

# KPS History Knowledge Intent

KPS Key Historical Threads			
EYFS	Society (My World / Our World)		
KSI	Society	Legacy	
KS2	Society	Settlement	Legacy


KPS History Teaching Overview		
EYFS		
Past and Present		
Year 1		
Toys	Important People	
Year 2		
The Great Fire of London	People from the Past	
Year 3		
The Stone Age	Ancient Egypt (Including an ancient civilisation overview)	
Year 4		
Ancient Greece	The Roman Empire	
Year 5		
Vikings / Anglo Saxons	Exploration	The Mayans (Link with South America)
Year 6		
World War Two	World War Two: My Town	

# Year 1 Toys

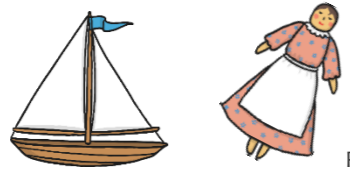
Historical Thread - Society	
<b>Enquiry Questions</b>	How did they live in the past? How did they live differently to us? Were all people treated equally?
	<ul style="list-style-type: none"> <li>Rich and poor children owned different toys.</li> <li>Know that boys and girls once owned different toys and didn't have much choice on what they could play with.</li> <li>Some children couldn't afford toys or had homemade toys.</li> <li>Know how toys have changed overtime (technology, material, attitudes and safety).</li> </ul>

Historical Thread - Legacy	
<b>Enquiry Questions</b>	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> <li>Know that toys are made safer now through using different materials and having ages displayed.</li> <li>Know that boys and girls can play with whatever toys they like.</li> <li>Schools and nurseries are full of toys to help children learn.</li> </ul>

Year 1 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p>GENERAL</p> <p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born</p> <p><u>New vocabulary</u> a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime,</p>	<p>Show awareness of the distinction between present and past in their own and other people's lives.</p> <p>Sequence events.</p> <p>Use everyday terms about the passing of time.</p>	<p>Begin to find answers to questions about the past from historical sources.</p> <p>Use information to describe the past.</p>	<p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p> <p>Say why people may have acted as they did.</p> <p>Recognise the difference between past and present in their own and others lives</p>	<p>Identify different ways in which the past is represented.</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>

Year 1 Toys Key Knowledge		
VOCABULARY	Victorian, rich, poor, material, peg doll, penny toys, safety,	
Background	Victorian Toys	Changes over Time
<p>Know about changes within living memory by exploring toys from today.</p> <p>Talk about their favourite toys and games to play with – what it is, what it does, how it moves, how it feels, what it's made from and give reasons.</p> <p>Understand some of the ways in which we find out about the past by identifying different sources: Grandparents, museums, internet, books, tv programs set in the past.</p> <p>Place toys on a timeline, identifying older and more recent toys.</p> <p>Identify the similarities and differences between toys and explain how they have</p>	<p><u>Victorian toys</u> I know that Victorian children lived beyond our living memory. I know that rich means someone that has money. I know that poor means someone does not have much money. I know that rich and poor children had different toys. Know about toys from the Victorian era and the differences between toys for rich and poor children. Children from rich families played with toys such as clockwork train sets, toy soldiers, tea sets, rocking horses, dolls and dolls houses.</p> <div style="text-align: center;">  </div> <p>Rich toys</p> <p>Children from poor families played with home-made toys such as peg dolls and wooden boats. Rags were stuffed with sawdust to make balls and toy animals. If they were lucky, poor children were sometimes bought cheap penny toys from the market.</p>	<p>Know about the important changes over time:</p> <p>Technology - as it is developed and improved, toys can do more complicated and clever things. safety rules</p> <p>Safety rules - Toys are now much safer than they were in the past. Toys are tested before they are sold to make sure they are safe enough for children to play with.</p> <p>There are also lots of rules which toy makers have to follow to ensure their toys are safe.</p> <p>Many toys also show which age they are appropriate for. This helps adults to choose toys which are safe for their children to play with.</p> <p>Materials - Most toys used to be made from different materials such as paper, wood and metal. As technology has improved, other materials have developed, such as plastic, which means toys are often safer to play with than they were in the past.</p> <p>Attitudes - Gradually over time, attitudes towards toys have changed.</p> <p>In the Victorian times, children played with specific toys, now boys and girls play with all kinds of different toys.</p> <p>Schools have also changed.</p>

changed over time.



