



History Curriculum Subject Disciplinary Knowledge Progression Map



National Curriculum Programme of Study	
<u>KS1</u>	<u>KS1</u>
<ul style="list-style-type: none"> ● Changes Within Living memory ● Events Beyond Living Memory ● The Lives of significant people ● Local History: Significant Historical Events, People and Places 	<ul style="list-style-type: none"> ● Develop an awareness of the past ● Know where the people and events studied fit within a chronological framework ● Identify similarities and differences between ways of life in different periods ● Choose and use parts of stories and other sources to show understanding of key features of events ● Understand some of the ways in which we find out about the past and identify different ways in which it is presented
<p style="text-align: center;"><u>EYFS Prior Knowledge before starting KS1:</u></p> <ul style="list-style-type: none"> ● People who help us e.g: fireman, police, doctors, teachers. ● Knowing people change from baby, parent and grandparents based on their family. ● Knowing different transports ● Naming different clothing ● Knowing time passes; a day is longer than a minute ● What is a king, queen and where they lived? ● Knowing people live in houses made of bricks etc. ● What is a fire/ fireworks? What these are like? Experience 	<p style="text-align: center;"><u>EYFS Prior Skills before starting KS1:</u></p> <ul style="list-style-type: none"> - We use our eyes to look and brains to think - Asking questions about things I have seen/ experienced - say what is the same / different - put things in order of when they happened, e.g: in a story or in the day.

Each aspect (key knowledge and skill) of the FHIS History curriculum is colour coded as above to show progression within and across year groups. Key Knowledge and Skills are shown down the side and experiences at the bottom of the page. History is currently taught as a 2 year rolling programme, covering topics that link to the curriculum objects and learning adventures taking place. Year 1 and 2 children will engage in both topics across the 2 years.

UW EYFS	Autumn	Spring	Summer	Year 1 Autumn
<p>EYFS UW</p>	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people. Children in Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. 	<p>Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children in Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people. Children in Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. 	<p>Geography Local knowledge Know where they live Know how they travel to school Knowledge of places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place Human and Physical geographical knowledge Recognise elements of their environment that are manmade and natural Using maps Make maps from stories Follow simple maps in play</p> <p>History Using language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people that are special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising chronology within stories Talk about the order of events in a range of familiar stories Recognise language in stories that shows the story happened in the past.</p> <p>R.E Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories</p> <p>Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions</p> <p>Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Science Working scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p> <p>Identifying To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers Animals including humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal change To know about different types of weather To observe changes in trees and plants as the seasons progress</p> <p>Computing Safe, effective and competent use of technology</p>
<p>UW Progression</p> <p>'We use our eyes to look and brains to think'</p>	<p>Geography- Photos- knowing what a photo is. Location- School ground/environment .Where do we live? Awareness of seasons and its effects on us Visit churches</p> <p>Physical features-what features can you see in the school grounds. Skills- Noticing / observing /exploring Weather- weather chart – it changes- weather symbols. Learn about seasons autumn and winter. History- Time- Experience Starting school People change from baby, parent and grandparents based on their</p>	<p>Geography-sponsored child Photos- looking at and knowing where it came from Location- School grounds Where do we live? What is it like in UK? Links to famous people through history and where they live. Foods in other countries.</p> <p>Physical features- Bodies of water and their environment- place names -begin to understand man-made or natural Skills- Naming / describing Identifying Weather- learn about seasons-spring to know that the seasons change Computational thinking- Barefoot – Spring History- Time- Asking questions about things I have seen/ experienced Naming different put things in order of when they happened, e.g.: in a story or in the day. clothing Famous people/Past - What is a king, queen and where they lived. The queen, Shakespeare. Why they are famous.