><b>trade</b></p> <p>the action of buying and selling goods and services</p>  </div> </div>
		EYFS	Year 1	Year 2	
		TOPIC	What is an artefact?	How have toys changed in the past 100 years?	Which significant nurses changed our hospitals?
SPRING TERM	KEY KNOWLEDGE	<p>I know some similarities, and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<ul style="list-style-type: none"> <li>• Toys in the past were often marketed to just boys or girls. This is less common now.</li> <li>• Toys now depict people from other cultures and with disabilities. This was less common in the past.</li> <li>• Toys represent society’s interest and trends.</li> <li>• Toys vary depending on your culture.</li> <li>• Shifts in culture can be found in advertisements.</li> <li>• New technology is found in toys which can be linked to wider developments such as computing and electronics in consoles.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant person is someone who has done something important or changed something for their country or the world, good or bad.</li> <li>• Florence Nightingale was a British nurse. She went to the war in Crimea to help treat the wounded soldiers. She helped stop the spread of disease and saved many lives.</li> <li>• Edith Cavell was a British nurse. She thought everyone had the right to medical treatment, no matter which country they were from.</li> <li>• Mary Seacole was a British-Jamaican nurse. Her leadership and courage paved the way for diversity in nursing in the UK after she cared for wounded British soldiers during the Crimean War.</li> <li>• Mary was largely forgotten about until the last few decades when people began to rediscover her story.</li> <li>• Florence, Mary and Edith all worked hard to care for the ill and injured soldiers in difficult conditions. Their work is still remembered and honoured today in different ways.</li> </ul>	
	KEY VOCAB	<p>past, long ago, yesterday, last week, a long time ago, artefact, famous, brave, in the past, old, new, then, now</p>	<p><b>Tier 2</b> - toy, play, teddy bear, games console, controller, cartridge, disc, hard drive, blocks, Lego, wood, plastic, metal, advert, television, internet, catalogue, car, Ford, Fiesta, wheel, engine, entertainment, fuel, steering, gears, seatbelts, satnav, Bluetooth,</p> <p><b>Tier 3</b> - within living memory, beyond living memory, history, timeline, continuity, change, survey, testimony, pattern</p>	<p><b>Tier 2</b> - pioneer, discrimination, significant, NHS, National Health Service, important, famous, nurse, Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, healer, herbal remedies, <b>Tier 3</b> - past/history, enquiry question, similarity and difference, consequence, chronology, within and beyond living memory, sources and evidence, continuity and change, problem, solution.</p>	
	IMPACT QUESTIONS	<p>What do you think this might be used for?</p> <p>What material is it made from?</p> <p>Do we use something like it today?</p>	<ul style="list-style-type: none"> <li>•Have toys always been the same?</li> <li>•What does continuity and change mean?</li> <li>•Have all building blocks changed?</li> <li>•How has the way we find out about toys changed?</li> <li>•How does our survey add to our knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• Who was Florence Nightingale, and why was she important?</li> <li>• Who was Edith Cavell, and why was she important?</li> <li>• When did Florence and Edith become significant?</li> <li>• Why did Florence and Edith act the way they did?</li> </ul>	



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			<ul style="list-style-type: none"> <li>Can we see changes in technology in other parts of life too?</li> </ul>	<ul style="list-style-type: none"> <li>How has the past been represented?</li> <li>How did Florence and Edith change our hospitals?</li> </ul>
	Thread	<p><b>civilisation</b> a complex society that has developed advanced systems of government, culture, and technology</p> <p><b>trade</b> the action of buying and selling goods and services</p>	<p><b>civilisation</b> a complex society that has developed advanced systems of government, culture, and technology</p>	<p><b>migration</b> the movement of people to a new place to find better living conditions</p> <p><b>civilisation</b> a complex society that has developed advanced systems of government, culture, and technology</p> <p><b>monarchy</b> a form of government where the leader has a king or queen, shares the power and holds the position for life or until they choose to abdicate</p>
		EYFS	Year 1	Year 2
	TOPIC	What are the similarities and differences between the seaside in the past and present?	What were the most important jobs in a castle?	How do we know what happened during the Great Fire of London and what were the consequences?