Poor toys

Know that boys and girls were only allowed to play with certain toys. Girls – dolls, tea sets, dolls houses. Boys – soldiers, boats, train sets, marbles. Victorian children enjoyed playing games too. Football was popular outdoors and children played board games like Ludo and card games like Happy Families indoors. Compare two versions of the same toy and look at the similarities and differences.

Schools now recognise how important it is for children to play with toys. Lots of nurseries and schools are now full of toys to help children learn.

# Year 1

# Grace

# Darling

Historical Thread - Society	
<b>Enquiry Questions</b>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally?
	<ul style="list-style-type: none"> <li>Queen Victoria was in power at the time.</li> <li>Grace lived in a lighthouse with her parents.</li> <li>Grace's father was a lighthouse keeper.</li> <li>Use sources to look at paintings of how she lived discussing changes such as living conditions (Link with FS2)</li> <li>Grace received gifts, a medal from the RNLI and £50 from Queen Victoria.</li> </ul>

Historical Thread - Legacy	
<b>Enquiry Questions</b>	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> <li>Since 1842, the RNLI charity has grown and improved meaning more lives are saved at sea. They do this through lifeboat search and rescue, lifeguards, water safety education and flood rescue.</li> <li>There is a Grace Darling Museum open in Bamburgh for people to visit and to learn.</li> <li>That anyone is able to be brave and become a hero to someone else.</li> <li>Lighthouse keepers are no longer needed due to technology.</li> </ul>

Grace Darling Key Knowledge			
VOCABULARY	Grace Darling, Victorians, Lighthouse keeper, William Darling, Longstone Lighthouse, Farne Islands, Northumberland, crew, ship, survivors, storm, heroine, wreck, rescue, SS Forfarshire, Dundee, Hull, RNLI, Bamburgh, Queen Victoria, tuberculosis, St Aidan's Church, Grace Darling Museum		
Background	The Storm	Aftermath	Significance
Know that Grace was called Grace Horsley Darling.  Know that Grace was born in Bamburgh, Northumberland  Know that Grace was born on the 24 <sup>th</sup> November 1815.  Know that Grace was a lighthouse keeper's daughter.  Know that Grace's father is called William Darling who was a lighthouse keeper.  Know what a lighthouse keeper is.  Know that Grace lived beyond our living memory.  Know that Grace lived in a lighthouse on Longstone Lighthouse on the Farne Islands.	Know on the 5 <sup>th</sup> September 1838, the Ship SS Forfarshire set off from Hull to Dundee with 48 passengers onboard.  Know on the 6 <sup>th</sup> September 1838, SS Forfarshire's boiler started to leak and a huge storm came.  Know on the 7 <sup>th</sup> September 1838 at around 4am, the SS Forfarshire's engine stopped working.  Know on the 7 <sup>th</sup> September 1938, the SS Forfarshire crashed into Big Harcar Rock and the ship broke into two.  Know that Grace was 22 years old on the night of the storm.  Know that Grace saw people clinging onto the rocks in the water.  Know that Grace helped save 9 people from the storm with her dad William and two other people.  Know that there wasn't enough room in the rowing boat so they had to go twice to save them.	Know that Grace received a silver medal from the RNLI.  Know that Grace became a heroine after the storm.  Know that she received many gifts including £50 from Queen Victoria.	Know that Grace died 4 years later aged 26 from tuberculosis.  Know she was buried in St Aidan's Church in Bamburgh  Know there is a Grace Darling Museum in Bamburgh which has the boat that she used in the storm.