</p>	<p>Geography- Developing geographical vocabulary Photos- looking at and knowing where it came from and make observations about what we notice. Photos used across all other areas in UW to display ideas. Location- School grounds What is a town? What is countryside? Knowing that there are different countries/people etc. Maps Shakespeare's house. Queens house. Physical features- Human and physical – what is man-made? What is natural? Natural/physical features of coasts/marines .Knowing people live in houses made of brick. Emergency services buildings. Places of worship. Bodies of water. Skills- Drawing / recording Adding detail Comparing Developing research skills Weather- learn about seasons-Summer To know that the seasons change. Where does water come from? How to save water.</p>	<p>Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Science Working scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p> <p>Identifying To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers Animals including humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal change To know about different types of weather To observe changes in trees and plants as the seasons progress</p> <p>Computing Safe, effective and competent use of technology</p>

	<p>family. Different family types and generations. Fizz's friends Famous people/Past- What is a fire/ firework? What these are like? Bonfire night. Guy Fawkes Science-exploration Living things-Explore Humans – To know some parts of the human body. Animals – To name different animals and know where they live. Computational thinking- Barefoot – autumn season Computational thinking- Barefoot – winter season Materials- To be introduced to different materials and how they feel. Touch and feel Fantastics R.E- Festivals/celebrations Harvest, Halloween Special days Continue to develop positive attitudes about the differences between people. Birthdays, Diwali, Bonfire, Hanukah, Christmas Focus on a different celebration linked to a faith each week. Link these to Fizz's friend's persona dolls.</p>	<p>Science-testing Living things -Sort- Plants – To know that plants are living things that grow. Classify animals by sorting into groups. Begin to look at animal habitats and where they live. Plants we can eat. Plant life cycles. What grows when. Foods in other countries. Flour-what, how, what. Materials- To know different materials and how to sort them into groups. Investigating magnets and how they work. Explore materials/sorting/classifying Animals Habitats R.E- Festivals/celebrations Chinese New Year Pancake Day Special days</p>	<p>Computational thinking- Barefoot – Season Summer History- The Queen/Shakespeare/St George. Who, what where. Transport new and old including boat comparisons. Emergency services past and present. Passing of time comparisons of monarchs through history. Places of worship past and present. Time- Knowing time passes; a day is longer than a minute Famous people/Past - who help us e.g.: fireman, police, doctors, teachers Knowing different transports say what is the same / different part and present. Science- our senses, healthy bodies, healthy minds, what our bodies need. Water and where it is from and why it is good for us. How things work and why. magnets. Flowers, food colouring. Water. Testing materials. Rainbows refraction. Mixing colours. floating and sinking. Computational thinking- Barefoot – busy bodies Computational thinking- Barefoot – floating and sinking Living things-Classify animals, plants, mini beasts. Marine habitats, rock pools and coral reefs. Human impact. Materials- To know different materials and how to classify them. looking at properties and their uses. R.E- Festivals/celebrations Special days Wesak – Buddhist. Christianity linked to the Queen/Shakespeare. How different faiths celebrate birthdays. Buddhism/meditation. Islam what is a celebration and how others faiths celebrate and why. Places of worship. Special texts. Comparing and contrasting. Re visit Noah's ark. Rainbows</p>	<p>Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively Computer science and coding Algorithms, programming Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively Using information effectively Personal Information, software/application knowledge Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively</p>
<p>useful sites Programmes to watch</p>	<p>CBeebies -Down on the farm, my first festivals, Let's celebrate, Maddy don't you know, Tell me why? YouTube RE DVD festivals</p>		<p>Computing - Barefoot- computing- computational thinking, concepts and approaches. Hardware/software- I pads, IWB, Beebots, laptops, remote control devices, CD Roms, DVD's, sound buttons.</p>	
