



Claremont Primary and Nursery School History Curriculum

Year 1: Memory Box - How has our childhood changed over time?

NC link: Changes within living memory

Objectives:

- Be able to record and explain their family tree
- Be able to use historical sources to order images on a timeline
- Be able to use historical sources to understand and explain differences between their childhood and that of their parents and grandparents
- Be able to describe a key event in their lives and the lives of their parents/grandparents (coronations)
- Be able to understand how historical artefacts have changed over time
- Be able to sort and compare toys from the past and modern-day toys
- Be able to discuss how childhood has changed over time

Substantive Knowledge:

- Similarities and differences help us to make comparisons between life now and in the past.
- Past is something that has already happened and present is something that is happening now.
- A family tree shows the relationship between people in several generations of a family.
- Present toys and entertainment include: consoles, Lego, dolls, board games, cars and fidget toys.
- Past toys include: dolls house, games, cars, puppets, bears, marbles and spinning tops.
- Fairgrounds as a form of entertainment have changed over time. *Link to Goose Fair visit.*
- A monarch is a King or Queen who rules a country.
- King Charles III is the current monarch of the United Kingdom.
- The coronation of King Charles III took place on 6th May 2023 at Westminster Abbey, London.
- Queen Elizabeth II was the previous monarch of the United Kingdom.
- The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.
- A monarch is the head of state.
- Monarchy is hereditary.
- Ways of recording and viewing history have changed over time due to changes in technology.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Begin to identify old and new aspects of toys across periods of time through pictures, photographs and objects.
- Begin to understand that some aspects of childhood change and some stay nearly the same.

Similarities and differences

- Recognise some similarities and differences between toys in the past and present.

Historical significance

- Talk about why Queen Elizabeth II was important.

Historical Interpretations

- Observe and use pictures, photographs and artefacts to find out about toys in the past.

Historical Investigations

- Observe or handle evidence and ask simple questions about life in the past.
- Sort objects and artefacts (toys) into 'new and old' and 'then and now'

Chronological understanding

- Sequence artefacts (toys) that are close together in time.
- Sequence pictures from different periods.
- Describe a memory or change that has happened in their own lifetime (coronation of King Charles III).

Knowledge and Understanding of Events and People in the Past

- Know and recount stories from a significant event in history (coronation).
- Describe a significant individual from the past (Queen Elizabeth II).

Presenting, Organising and Communicating

- Talk, write and draw about toys from the past.
- Use historical vocabulary to retell simple stories about the past.

Key Vocabulary:

coronation, monarchy, comparison, different, similar, family tree, generation, timeline, artefact, photograph, past, present, now, then, yesterday, last week, last year, years ago, a long time ago



Claremont Primary and Nursery School History Curriculum

Year 1: Great Fire of London - What happened in 1666?

NC link: Events beyond living memory

Objectives:

- Be able to sequence important events during the Great Fire of London
- Be able to use historical sources to know and understand where and when the Great Fire of London started and how it spread
- Be able to use historical sources to understand Samuel Pepys' experience of the Great Fire of London through reading his diary entries
- Be able to use historical sources to compare and contrast materials used to build houses before and after the fire
- Be able to explain how we keep safe from fire in the present day
- Be able to discuss the impact of the fire on London in 1666

Substantive Knowledge:

- Thomas Farriner was the baker for King Charles II who was on the throne in 1666.
- The Great Fire of London started on Sunday 2nd September 1666 in Thomas Farriner's Bakery on Pudding Lane because the maid left the oven on.
- People escaped by hiring boats on the River Thames as it was not far away from the houses and used wheelbarrows/carts to move belongings.
- The houses were made of wood and were built close together so the fire spread quickly.
- People threw buckets of water onto the fire to try and put it out. There was no fire brigade.
- The fire was so hot that it melted the lead on the roof of St Paul's Cathedral.
- Eventually the east wind dropped and changed direction and lots of houses were pulled down using hooks and gunpowder to stop the fire spreading further.
- Samuel Pepys witnessed the Great Fire of London and wrote a diary about his experience.
- The fire lasted for four days. London was destroyed and needed rebuilding.
- The fire brigade was created because of this event.
- Fire engines have changed over time. The features of fire engines are different and have improved because of the Great Fire of London and new technology.
- Old fire engines had leather buckets, fire hooks, squinters, ladders, wooden wheels. Some had wooden ladders.
- Modern fire engines have sirens, lights, ladders, reflective strips, mirrors, glass windows, rubber tyres.
- Houses are now built mainly out of bricks and stone with fire safety in mind.
- We have technology to keep us safe from fire e.g. smoke alarms, safety appliances

Disciplinary knowledge (Think like a historian):

- Continuity and Change
- Begin to identify old and new aspects of London across periods of time through pictures, photographs and objects.
- Cause and Consequence
- Understand that a cause makes something happen – the Great Fire of London caused the creation of the fire brigade
 - Understand that a consequence happens as a direct result of something else – parts of London were damaged as a result of the fire
- Similarities and differences
- Recognise some similarities and differences between London in the past and modern-day London
 - Start to understand that during the same period of time, life was different for people (rich and poor, adults and children)
- Historical significance
- Talk about why Samuel Pepys was important and the importance of his diary
- Historical Interpretations
- Observe and use pictures, photographs and artefacts to find out about life in London in the past
- Historical Investigations
- Find answers to simple questions about life in London in the past.
- Chronological understanding
- Sequence pictures from different periods.
- Knowledge and Understanding of Events and People in the Past
- Know and recount stories from a significant event in history (Great Fire of London).
 - Understand that there are reasons why people in the past acted the way they did.
- Presenting, Organising and Communicating
- Talk, write and draw about London from the past.
 - Use historical vocabulary to retell simple stories about the past.