# Year 2


# The Great Fire of London

Historical Thread - Society	
<b>Enquiry Questions</b>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally?
	<ul style="list-style-type: none"> <li>King Charles II was in power at the time.</li> <li>Houses were made of wood, straw and pitch. Pitch is a flammable material.</li> <li>Houses were built very close together.</li> <li>London was overpopulated with poor hygiene</li> <li>People used fire to cook and for light.</li> <li>People only used buckets of water and simple firefighting equipment.</li> </ul>

Historical Thread - Legacy	
<b>Enquiry Questions</b>	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> <li>Houses are now made from stone and brick to stop a similar fire from happening again.</li> <li>Houses are no longer overcrowded and are built less close together.</li> <li>We now have the emergency fire service where people wear protective clothing and have proper equipment to put out fires. A monument to the Great Fire of London was built to remember the important event.</li> </ul>

Year 2 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born, a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime,</p> <p><u>New general vocabulary</u> a while ago, when I was younger, evidence, order, historical, significant, eye-witness account, artefacts,</p>	<p>Recount the main events from a significant event in history.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Use a time line to place events.</p>	<p>Answer questions about the past by making simple observations from historical sources.</p>	<p>Use information to describe the past.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</p> <p>Compare two versions of a past event Discuss reliability of photographs / accounts / stories.</p>

The Great Fire of London Key Knowledge			
VOCABULARY		Great Fire of London, Britain, London, monarch, capital city, 1666, 17th century, Great Fire, Samuel Pepys, The Great Plague, diary, River Thames, King Charles II, flammable, pitch, Thomas Farriner, firebreak, Pudding Lane, St Paul's Cathedral, Fire brigade, monument,	
Background	The Fire	Samuel Pepys	Aftermath
<p>Know that the <b>Great Fire of London</b> occurred in <b>1666</b>.</p> <p>Know that the Great Fire of London happened beyond our living memory.</p> <p>Know that the <b>monarch</b> at the time was called <b>King Charles II</b>.</p> <p>Know the location of <b>London</b> on a map of the UK.</p>	<p>Know that Thomas Farriner's <b>bakery</b> in Pudding Lane was the <b>source</b> of the fire as the oven fire was still burning overnight.</p> <p>Know that the Great Fire of London started on 2nd September 1666.</p> <p>Know that there was a strong wind, which helped the fire to spread.</p> <p>Know that they tried to stop the fire by pulling down houses (called a <b>firebreak</b>).</p>	<p>Know that <b>Samuel Pepys</b> was a man living in London at the time. Know that he wrote a <b>diary</b> describing the fire.</p>	<p>Know that after the fire, he wanted to <b>rebuild</b> London and improve it with wide streets, beautiful parks and no overcrowding.</p> <p>Know that in 1668 new rules were put in place that said that buildings had to be made of <b>stone</b> and <b>brick</b> to stop a similar fire happening again.</p> <p>Know that after the fire, the London <b>Fire Brigade</b> was set up to stop this happening again.</p>

<p>Know that buildings were mostly made from <b>wood, straw and pitch</b></p> <p>Know that pitch is a tar like substance that protects the wood from water damage. Know that pitch is <b>flammable</b>.</p> <p>Know that the buildings were very close together</p> <p>Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.</p> <p>Know that people used fire to cook and for light.</p>	<p>Know that people tried to put out the fire with simple firefighting equipment including buckets of water but the fire was too strong.</p> <p>Know that the <b>River Thames</b> stopped the fire spreading to the <b>South</b>. Know that the fire went on for four days.</p> <p>Know that the fire destroyed many homes and <b>St Paul's Cathedral</b>.</p> <p>Know what a cathedral is and know what St Paul's Cathedral looks like now.</p>	 <p>Know that this is one of the most important <b>sources</b> of information about the fire.</p> <p>Know that we often learn about the past from things people wrote at the time including diaries.</p>	<p>Know that a <b>monument</b> was built to remember what happened and the people who died.</p> <p>Know that a monument is something that is built to remember an important event.</p>
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## Year 2

# People of the Past

Historical Thread - Society	
<u>Enquiry Questions</u>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally?
	<ul style="list-style-type: none"> <li>Military hospitals in Turkey were unsanitary.</li> <li>In Scutari, 10 times more soldiers were dying on diseases such as typhus, typhoid, cholera and dysentery than from battle wounds.</li> <li>In modern hospitals and doctor's surgeries are kept very clean to prevent the spread of infection</li> </ul>