<p>assessments Termly AFL grids Weekly classroom monitoring</p>			<p>Interventions Small group work intervention</p>	

Year 1				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (4 lessons) 2 year alternating programme	Spring 2 (4 lessons)	Summer 2 (4 lessons)
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. Identify similarities and differences between ways of life in different periods 	Topic	The Gun Powder Plot Subject Content: Beyond Living Memory/significant historical events, people and places in own locality Year A - Outside and Inside Year B - Waste Warriors	Me and My Grandparents Subject Content: Changes within Living Memory/Beyond Living memory Year A - Globe Trotters Year B - Nature Lovers	Florence Nightingale Subject Content: Significant Individuals/ Beyond Living Memory/significant historical events, and people and places in own locality Year A - Health Heroes Year B - Water wizards
	Substantive concepts/ Historical Threads	Legacy and Social/Cultural change	Exploration and Technological advancement	Technological advancement and Social/Cultural change
	Big Ideas	Significance, Cause and Consequence, Interpretation, Change and continuity	Similarities and Differences, Cultural, ethnic and religious diversity, Significance	Cultural, ethnic and religious diversity, Change and continuity, Cause and consequence, Significance
	Key Substantive Knowledge	The Gun Powder Plot (Year A -Smart Day, Year B 6 weeks) Know that London was different in the past from today. What London was like in the 17th century. Know what London is like now. Know what gunpowder is/' what is does. - link to fire. Know that a timeline shows a reflects/shows time. Know that the Gunpowder plot took place in London on 5th November, What Guy Fawkes looked like. What he wore. Guy Fawkes was one of the plotters planning to blow up the Houses of Parliament (London). Know that Houses of Parliament is where the laws of England are made. King James 1 - what is a king? We have Bonfire night with fireworks and bonfires to celebrate how the Houses of Parliament and King were saved. We still have Bonfire Night now to celebrate/remember. How we celebrate now.	Year A and B Grandparents Smart Day to start (6 weeks) Know that I am a child, my parents are adults, my grandparents are older. Know that a timeline shows us a period of time Know that parents and grandparents were born before them and that their age tells us how many years ago they were born Know that babies grow into children, children into adults, adults into elderly Know that people change over time, they grow and their interests change. Know that we have different toys to in the past. What do you like now? What did you like when you were a baby? What does your parent/grandparent like now? What did they like when they were younger? People did not travel as much as we do now and with same form of transport. Toys and technology have changed from the past to present day. They have got smaller over time and more electronic. Know toys were made from different materials such as wood, hair and grew into plastic. Know what a timeline is. Know that evidence from the past can tell us what life was like Know that some evidence can be objects or pictures or asking people who are still alive questions about the past Know that an interview with a person is source material	Florence Nightingale (4 weeks) <ul style="list-style-type: none"> Florence Nightingale a famous British nurse. Florence Nightingale began her nursing career during the War and campaigned for better hospital conditions for the wounded soldiers there. Nightingale helped to make hospitals cleaner. During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets Florence Nightingale influenced modern nursing and training in the medical profession Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. Women were not highly regarded in the medical profession at the time and this has changed over time Primary sources from the time include portraits of Florence Nightingale's book. We can learn from Secondary sources on the internet and from biographies and workshops. I am a historian week <ul style="list-style-type: none"> Revisit famous people that we have studied across the year. Know that there are similarities and differences between people's achievements, lives and the times that they lived. Know that both Florence Nightingale and our Grandparents are people who help people. Link to lives of grandparents. Know that both Florence Nightingale and Guy Fawkes felt strongly about a difficulty in their lives that they wanted to change it. Know that the significant people studied lived in different centuries.
