



## Whitehall Infant School curriculum for **History**

### Early Years Foundation Stage

#### *Early Learning Goal*

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### Prior Learning

Children:

- Think about 'ourselves' – how we change
- Learn about historic events and celebrations e.g. Christmas, Easter, Guy Fawkes
- Begin to use language of time, including timelines e.g. time line of a day, names of days, weeks and months of the year, rehearsed through routines

#### Experiences and Enrichment Activities

1. Theme weeks for special events

### Attainment Targets for Key Stage One

#### Pupils should be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## *Year One Overview for History*

### **Theme 1:**

#### Objectives covered

□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

### **Theme 2:**

#### Objectives covered

□ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

### **Theme 3: School Curriculum**

#### Objectives covered

*Context*

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### **Theme 4:**

#### Objectives covered

□ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

### **Theme 5:**

#### Objectives covered

□ significant historical events, people and places in their own locality.

### **Theme 6: School Curriculum**

#### Objectives covered

*Context*

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## *Year Two Overview for History*

### **Theme 1: Life Memories**

#### Objectives covered

□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

#### *Context*

Children to look at their lives from when they started Whitehall Infant School. Link with events in own life and national life.

### **Theme 2: Great Fire of London**

#### Objectives covered

□ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

□ significant historical events, people and places in their own locality.

#### *Context*

Children find out about the Great Fire of London and changes that were made as a result.

### **Theme 3: School Curriculum (Victorians)**

#### Objectives covered

□ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

#### *Context*

Children learn about life in the Victorian times, including school times and toys. They compare Queen Elizabeth I and Queen Victoria. Children experience life in a Victorian School as part of 'Victorian Day'.

### **Theme 4: Florence Nightingale/ Mary Seacole**

#### Objectives covered

□ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

#### *Context*

Children learn about the life of Florence Nightingale and her impact. They also find out about Mary Seacole and draw comparisons between the two.