SUMMER TERM	KEY KNOWLEDGE	<p>I know some similarities, and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<ul style="list-style-type: none"> <li>There are different types of buildings in towns and cities. Some are old and some are new.</li> <li>Time is linear (in a straight line). A timeline helps us sequence events within our lifetime and our parents' lifetime.</li> <li>History exists beyond living memory and we can still see the remains of the past around us (castles, churches, ruins etc).</li> <li>Castles were built for defending homes from intruders, conquering enemies and housing royalty and nobles.</li> <li>A new castle's site was usually on a high hill.</li> <li>Jobs in a castle included The Lord and Lady of the castle, the soldiers, the servants, the knights, the priest, the cook the Jester, the stable boy, the gong-Farmer (who cleaned out the pits used as toilets!)</li> <li>The Lord and Lady were the most important. The servants were the least important and slept on a concrete floor.</li> <li>Books, artefacts, visits and the internet can help me find the answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>London was a large settlement in the England in 1666. The Great Fire left over 100,000 people homeless.</li> <li>There was huge difference between the lives of rich and poor.</li> <li>The poor were more likely impacted by the fire as their homes were wooden and so close together.</li> <li>The rich were able to use horses and carts to carry away valuables to safety. More is known about the lives of the rich due to their writings.</li> <li>Many of the cities churches (including St Paul's) were destroyed in the fire. They were rebuilt to reflect new design trends.</li> <li>There were many warehouses full of many flammable materials in London close to homes. This was because London was a key trading city.</li> <li>Building design was improved because of laws passed after the fire.</li> <li>The first fire brigade appeared because a businessman set up an insurance company.</li> <li>The Lord Mayor, Thomas Bludsworth, did not act when the fire had just started. This was because of problems on who owned houses in the city.</li> <li>The king made decisions on how to fight the fire.</li> </ul>
	KEY VOCAB	past, long ago, yesterday, last week, a long time ago, artefact, famous, brave, in the past, old, new, then, now	<p><b>TEIR 2</b> castle, stables, arrow, tower, flags, shield, priest, cook dungeons, keep, portcullis, curtain wall, motte, battlements, guardhouse, parapet, drawbridge, turrets, moat, gatehouse, bailey, ramparts, lance, knight, suit of armour, Lord, Lady, jester, gong-farmer</p> <p><b>TEIR 3</b> - within living memory, beyond living memory, history, timeline, continuity, change, survey, testimony, pattern</p>	<p><b>TEIR 2</b> capital city, settlement, landmark, street, house, church, cathedral, diary/account, gunpowder, King, Duke, bucket, fire hook, fire squirt, possession, architect, grid system, firefighting, firefighter, engine, pump, hose, fire hook, axe</p> <p><b>TEIR 3</b> continuity and change, cause, consequence, source and evidence, chronology, timeline, source, evidence, similarity and difference, object/artefact, historian, archaeologist, document, explain, long-term, short-term</p>
	IMPACT QUESTIONS	<p>How did people dress?</p> <p>What did people do at the seaside in the past?</p> <p>Can you talk about our trip to the seaside?</p>	<ul style="list-style-type: none"> <li>What can buildings be used for?</li> <li>What happened during my lifetime and before?</li> <li>What happened before living memory?</li> <li>Why did we build castles?</li> <li>What jobs were there in castles?</li> <li>Where can I find the answers to my questions?</li> </ul>	<ul style="list-style-type: none"> <li>What was London like in 1666?</li> <li>What caused the Great fire?</li> <li>What happened during the fire?</li> <li>What does the evidence tell us about the fire?</li> <li>How did building design change because of the fire?</li> <li>How has firefighting changed since the Great Fire of London?</li> </ul>



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