KS1 Skills End Points: Chronology <ul style="list-style-type: none"> Can order historical artefacts and key events chronologically Can compare related historical and modern objects and consider the influence of an historic event or change in history. Historical Enquiry <ul style="list-style-type: none"> Can illicit information and draw conclusions from primary sources of history. Can use secondary 	Component/ Disciplinary Knowledge Chronology Historical enquiry Communication	<ul style="list-style-type: none"> Observe and look at timelines. Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources Sequencing/ ordering events chronologically from the Great Fire of London/ The Gunpowder plot. Identify the actions of key figures by sharing secondary sources Observe/ sort items that were used in the Gunpowder plot and to identify similarities and differences. (See History Hampers) Begin to develop awareness of which of these are primary and secondary sources. Develop an awareness of the chronology of a key National event. As part of Bonfire smart day, learn and perform the events of GPP- explaining what happened chronologically. Cross-curricular writing of recount of GPP or GFOL Draw a picture of how London/jobs have changed over time 	<ul style="list-style-type: none"> Describe how people change over time. Use a basic timeline using blocks to 10 to show 10 years. To mark on the timeline when they were born, their parents were born, when their grandparents are born. Begin to distinguish between the past in living memory and beyond when putting pictures of people, animals and technology in chronological order and when discussing changes of parents and grandparents. put up to 3 objects in chronological order. Speak about changes in lives that belonged to their parents and grandparents. Use real historical technology e.g: old phones, mobile phones to compare the properties of old and new technology. Identify old technology and new technology, and to explain some similarities and differences Children to answer a big question "Fantastic Fizz's Deeper question" to answer and prove how people have changed over time. Children to be given the opportunity to discuss/prove verbally. Look at toys that children like to play with now Look at artefacts/pictures of toys that their grandparents liked to play with Compare and contrast these different types of toys e.g. how do they look, 	<ul style="list-style-type: none"> Observe and discuss simple similarities and differences in present day hospitals with hospitals from the past To ask and answer questions about the past based on my experiences. Use primary and secondary sources to find out about the lives of Florence Nightingale. Order events chronologically Begin to sequence and order events on a class timeline. Children to present how hospitals/nurses have changed over time. ICT link - present as a historical presentation. Explain my thinking through words and pictures. Begin to justify my ideas and opinions based on what I have learnt. To begin to find out information about inventors from secondary sources such as class text etc with support.

<p>sources of history to find information to enhance knowledge and understanding of an historical era.</p> <p>Communicating</p> <ul style="list-style-type: none"> Can articulate historical understanding verbally and through writing. 		<p>and explain verbally.</p> <ul style="list-style-type: none"> Writing a flow chart to explain and recall events. Compare and contrast how firemen have changed from 17th century to present day - clothing, tasks they do. Draw how you would change houses to make them safer in 1666. Explain what you have learnt about the GFL/present. 	<p>what materials are they made from, why are toys today so different? Are there any toys that were popular then that children still play with today? Why could that be?</p> <ul style="list-style-type: none"> Devise questions to ask my grandparents e.g. what was it like at school? Did they do the same lessons? Did they wear a uniform? Did they go on school trips? Did they have homework? What did they do for fun when they weren't at school? 	
School Experiences				
	<ul style="list-style-type: none"> Bonfire Smart Day The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found. Possible Fireman visit? <p>Year A – The Gunpowder plot in history and then a smart day on The Fire of London. Year B – Smart day for Gun powder plot and 6 topic on Great Fire of London.</p>	<ul style="list-style-type: none"> Children collect pictures from their past and the past of their family. Children explore technology artefacts- order and sort these over time. Grandparents Smart Day Grandparent interviews History Hamper for James Cook 	<ul style="list-style-type: none"> I am a historian week! Visit from a scientist - link with Mad Science day - children meet a scientist. 	