Historical Thread - Legacy	
<u>Enquiry Questions</u>	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> <li>Edith Cavell is known as a founder of modern nursing in Belgium.</li> <li>Edith's death shocked and angered many countries around the world. Edith is considered to be a heroine of the First World War and is still remembered today for her kindness and bravery.</li> <li>Florence was the first woman to be awarded the order of merit by Queen Victoria which recognises work from the armed forces.</li> <li>There are now better conditions in hospital down the work of Florence.</li> <li>Mary Seacole was posthumously awarded the Jamaican Order of Merit 1991.</li> </ul>

People of the Past Key Knowledge													
<b>VOCABULARY</b>		Nurse, Crimean war, hospital, medicine, soldiers, lady with the lamp, medal, charity, injured, Red Cross, surgery, wounded, sanitary, disease, typhus, typhoid, cholera, qualified, Russian Empire, Ottoman Empire, Sardinia, Black Sea, bullet, shrapnel, laboratory, <b>Florence Nightingale</b> : lady of the lamp, Queen Victoria, Crimean war, nurse, wounded, Scutari, <b>Mary Seacole</b> : Crimean war, soldiers, nurse, Jamaica, , War Office, <b>Marie Curie</b> : scientist, radioactivity, x-ray, Nobel Prize, chemistry											
<b>Background</b>	<b>Florence Nightingale</b>	<b>Mary Seacole</b>	<b>Edith Cavell</b>	<b>Comparison</b>									
<p>Know that all three nurses lived beyond our living memory.</p> <p><i>Know information about Florence Nightingale, Mary Seacole, and Marie Curie in order to compare aspects of life in the different time periods in which they worked.</i></p> <p>The Crimean War lasted from October 1853 until 1 April 1856 and was fought between the <a href="#">Russian Empire</a> and an alliance of the United Kingdom, <a href="#">France</a>, the <a href="#">Kingdom of Sardinia</a>, and the <a href="#">Ottoman Empire</a>.</p>	<p>Florence was a nurse in the Crimean war 1853-1856.</p> <p>She nursed the wounded soldiers.</p> <p>Florence Nightingale and her nurses arrived at the military hospital in Scutari, Turkey and found soldiers wounded and dying amid horrifying sanitary conditions.</p> <p>Ten times more soldiers were dying of diseases such as typhus, typhoid, cholera, and dysentery than from battle wounds.</p>	<p>Life - 23 November 1805 – 14 May 1881</p> <p>Mary was a British-Jamaican nurse and businesswoman who set up the "British Hotel" behind the lines during the Crimean War.</p> <p>Coming from a tradition of Jamaican and West African "doctresses", Seacole displayed "compassion, skills and bravery while nursing soldiers during the Crimean War", through the use of herbal remedies.</p>	<p>Edith Cavell was a nurse from England who became a heroine in the First World War.</p> <p>She is famous for saving the lives of soldiers from both sides of the war.</p> <p>Edith was born in Norfolk, England in 1865. When she grew up, she became a <b>governess</b> and worked with families in Belgium.</p> <p>When she was nearly 30 years old, her father became very sick and she cared for him. After this experience, she decided to become a nurse.</p> <p>Edith trained to be a nurse in London in 1896.</p> <p>She worked in England until 1907, when she moved to Brussels in Belgium to work at a new training hospital for</p>	<p><u>Compare the lives of the three nurses:</u></p> <table border="1"> <thead> <tr> <th>Florence Nightingale</th> <th>Mary Seacole</th> <th>Edith Cavell</th> </tr> </thead> <tbody> <tr> <td>Born: 12th May 1820</td> <td>Born: 1805</td> <td>Born: 4th December 1865</td> </tr> <tr> <td>Died: 13 August 1910</td> <td>Died: 14th May 1881</td> <td>Died: 12th October 1915</td> </tr> </tbody> </table>	Florence Nightingale	Mary Seacole	Edith Cavell	Born: 12th May 1820	Born: 1805	Born: 4th December 1865	Died: 13 August 1910	Died: 14th May 1881	Died: 12th October 1915
