



# Key stage 1 EXEMPLAR coverage overview: HISTORY

Year Group	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	During KS	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3
<b>Substantive knowledge</b> <b>Disciplinary knowledge</b>	<b>Toys</b> – change within living memory	<b>Queens: Lives &amp; times</b> Elizabeth I, Victoria and Elizabeth II Significant people & compare life at different times	<b>Mary Anning</b> Significant individual nationally/ internationally	<b>Local Study</b> Our school	<b>Great Fire of London</b> significant national event beyond living memory	<b>Sinking of the Titanic</b> local/ national/ international event	<b>Florence Nightingale &amp; Mary Seacole</b> Significance nationally/ internationally
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	Sort real old toys/ pictures into chronological order. ✓	Locate each queen's reign/ life on timeline. ✓✓	Locate her lifetime on class/ school timeline. Create a pictorial timeline of her life ✓	Create a pictorial timeline showing major events ✓✓✓	Place event on timeline. Retell story orally/by picture timeline	Place event on timeline. Retell story orally/ by pictorial timeline ✓✓	Locate their lives on timeline. ✓✓
<b>Characteristic features</b> of period/ person/ events studied	<b>Toys enquiry pack</b> explores how period is characterized by change from outdoor play to indoor/electronic toys. ✓		<b>Mary Anning enquiry pk</b> explores how attitudes to gender/ class at the time, restricted recognition of her achievements. ✓✓✓		<b>Great Fire box/ enquiry pk</b> to explore the role building materials/ firefighting methods played in the amount of damage ✓✓	International travel meant sailing across oceans, not flying ✓	<b>Florence Nightingale and Mary Seacole enquiry</b> shows gender /class at the time limited the roles women were expected/ allowed to undertake ✓
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, yoyos	<b>Queens: Lives &amp; times enquiry pk</b> and <b>loan box</b> to examine how communication (information sharing & transport) has changed ✓✓✓		Use pictures/ accounts of to explore how school life has changed over time. ✓✓✓			
<b>Cause/consequence</b> Why people did things/ causes and results of events and changes	Consequence of change to mainly sedentary indoor play detrimental to children's health ✓		<b>Mary Anning enquiry pk</b> to explore Mary's motivation, and the consequences of her discoveries- helped change understanding of how life evolved. ✓✓		<b>Great Fire of London enquiry</b> to explore causes of the fire and its spread and the changes made when London was rebuilt ✓✓✓	<b>Titanic Enquiry pk</b> explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards ✓✓✓	<b>Florence Nightingale and Mary Seacole enquiry</b> to compare their lives, motivation and achievements ✓✓
<b>Significance</b>		Create a museum display about the three Queens, but can only choose five items to display for each Queen ✓✓	Create a museum display about Mary's work, and how she is recognized today and in the past. ✓✓✓			Examine the continued and widespread interest in this story, why is it still remembered?	<b>Florence Nightingale and Mary Seacole</b> examines the significance of each woman ✓✓✓
<b>Interpretation</b> –explore ways we find out about the past and how it is represented			Explore representations/ interpretations: books/ video/ websites/ Lyme Regis museum, Jurassic coast info boards etc. ✓	Possible visit to local museum. How well does it tell the story of our locality?	Books describe the event differently/ give different numbers for those killed. Representations: books/ TV programmes monument ✓	Explore a range of Titanic memorabilia; visit SeaCity Museum in Southampton ✓	Look at when monuments dedicated to each were erected to see how interest in each has changed over time. ✓✓
<b>Historical enquiry</b> – asking/answering questions; using sources to find answers and show understanding	Interviewing adults about their childhood toys use pictures from <b>Toys enquiry/ loan box</b> ✓✓✓	<b>Queens box and enquiry pack</b> , plus books, websites, royal memorabilia (Victoria and EII)	<b>Mary Anning box and enquiry pk</b> , for artefacts, and other sources plus books postcards, etc ✓✓	Interview adults about their school days and how different they were to today.	<b>Great Fire of London Enquiry pk</b> the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts ✓	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc ✓✓✓	

**NB** you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. **KEY:** ✓ light use of skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill