



Wordsworth History Curriculum

EYFS		KS1
Autumn KUW - Begin to make sense of their own life-story and family's history by talking about their families. Home visits, PSED and role play in discovery time Spring KUW - Comment on images of familiar situations in the past. – Where we live, looking at old photographs Compare and contrast characters from stories, including figures from the past including traditional tales and books featuring key figures from the past. Summer KUW – ELG - Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Look at farming based on a trip to Longdown and vehicles PLOD Understand the past through settings, characters and events encountered in books read in class and storytelling;		Our children will gain an understanding of Britain's past and that of the wider world. Our curriculum will inspire their curiosity and enable them to ask perceptive questions, think critically, evaluate evidence and develop an understanding of the impact of the past on people today. They will be able to discuss their knowledge using relevant vocabulary and apply their skills in all areas of the curriculum.
Year 1		Year 2
National Curriculum		
Changes in living memory - where appropriate, these should be used to reveal aspects of change in national life		The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
Wordsworth Primary School History Knowledge		
<u>Key Vocabulary</u> Living memory Sequence Change Past Topic: Toys through time.		<u>Key Vocabulary</u> Impact Artefacts National International Topic: Florence Nightingale, Mary Seacole and Edith Cavell
<u>Chronology</u> Begin to understand that chronology is putting the past into an order e.g. sequencing the development of toys over time. <u>Legacy</u> Understand how toys (i.e. how they work/what toys are available/ what materials were used) have changed over time and whether some have stayed the same. Discuss living memory (i.e. memory of parents/ grandparents about their toys). Why have toys changed? <u>Social class</u> Discuss how toys in the past were different depending on your social class. Primary/ secondary sources: Toys from the Sea city museum.		<u>Chronology</u> Compare aspects of life and understand when they lived. <u>Legacy</u> Explain the effect/ impact that all three women had on society. How did the achievements affects each other? <u>Beliefs (of the time)</u> Racial discrimination/ social class/ gender

National Curriculum	
The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Events beyond living memory that are significant nationally or globally
Wordsworth Primary School History Knowledge	
<u>Key Vocabulary</u> International Impact Past Topic: Neil Armstrong and Katherine Johnson	<u>Key Vocabulary</u> Event Effect Legacy Topic: The Great Fire of London
<u>Chronology</u> To understand key features and sequence of events and the resulting impact over time. <u>Legacy</u> Focus event 1: The Moon landing – who was involved? What was the key moment (NA walking on the moon and his words)? What was the impact of this moment and NA? Focus event 2: Apollo 13 – who was involved (Katherine Johnson)? What was the key moment (She saved the astronauts with her calculations)? What was the impact of this moment and KJ? (Women/ Racial discrimination/ social classes) Extra info: After, she spent years discussing her career and encouraging others to pursue STEM careers Books to consider: Count on Katherine/ Reaching for the moon.	<u>Chronology</u> Begin to understand that chronology is putting the past into an order e.g. sequencing and understanding the timeline of events <u>Legacy</u> What was the lasting impact of the event (nationally)? Rebuilding London/ before and after.
National curriculum	
Changes in living memory - where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in their own locality
Wordsworth Primary School History Knowledge	
<u>Key Vocabulary</u> National Change Past Similarities differences Topic: Victorian Seaside	<u>Key Vocabulary</u> Locality Landscape Community Topic: Spitfire
<u>Chronology</u> Begin to understand that chronology is putting the past into an order e.g. sequencing changes over time. 1900/1950/today <u>Social class</u> To understand who went on holiday in the past (1900/1950) and why they went there (attractions/money) <u>Locality</u> To know where the seaside is/ which sites were most popular (compared to today) Understand changes to where people go on holiday now. Is the seaside still special to us today?	<u>Chronology</u> To understand when this event took place in relation to other events (from KS1) <u>Legacy</u> Briefly discuss why it was being built. Effect on the landscape of Southampton (how did it develop?) <u>Social class</u> What parts of the community would have been involved? <u>Locality</u> To know where Spitfire was built (and why it was built here/ who designed and built it)? Where did the Spitfire fly from?