

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
Substantive knowledge Disciplinary knowledge	Toys – change within living memory	Queens: Lives & times Elizabeth I, Victoria and Elizabeth II Significant people & compare life at different times	Mary Anning Significant individual nationally/ internationally	Local Study Our school	Great Fire of London significant national event beyond living memory	Sinking of the Titanic local/ national/ international event	Florence Nightingale & Mary Seacole Significance nationally/ internationally
Chronology 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. ✓✓
Characteristic features of period/ person/ events studied	Toys enquiry pack explores how period is characterized by change from outdoor play to indoor/electronic toys. ✓		Mary Anning enquiry pk explores how attitudes to gender/ class at the time, restricted recognition of her achievements. ✓✓✓		Great Fire box/ enquiry pk to explore the role building materials/ firefighting methods played in the amount of damage ✓✓	International travel meant sailing across oceans, not flying ✓	Florence Nightingale and Mary Seacole enquiry shows gender /class at the time limited the roles women were expected/ allowed to undertake ✓
Change/ continuity Similarities & differences between ways of life at different times	Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, yoyos	Queens: Lives & times enquiry pk and loan box to examine how communication (information sharing & transport) has changed ✓✓✓		Use pictures/ accounts of to explore how school life has changed over time. ✓✓✓			
Cause/consequence Why people did things/ causes and results of events and changes	Consequence of change to mainly sedentary indoor play detrimental to children's health ✓		Mary Anning enquiry pk to explore Mary's motivation, and the consequences of her discoveries- helped change understanding of how life evolved. ✓✓		Great Fire of London enquiry to explore causes of the fire and its spread and the changes made when London was rebuilt ✓✓✓	Titanic Enquiry pk explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards ✓✓✓	Florence Nightingale and Mary Seacole enquiry to compare their lives, motivation and achievements ✓✓
Significance		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?	Florence Nightingale and Mary Seacole examines the significance of each woman ✓✓✓
Interpretation –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. ✓✓
Historical enquiry – asking/answering questions; using sources to find answers and show understanding	Interviewing adults about their childhood toys use pictures from Toys enquiry/ loan box ✓✓✓	Queens box and enquiry pack , plus books, websites, royal memorabilia (Victoria and EII)	Mary Anning box and enquiry pk , for artefacts, and other sources plus books postcards, etc ✓✓	Interview adults about their school days and how different they were to today.	Great Fire of London Enquiry pk 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