Key Vocabulary:

Great Fire of London, Samuel Pepys, King Charles II, River Thames, Tower of London, bakery, smoke, fire, monument, Pudding Lane, bakery, leather bucket



Claremont Primary and Nursery School History Curriculum

Year 1: Victorian Life – What was life like for Victorian children?

NC link: Lives of significant people

Objectives:

- Be able to place the Victorian era on a timeline
- Be able to use historical sources to explain the significance of Queen Victoria’s reign
- Be able to use historical sources to order events from the Victorian era on a timeline
- Be able to use historical sources to compare similarities and differences between 21st century children and Victorian children
- Be able to use historical sources to know and understand what life was like for a Victorian child
- Be able to discuss how school has changed since the Victorian times

Substantive Knowledge:

- The Victorian era describes the time during the reign of Queen Victoria 1837-1901
- Queen Victoria was born in 1819 and ruled from 1837-1901. She married Prince Albert in 1840 and they had 9 children.
- The poor were very poor – they worked in workhouses and factories.
- Many rich people had servants.
- There was no electricity.
- Not many people could read or write but Queen Victoria made all children go to school.
- Discipline and rules in Victorian schools were very strict and punishments were harsh.
- Girls and boys were taught different lessons but there were still many similarities with schooling today.
- There were 80 children in Victorian classrooms.
- The children copied from the board and onto slates.
- Children were made to work in dangerous places such as coal mines or as chimney sweeps. They worked for very long hours for very little money.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Begin to identify old and new aspects of school across periods of time through pictures, photographs and objects.
- Begin to understand that some aspects of school change and some stay nearly the same.

Cause and Consequence

- Understand that a cause makes something happen – Queen Victoria caused the change in the schooling system.
- Understand that a consequence happens as a direct result of something else – children’s lives improved as a result of Queen Victoria.

Similarities and differences

- Start to understand that during the same period of time, life was different for people (male and female).

Historical significance

- Talk about why Queen Victoria was important and what impact she has had on the modern day.

Historical Interpretations

- Observe and use pictures, photographs and artefacts to find out about the Victorian schools.

Historical Investigations

- Find answers to simple questions about life as a Victorian school child.

Chronological understanding

- Sequence pictures from different periods (Victorian and modern-day).
- Use words and phrases to show the passing of time (old, new, earliest, latest, past, present, future, century, modern, before, after).

Knowledge and Understanding of Events and People in the Past

- Understand that there are reasons why people in the past acted the way they did.

Presenting, Organising and Communicating

- Talk, write and draw about Victorian schools.
- Use historical vocabulary to retell simple stories about the past.

Key Vocabulary:

Queen Victoria, Prince Albert, reign, abacus, whip and top, marbles, slates, dunces cap, factory, mining, workhouse



Claremont Primary and Nursery School History Curriculum

Year 1: Houses and Homes – How have houses changed over time?

NC link: Local history

Objectives:

- Be able to understand that people live in different houses
- Be able to sort images of houses into the past and present
- Be able to compare houses from the past with modern houses
- Be able to use historical sources to describe houses that poor and rich people have lived in throughout history
- Be able to use historical sources to explain when a house was built (linked to Victorian, Tudor and Elizabethan houses)
- Be able to name and describe an important person from the past (Sir Francis Willoughby)
- Be able to discuss how and why houses have changed over time

Substantive Knowledge:

- A house is a place someone lives.
- Houses have changed over time and look very different now to how they may have looked a long time ago.
- Today, houses come in many shapes and sizes (detached, semi-detached, terraced, cottage, flat, bungalow).
- We can use the word ‘modern’ to describe a house that was built more recently.
- Different materials have been used to build houses.
- Britain has many old houses, as well as houses only a few days old. If you walk down a street or city you could walk past: Victorian, Tudor, Elizabethan, Georgian and modern houses, all mixed together.
- We can look inside a house to investigate how homes have changed over time.
- In many parts of the world, houses are made using mud and clay instead of bricks.
- Some cities around the world are very crowded and the houses are squashed together.
- Sometimes, more than one family might live in the same home.
- Homes around the world are different depending on where they are.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Begin to identify old and new houses across periods of time through pictures, photographs and objects.
- Begin to understand that some houses change and some stay nearly the same.

Similarities and differences

- Recognise some similarities and differences between past and present houses
- Start to understand that during the same period of time, life was different for people (rich and poor)
- Identify some modern houses within living memory that are similar and different

Historical significance

- Talk about why Sir Francis Willoughby was important and how Wollaton Hall has changed over time.

Historical Interpretations

- Observe and use pictures, photographs and artefacts to find out about houses from the past.

Historical Investigations

- Observe or handle evidence to ask simple questions about houses from the past.
- Sort objects and artefacts into ‘new and old’ and ‘then and now’.

Chronological understanding

- Sequence pictures from different periods.
- Use words and phrases to show the passing of time (old, new, earliest, latest, past, present, future, century, modern, before, after).

Knowledge and Understanding of Events and People in the Past

- Describe a significant individual from the past (Sir Francis Willoughby).

Presenting, Organising and Communicating

- Talk, write and draw about houses from the past.
- Use historical vocabulary to retell simple stories about the past.

Key Vocabulary:

home, house, flat, semi-detached house, detached house, terraced house, bungalow, Bronze Age, iron Age, Romans, Middle Ages, Tudors, Elizabethans, Georgians, Victorians, modern ages