KS1 Knowledge End Points:	Year 2			
	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (Alternating 2 years)	Spring 2	Summer 2
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. (subject disciplinary- how to be a historian?) Identify similarities and differences between ways of life in different periods 	Topic	<p>The Great Fire of London <i>Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</i> Year A - Outside and Inside Year B - Waste Warriors</p>	<p>Explorers through time <i>Subject Content: Changes within Living Memory</i> Year A - Globe Trotters Year B- Nature Lovers</p>	<p>Inventors that have changed the world <i>Subject Content: Significant Individuals/ Beyond Living Memory/significant historical events, and people and places in own locality</i> Year A- Health Heroes Year B- Water wizards</p>
	Substantive concepts/ Historical Threads	Legacy and Social/Cultural change	Exploration and Technological advancement	Technological advancement and Social/Cultural change
	Big Ideas/ History Concepts	Significance, Cause and Consequence, Interpretation, Change and continuity	Similarities and Differences, Cultural, ethnic and religious diversity, Significance	Cultural, ethnic and religious diversity, Change and continuity, Cause and consequence, Significance
	<p>Substantive Knowledge</p> <p>Facts</p> <p>Historical terms</p> <p>Historical concepts</p>	<p><u>Great Fire of London</u> Know that the buildings, roads, density of London has changed from 1666, much larger space. Settlement has still settled along the River Thames. Know that transport was horse and cart, there was no electricity for lights, heating etc, houses wear Tudor houses built from wood and daub (clay, sand and small stones). Know that rich families had more extravagant clothing made of leather, cloth and sometimes hand embroidered,with patterns, whilst poor families had clothes and shoes made of wool and cloth. Know the Royal family were the Tudors during this time. <u>Know that we know what London might have been like in 1666 from using primary and secondary sources, e.g: draw maps from the 17th century and paintings etc.</u> <u>Know that religious views have changed over time.</u> The great fire of London occurred centuriesbefore the eras previously studied Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, KingCharles Who is Samuel Pepys - what did he do? How have we used his diary? Know that firemen in the 17th century were different to firemen now and use different equipment. Know that jobs were different based on if people were rich or poor. Know that there were different jobs to now. Know that some of these jobs are the same now - e.g: nurse, doctor etc but how they dress/ tasks they do may be different. The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technologyand resources would prevent this in a modern context. Know that wind helped the fire to spread. Know that some houses had to be pulled down to stop the spread of the fire. <u>Know that as a result of The Great Fire of London, King James II ordered changed to be made to houses for safety- material changes, locational changes, shapes of</u></p>	<p><u>Revisit and build on understanding of present day life and Grandparents (Smart Day)</u> <u>Know that a timeline can represent different periods of time - days, weeks, months, years, centuries.</u> <u>Know that a family tree tells you family members that are alive and have lived and now died.</u> <u>Know that I was born in the 21st century.</u> <u>Know that my grandparents were born in the 20th century.</u> <u>Know that family trees can be used as a source of information to find out about the past lives of family members.</u> <u>Know that a day in the life of me and my grandparent will be different.</u></p> <p><u>Captain James Cook - Beyond living memory (3 weeks)</u></p> <ul style="list-style-type: none"> James Cook was born on October 27th, 1728 in Yorkshire, England. James cook explorer the world by ship. He decided to join the Royal Navy in 1755 and learnt to sail ships. It was during this time that he became extremely good at making maps. His skills were noticed by people in charge in the Navy and in 1768 he was given the job of being in command of his first ship, called the Endeavour. Captain Cook and his crew sailed into the Pacific Ocean and found Australia. He called it New South Wales. Some believe that James Cook's discoveries helped to create many of the maps of the world. Know that pictures of maps have changed over time- our view of the world has changed. Know that some maps show us what people used to believe- such as continents placing and shapes. People in the past, believed that the world was flat and not round. He used paper and ink to hand draw the maps. He intended to plot his first voyage as precisely as possible. He created the first accurate map of the Pacific Ocean. Cook's crew were very healthy compared to other sailors at the time. This was because Cook set rules for them to follow. They had to bathe daily and eat fresh fruit to fend off an illness called scurvy. Know that the maps draw can be used as a source to show where Captain James Cook had been. <p><u>David Attenborough - Living Memory (with focus on exploration of animals) (3 weeks)</u></p> <ul style="list-style-type: none"> Sir David Attenborough is a famous British wildlife film-maker. Know that film makers use cameras, video recording etc. Technology for this has even changed through time for David Attenborough. We are now able to use cameras etc to show what animals and creatures may have looked like from the past. 	