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<p>The majority of the conflict took place on the <a href="#">Crimean peninsula</a> in the <a href="#">Black Sea</a> and Turkey.</p> <p>Know that in modern times hospitals and doctor's <b>surgeries</b> are kept very clean to <b>prevent</b> the spread of <b>infection</b>.</p> <p>Know that nurses and doctors wash their hands thoroughly before they meet each patient to avoid germs spreading. Know that this was not always the case in the past.</p> <p>Know that because of the work of Nightingale, Seacole and Cavell (next half term) our hospitals are very clean, well organised and have highly trained staff.</p>	<p>Florence Nightingale was called <b>the</b> lady of the lamp as she would watch over and take care of the soldiers through the night.</p> <p>She was the first woman to be awarded the order of merit by Queen Victoria, which recognises highly valued work in the armed forces.</p> <p><u>What happened after the war?</u> Know that after the Crimean War, Nightingale became famous. Know that she worked to train nurses and helped to fight for better conditions in hospitals.</p>	<p>Hoping to assist with nursing the wounded on the outbreak of the Crimean War, Seacole applied to the <a href="#">War Office</a> to be included among the nursing contingent but was refused, They said she wasn't qualified enough, despite her saying she could provide them. She travelled independently and set up her hotel and tended to the battlefield wounded.</p> <p>While well known at the end of her life, Seacole rapidly faded from public memory in Britain. She was cited as an example of "hidden" black history in <a href="#">Salman Rushdie's <i>The Satanic Verses</i></a> (1988), I: "See, here is Mary Seacole, who did as much in the Crimea as another magic-lamping lady, but, being dark, could scarce be seen for the flame of Florence's candle."</p> <p>She was posthumously awarded the Jamaican Order of Merit in 1991.</p>	<p>nurses. Edith was very good at her job and is now known as a founder of modern nursing teaching in Belgium. During the war, Edith treated any <b>wounded</b> soldiers who needed her help. It didn't matter to her what side they were fighting for. Edith joined a secret group helping soldiers from England, France and Belgium to escape from the country. In one year, she helped over 200 people escape. In August 1915, the secret group was discovered. Edith and other members of the group were put on trial by the Germans. Edith <b>confessed</b> to helping soldiers escape. She was sentenced to death. In October, she was killed by a firing squad in the city of Brussels. Edith's death shocked and angered many countries around the world. Edith is considered to be a heroine of the First World War and is still remembered today for her kindness and bravery. (Compare with Grace Darling Y1)</p>	<table border="1"> <tr> <td data-bbox="2240 184 2439 369"> <p>Background: Rich family chose to be a nurse against her family's wishes</p> </td> <td data-bbox="2439 184 2644 369"> <p>Background: Grew up in Jamaica Learned nursing from her mother</p> </td> <td data-bbox="2644 184 2884 369"> <p>Background: Came from religious family wanted to help others</p> </td> </tr> <tr> <td data-bbox="2240 401 2439 569"> <p>War Experience: Ran a hospital in Scutari Turkey during Crimean War</p> </td> <td data-bbox="2439 401 2644 569"> <p>War Experience: Ran the British hotel for soldiers near the battlefield in the Crimean War</p> </td> <td data-bbox="2644 401 2884 569"> <p>War Experience: Was a Red Cross nurse in Belgium in World War 1 (1914-1918)</p> </td> </tr> </table>	<p>Background: Rich family chose to be a nurse against her family's wishes</p>	<p>Background: Grew up in Jamaica Learned nursing from her mother</p>	<p>Background: Came from religious family wanted to help others</p>	<p>War Experience: Ran a hospital in Scutari Turkey during Crimean War</p>	<p>War Experience: Ran the British hotel for soldiers near the battlefield in the Crimean War</p>	<p>War Experience: Was a Red Cross nurse in Belgium in World War 1 (1914-1918)</p>
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