

Key concept	Topics that will cover this	How does this look in EYFS?	Topics that will cover this	How does this look in Year 1	Topics that will cover this	How does this look in Year 2?
<b>Change</b>	<p>What makes me special?</p> <p>Can we travel back in time?</p>	<ul style="list-style-type: none"> <li>• Discussing changes within the living memory e.g. from when we were babies and how things may have changed over time.</li> <li>• Knowing how lives may have been different in the past e.g. no cars.</li> <li>• Exploring how things may change in the future and what they would like to change.</li> <li>• Talking about reasons people’s lives may have been different in the past.</li> </ul>	<p>Who am I?</p> <p>How Great is Britain?</p> <p>How Great is Britain? and</p> <p>Who am I?</p>	<ul style="list-style-type: none"> <li>• Knowing how life has changed for me e.g. since I was a baby, from year to year, toys that I liked, changes to my family.</li> <li>• Finding out about how our grandparents’ lives may have been different to our own. E.g. toys, entertainment and school days.</li> <li>• Knowing that some events have led to changes in national life e.g. Great Fire of London led to houses being made from different materials.</li> <li>• Exploring how London and Derby / Alvaston have changed over time and suggest reasons for this. E.g. how transport / buildings / landmarks and <b>maps</b> of Alvaston / Derby have changed (local history) – Who am I?</li> <li>• Making comparisons between ‘now’ and ‘then’ in own locality in London.</li> <li>• Comparing <b>maps</b> of London – now and then and making simple observations about change.</li> </ul>	<p>The Victorians – Vile or Victorious?</p> <p>What keeps Britain moving? (inc. study of Titanic)</p>	<ul style="list-style-type: none"> <li>• Comparing life for a Victorian child with a child today e.g. school, work and play (building upon prior knowledge about toys / school etc). Suggesting some reasons why changes may have been brought about (E.g. Queen Victoria and schooling). Consider how and why life might change in the future.</li> <li>• Using Newstead Abbey as a ‘significant place’ in the locality to compare the ‘real’ lives of the Webb children with a child today. Considering how life has ‘changed’ or stayed the same.</li> <li>• Recognising why changes have come about and whether change is always a good thing. E.g. In Victorian times children played with a pig’s bladder, now we have plastic toys.</li> <li>• Knowing how the Victorian Era was a time of great change. Recognising the speed of change in this period in relation to transport and engineering and how this impacted on national and international achievements e.g. the invention of the motor</li> </ul>

						<p>car (significance of Rolls Royce), the invention of paddle boats and bridges (Brunel)</p> <ul style="list-style-type: none"> <li>• Understanding that tragic events / disasters can lead to international / global changes being made. E.g. the Titanic – health and safety / checking exercises.</li> </ul>
<p><b>Power and monarchy</b></p>	<p>Who helps me and who would I like to be?</p>	<ul style="list-style-type: none"> <li>• Developing an understanding that in society there are people who are ‘in charge.’ E.g. Imam in a mosque, pilot on a plane.</li> <li>• Understanding we have had a king or queen for a long time and they have helped to run the country. This is special for British people.</li> <li>• Developing an age appropriate understanding of British Values and know how this helps people in Britain to live their lives now and in the future.</li> </ul>	<p>How Great is Britain?</p>	<ul style="list-style-type: none"> <li>• Becoming more aware of significant people who are in charge e.g. prime minister, king/queen.</li> <li>• Learning about the Royal Family, in particular the history of Queen Elizabeth II and significant events in her life. Understanding why these people may be special to the people of Britain.</li> <li>• Naming key historical landmarks linked to power / monarchy e.g. Tower of London, Houses of Parliament, Buckingham Palace, Downing Street and knowing why they are significant.</li> <li>• Understanding that our British Values are unique to our country and beginning to understand how these help to bring change. E.g. allowing people to vote.</li> </ul>	<p>The Victorians – Vile or Victorious?</p> <p>What Keeps Britain Moving? (inc. study of Titanic)</p>	<ul style="list-style-type: none"> <li>• Finding out about the life of Queen Victoria, knowing who she was and how she is related to our current monarch.</li> <li>• Comparing and contrasting how the lives of Queen Victoria and Queen Elizabeth were similar and different E.g. children working when they were young, women not being able to vote. This may have changed because of British values and the rule of law, democracy/rights.</li> <li>• Understanding how the social class (power) of people on board the Titanic may have affected their experience and ultimately their fate.</li> <li>• Examining <b>maps</b> of British Empire / Comparing then and now.</li> </ul>

<p><b>Significance</b></p>	<p>What makes us special?</p>	<ul style="list-style-type: none"> <li>• Talking about significant events in their life time, linking to themselves and significant others.</li> <li>• Comparing their life to the lives of others e.g. their own likes / dislikes in the past and how this may differ for different people.</li> </ul>	<p>How Great is Britain?</p>	<ul style="list-style-type: none"> <li>• Examining the chronology of events leading up to the Great Fire of London.</li> <li>• Examining why the Great Fire of London spread so quickly.</li> <li>• Suggesting changes that have been made as a result of this tragic event. E.g. the London landscape (maps)</li> <li>• Knowing about the life of Samuel Pepys.</li> <li>• Studying simple sources of evidence to learn about the life of Samuel Pepys.</li> </ul>	<p>What Keeps Britain Moving? (inc. study of Titanic)</p>	<ul style="list-style-type: none"> <li>• Learning about significant events that led up to the sinking of the Titanic and comparing these to other developments within transport (revisitation). Evaluating how boat travel has changed over time.</li> <li>• Studying significant sources of evidence (e.g. eye-witness accounts of Titanic / letters etc) and giving opinions on reliability and how this may influence what is recorded.</li> <li>• Following a line of enquiry to research a significant individual who has impacted upon local / national or international achievements e.g. Brunel or Rolls /Royce</li> <li>• Examining route of Titanic using map. Recognising significance of the route in relation to the disastrous consequences (icebergs)</li> </ul>
<p>Key Historical Concepts such as chronology, communication, enquiry and interpretation will be progressively built upon through the key topic areas and concepts above.</p>						