<p><u>by of Inventors that have changed the world (4 weeks) (Charles Macintosh: inventor of waterproof fabric; and Robert Watson-Watts; or of the first radar from Daventry).</u></p> <ul style="list-style-type: none"> Know that an inventor is someone who solves problems by creating a new resource to stop the problem. Know that challenges in the past are different to those today. Link to Florence Nightingale when she changed hospitals to make cleaner, Inventors would create something to improve this - link to changes in hospital technology now. Charles Macintosh was the inventor of the waterproof fabric. He was born in 1766 in Scotland. He started work manufacturing chemicals, and experimented with ways to use chemicals to make new materials. During one of his experiments, he found that rubber would dissolve into a liquid in naphtha, a product derived from coal tar that he was investigating. The dissolved liquid rubber was waterproof. Charles realised it could be used to make waterproof fabric for clothes. He painted the dissolved rubber onto a piece of woollen cloth and placed another piece of woollen cloth on top, so the rubber was sandwiched in the middle. Charles had invented waterproof fabric in 1823. He started to use this fabric to make waterproof coats that he called Mackintoshes! The first waterproof material was hard and dense. This was uncomfortable, so Macintosh, persevered and kept trying new tests to find a way to make it comfortable and moveable. We can use the internet as a source of information for exploring famous people in history. Robert Watson- Watts was the inventor of radar. He was born in 1892. Know that in 1935 the radio station at Daventry (Borough Hill) was used for the first-ever practical demonstration of radar, by its inventor Robert Watson-Watt and Arnold Frederic Wilkins, who used a radio receiver installed in a trailer at Stowe Nine Churches (just off the A5 about three miles (5 km) south of Weedon Bec and in the Daventry district) Know that in approximately 50 years technology had moved from creating fabrics to radar. Know that both men were inventors who solved problems for their industry. Both men used science to create new inventions to change the world. <p><u>I am a historian week</u> <u>A week long comparison - Who is the most "significant" person in</u></p>

		<p>houses, water supplies, fire fighting services. Sir Christopher Wren redesigned London on the orders of King James II. Key historical facts and dates (2nd September 1666 and last for five days) Know that the timeline shows years, which is a longer period of time. Know that 1666 would be between 1600 and 1700 on a timeline. Link to 1605 - Gunpowder plot. After Gunpowder plot. 61 years later. The difference between historical sources e.g. primary and secondary sources and how to use these to gain information Know that different sources would be able to tell you different things e.g: portraits, eye-witness statements, drawings/sketches, diary notes, letters etc. Know that historians use more than one source of information can help us to build a picture of what we think happened. <u>The Gunpowder Plot (Revisit and build on Smart Day)</u> Know that Guy Fawkes was one of the plotters who planned to assassinate King James 1. Know that Guy Fawkes and the other plotters were Catholic and wanting to bring back the Catholic faith. Know that King James 1 was protestant - a different religion to the plotters. Know that he was in charge of the gunpowder and storing this in the basement of the Houses of Parliament. Know that gunpowder would be catastrophic for houses, towns and cities in the 17th century based on materials of houses and buildings. Know that the Houses of Parliament was made from stone. The leader of the plotters was a man called Robert Catesby. He lived in a village not far from here called Ashby St Legers. The Gunpowder plot took place in London, 5th November 1605. Know that the timeline shows years, which is a longer period of time. Know that 1605 would be between 1600 and 1700 on a timeline. Know that both the Gunpowder plot and Great fire of London took place in the 17th century.</p>	<ul style="list-style-type: none"> • The cameras/ video footage can be used as sources of information for a historian. • His TV shows have helped people learn lots about animals and their environments for over 60 years! • He used cameras to film animals in their natural habitat. • David Attenborough was born in 1926. • He is still alive today. • He travelled to study animals and has at least 18 species of animals or insects named after him. • He has travelled all over the world to film and educate people about different animals. • He travelled by boat, plane, car and helicopter. • He also served in the Royal Navy during his early 20s. • How have our actions in the past, affected the planet today? • What do we need to do in the future? • Sir David Attenborough's film footage acts as a source for information about animals and show his life over years filming nature. <p>He has also written biographies about his life and books for adults and children to read about his adventures. Understand that over time, methods of transport changed, meaning</p>	<p>history that we have learned about?</p> <ul style="list-style-type: none"> • Children prove/disprove and argue which of the significant people that they have learnt about has changed our lives the most. • Know what significant/ important is. • Revisit famous people that we have studied across the year. • Know that there are similarities and differences between people's achievements, lives and the times that they lived. • Know that the significant people studied lived in different centuries,
