

History Knowledge Map

		Nursery	Year R	Year 1	Year 2
		Understanding the World Past and Present			
Unit 1	Knowledge	<p>To be able to identify similarities and differences between themselves and their peers.</p> <p>To talk about significant events in their lives.</p> <p>To know about family structures and be able to talk about who is part of their family.</p> <p>Talk about what they see, using new vocabulary</p>	<p>All About Me</p> <p>Talk about how they have changed since they were a baby.</p> <p>Identify similarities and differences between now and the past.</p> <p>Talk about special events in their life.</p>	<p>What is my History?</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change, and some things will stay the same.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p>	<p>Creaky Castles</p> <p>Discuss existing knowledge and use secondary sources for research and to pose questions.</p> <p>Understand what a Historian does.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know who William the Conqueror was and why he is an important historical figure. To know that in the past monarchs had absolute power.</p> <p>To know about the main features of 11th Century castles, comparing and labelling them.</p> <p>To know about the different jobs undertaken within the castle. To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know why people within a castle needed to protect themselves and how they protected themselves. To know that historians use evidence from sources to find out more about the past.</p> <p>To compare my life to that of someone who lived in an 11th Century castle. To know that beyond living memory is more than 100 years ago. To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>Through role play, experience the life of someone in the 11th Century, including leatherwork, candle making, clay work – grotesques/candle holders, weaving, bread making, attending a banquet and providing the entertainment.</p>

	Key Vocabulary	age, year, Mum, Dad, Brother, Sister, Aunt, Uncle, Cousin, Grandma, Grandad, Harvest	First, then, next, finally, past, now, family, community, similarity, difference	Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline	Historian, History, time line, castle, Norman, William the Conqueror, Battle of Hastings, change, research, facts, non-fiction books, chronological order, similarities and differences, historical enquiry, past, interpretation of history, decade, century, grandparent, memory, oldest, new, famous, old, yesterday, little, earlier, now, then, next, before, after.
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Unit 2	Knowledge		<p>Dinosaurs/Pirates</p> <p>To know that dinosaurs were alive before humans</p> <p>To know how we know dinosaurs existed</p> <p>To know about the life of Mary Anning</p> <p>To know how dinosaurs became extinct.</p> <p>To know pirates existed in the past and that they exist today.</p>	<p>How have toys changed?</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p>	<p>Mary Seacole/Florence Nightingale</p> <p>Know where/when the Crimean war took place - To know that beyond living memory is more than 100 years ago.</p> <p>To know who Florence Nightingale was and why she is famous. To know the legacy and contribution of Florence Nightingale.</p> <p>Recall key events in Florence Nightingale's life.</p> <p>To know that it was surprising that Florence wanted to be a nurse.</p> <p>To know two reasons that influenced Florence to go to the Crimea. To know that some events are more significant than others.</p> <p>To know the role of Sidney Herbet in influencing Florence to go to the Crimea</p> <p>Know that Florence Nightingale faced resistance from male doctors when she arrived in Scutari</p> <p>Know that hospitals in the past are different to hospitals today and name key differences/to know that changes may come about because of improvements in technology.</p> <p>Name the changes Florence Nightingale made to hospitals. To know that 'historically significant' people are those who changed many people's lives.</p> <p>Know who Mary Seacole was and why she is famous.</p> <p>Recall key events in Mary Seacole's life</p> <p>Know why it was difficult for Mary Seacole to become a nurse</p> <p>Know how Florence Nightingale and Mary Seacole are remembered today. To know the impact of a historical event on society.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>
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	Key Vocabulary		Past, present, change, timeline, extinct, time, fossils	Artefact, century, decade, Different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special	Change, monument, significance, artefact, important, improve, unsanitary, legacy, conditions, influential, lamp, hospital, cleanliness, Crimean War
Unit 3	Knowledge		<p>Space</p> <p>To look at a timeline back to the first space travel and the first moon landing.</p> <p>To compare similarities and differences of space rockets over time.</p> <p>To know about the lives of significant British Astronauts</p>	<p>Walter Rothschild</p> <p>To learn about the life of a significant local person from the past.</p> <p>To compare their life with Walter Rothschild, finding similarities and differences.</p> <p>To learn about Walter Rothschild's life and his legacy.</p> <p>Use photographic sources to ask and answer questions.</p> <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some achievements and discoveries of significant individuals.</p>	<p>The History of Tring</p> <p>To know how our market town of Tring has changed over time</p> <p>Compare Tring Park School to Goldfield – noting similarities and differences.</p> <p>Compare Tring in the past to Tring now – noting similarities and differences.</p> <p>Investigating the Grace Collection.</p> <p>Revisit the life of Walter Rothschild, building on knowledge learnt in Year 1. To know that some events are more significant than others.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know the impact of a historical event on society.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>Moving On</p> <p>To know about our own history before we started Goldfield.</p> <p>Our journey through Goldfield.</p> <p>To know where we are going next.</p> <p>To learn about Bishop Wood.</p>

	Key Vocabulary		Moon landing, space race, 1969, Apollo, Shuttle – Enterprise, Columbia, Challenger, Discovery, Atlantis, Enterprise, Endeavour	Achievement, beyond living memory, discovery, equipment, event, exploration, historical significance, living memory, Past, present, timeline, compare, similar, different, carriage.	Tring, market town, Victorian, present day, compare, similar, different, Walter Rothschild, Christopher Wren, 17 th . 18 th 19 th 20 th 21 st Century, Bishop Wood, lifetime, timeline, personal history, living memory
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