<p>KS1 Key Skills End points: Chronology</p> <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically • Can compare related historical and modern objects and consider the influence of an 	<p>Component Knowledge Chronology Historical enquiry Communication</p>	<ul style="list-style-type: none"> • Compare primary and secondary sources • Creating timelines to put historical events in chronological order • Compare and contrast jobs during 17th century and London to now. • Use different secondary sources to find historical information and facts about an events. • Use creative writing skills to write about a key historical event • Research using historical sources • As part of Bonfire smart day, learn and perform the events of GPP- explaining what happened 	<ul style="list-style-type: none"> • Create a timeline of their daily life/ lives. • Create a family tree to show members of their family who are alive and have lived and died. • Explain how people change over time based on primary and secondary sources. • Compare and contrast my life - toys, transport, technology, jobs etc with the life of my grandparent. • Devise a questionnaire to ask my grandparents about their lives involving questions about toys, transport, lifestyle, job opportunities. • Begin to distinguish between the past in living memory and beyond when putting pictures of people, animals and technology in chronological order and when discussing changes of parents and grandparents. • put up to 3 objects in chronological order. 	<ul style="list-style-type: none"> • Consider how inventions have shaped our world today. • Observe similarities and differences in inventions. • Order inventions chronologically. • Articulate how science and technology have changed over time. • Compare significant people from past and present. • To ask and answer questions about the past. • Articulate in words or writing my ideas, opinions. • To find out information about inventors from secondary sources. • To ask my own questions that I want to find out about inventors. • To recognise how skills of inventors can be similar to those of a historian. • Justify my opinions based on sources of information and knowledge retained from previous learning. • Create a timeline of individuals learned about across their FHIS journey.

<p>historic event or change in history.</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. 		<p>chronologically.</p> <ul style="list-style-type: none"> • Cross-curricular writing of recount of GPP or GFOL • Writing a newspaper report to explain what happened - creating your own secondary source. • Compare and contrast how firemen have changed from 17th century to present day. Equipment use, Transport use, Clothing changes, gender changes. Explain why these changes have been made. • Designing a town/city that would have been safer in 1666. • Explain what you have learnt about the GFOL/present. 	<ul style="list-style-type: none"> • Use real historical technology e.g: old phones, mobile phones to compare the properties of old and new technology. • Identify old technology and new technology, and to explain some similarities and differences. • Research and describe how technology has changed for a purpose to support environmental changes. • Comment on how these inventions and creations in history have supported and impacted lives. • Children to answer a big question "Fantastic Fizz's Deeper question" to answer and prove how people have changed over time. Children to be given the opportunity to prove/argue open ended question in writing. 	<ul style="list-style-type: none"> • Compare and contrast individuals achievements, challenges, lives and time periods. • To begin to evaluate how inventions have been successful and the legacy inventors have left.
<p>Communicating</p> <ul style="list-style-type: none"> • Can articulate historical understanding verbally and through writing. 	School Experiences			
	<ul style="list-style-type: none"> ● Bonfire Smart Day ● The History Hamper sent by Fizz with artefacts from the past- children meet Grandpa fleet and discuss objects found. ● Subject Knowledge organisers to be sent home and completed by the last week of term. ● Use of homework to discover more about the Great Fire in a local context ● Possible Fireman visit? 	<ul style="list-style-type: none"> ● Children collect pictures from their past and the past of their family. ● Children explore technology artefacts- order and sort these over time. ● Children to conduct an interview with parents or grandparents for home learning. 	<ul style="list-style-type: none"> ● I m an historian week. ● Visit from a scientist - link with Mad Science day - children meet a scientist. 	

