



## HISTORY

### **Curriculum Intent**

Through studying history at Walton Oak, pupils will build an understanding of the chronology of events within our history and how these have impacted on life in modern Britain today. We aim to inspire children's curiosity about the past by ensuring they have exposure to a range of sources including images, artifacts, original documents, experience days and visits. Children will learn to ask perceptive questions about the past, learn ways to find answers to their questions and recognize similarities and differences between 'now' and 'then'.

### **Themes:**

**1. Chronological Knowledge**

*BCE/CE, main periods in history, significant events and people*

**2. Historical understanding**

*How things happened and why, points of view, contrasting arguments, similarities and differences*

**3. Historical skills**

*Primary and secondary sources, research skills, interpreting the past*

**4. Impact on modern Britain**

*Local history, impact on modern day*

All history books will contain two timelines: one which encompasses pre-history and early civilisations and peoples and one which covers the past 1000 years of British history. These will be added to with each new topic taught so that children can see where the time they are learning about fits in relation to others.

## HISTORY: CORE STUDY FOR YEAR TWO

1. Chronological Knowledge - Core knowledge includes themes, concepts, and skills that underpin the chronological narrative.

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>1. Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>● Order events (e.g., King Charles' Coronation, The Great Fire of London).</li> <li>● Understand past, present, and future.</li> <li>● Use time words: before, after, now, then.</li> </ul> <p><b>2. Changes Over Time</b></p> <ul style="list-style-type: none"> <li>● Learn how transport changed with George Stephenson's inventions.</li> <li>● Compare old and new stories (e.g., Brothers Grimm fairy tales vs. modern stories).</li> </ul> <p><b>3. Significant People</b></p> <ul style="list-style-type: none"> <li>● <b>Walt Disney:</b> Impact on animation and entertainment.</li> <li>● <b>Brothers Grimm:</b> Famous for fairy tales.</li> <li>● <b>King Charles:</b> Coronation as a</li> </ul>	<p><b>1. Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>● Order events (e.g., King Charles' Coronation, The Great Fire of London).</li> <li>● Use time words: before, after, then, now.</li> </ul> <p><b>2. Changes Over Time</b></p> <ul style="list-style-type: none"> <li>● Learn how transport changed (George Stephenson's steam engine).</li> <li>● Compare old and new stories (Brothers Grimm vs. modern tales).</li> </ul> <p><b>3. Significant People</b></p> <ul style="list-style-type: none"> <li>● <b>Walt Disney:</b> Changed animation and entertainment.</li> <li>● <b>Brothers Grimm:</b> Famous for fairy tales.</li> <li>● <b>King Charles:</b> Significant Coronation event.</li> </ul>	<p><b>Time Words</b></p> <ul style="list-style-type: none"> <li>● Before</li> <li>● After</li> <li>● Now</li> <li>● Then</li> <li>● Yesterday</li> <li>● Today</li> <li>● Tomorrow</li> </ul> <p><b>Chronology Words</b></p> <ul style="list-style-type: none"> <li>● Past</li> <li>● Present</li> <li>● Future</li> <li>● Timeline</li> <li>● Year</li> </ul> <p><b>History Words</b></p> <ul style="list-style-type: none"> <li>● History</li> <li>● Change</li> <li>● Old</li> <li>● New</li> <li>● Event</li> </ul>	<p><b>1. Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>● Order key events: King Charles' Coronation, The Great Fire of London.</li> <li>● Use time words (before, after, then, now) to place events.</li> </ul> <p><b>2. Changes Over Time</b></p> <ul style="list-style-type: none"> <li>● Explore transport changes with George Stephenson's steam engine.</li> <li>● Compare Brothers Grimm fairy tales with modern stories.</li> </ul> <p><b>3. Significant People</b></p> <ul style="list-style-type: none"> <li>● Teach about Walt Disney's impact on animation.</li> <li>● Discuss the Brothers Grimm and their fairy tales.</li> </ul>

<p>significant event.</p> <ul style="list-style-type: none"> <li>● <b>George Stephenson:</b> Revolutionized transport with the steam engine.</li> </ul> <p><b>4. Significant Events</b></p> <ul style="list-style-type: none"> <li>● <b>The Great Fire of London:</b> Major historical event.</li> <li>● <b>King Charles' Coronation:</b> A significant modern event.</li> </ul> <p><b>5. Local History</b></p> <ul style="list-style-type: none"> <li>● Discover local impacts of events like <b>The Great Fire of London.</b></li> </ul> <p><b>Themes to Explore</b></p> <ul style="list-style-type: none"> <li>● Change &amp; continuity: Old vs. new (transport, stories, etc.).</li> <li>● Cause &amp; consequence: Why did the Great Fire of London happen?</li> <li>● Significance: Why remember Walt Disney and Brothers Grimm?</li> <li>● Similarity &amp; difference: Then vs. now (e.g., transport, stories).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>George Stephenson:</b> Revolutionized transport.</li> </ul> <p><b>4. Significant Events</b></p> <ul style="list-style-type: none"> <li>● <b>The Great Fire of London:</b> Major historical event.</li> <li>● <b>King Charles' Coronation:</b> Important modern event.</li> </ul> <p><b>5. Local History</b></p> <ul style="list-style-type: none"> <li>● Discover local impacts of events like the Great Fire of London.</li> </ul> <p><b>Themes to Explore</b></p> <ul style="list-style-type: none"> <li>● Change &amp; continuity: Old vs. new (e.g., transport, stories).</li> <li>● Cause &amp; consequence: Why did the Great Fire happen?</li> <li>● Significance: Why remember Disney, Grimm, and Charles?</li> <li>● Similarity &amp; difference: Then vs. now.</li> </ul>		<ul style="list-style-type: none"> <li>● Cover King Charles' Coronation as a key event.</li> <li>● Show George Stephenson's influence on transport.</li> </ul> <p><b>4. Significant Events</b></p> <ul style="list-style-type: none"> <li>● Teach the Great Fire of London as a major historical event.</li> <li>● Discuss the significance of King Charles' Coronation.</li> </ul> <p><b>5. Local History</b></p> <ul style="list-style-type: none"> <li>● Explore the local impact of The Great Fire of London.</li> </ul> <p><b>Themes to Explore</b></p> <ul style="list-style-type: none"> <li>● Discuss change &amp; continuity (e.g., transport, stories).</li> <li>● Teach cause &amp; consequence (e.g., why the Great Fire happened).</li> <li>● Reflect on significance (why Disney, Grimm, and</li> </ul>
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			Charles are remembered). <ul style="list-style-type: none"> <li>● Compare past vs. present (e.g., transport, stories).</li> </ul>
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**Extended skills and vocabulary:-** Children will recognize and place events in decades and centuries, using terms like *decade*, *century*, and *timeline*. They will identify key dates and understand their significance, learning words like *year*, *date*, and *timeline*. Children will also understand and explain time gaps between events, using terms like *long ago*, *recently*, and *a century ago*. Finally, they will sequence events from different times and periods, using words such as *first*, *next*, *last*, *before*, and *after*.

2. Historical Understanding			
Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>● Understanding time periods: past, present, future, and events ordered chronologically.</li> <li>● Recognising the order of events like <b>The Great Fire of London</b> and <b>King Charles' Coronation</b>.</li> <li>● Using time-related vocabulary: before, after, then, now.</li> </ul> <p><b>Changes Over Time</b></p> <ul style="list-style-type: none"> <li>● Recognising changes in transport (e.g., <b>George Stephenson's steam engine</b> to modern transport).</li> <li>● Comparing stories over time (e.g., <b>Brothers Grimm</b> fairy tales vs.</li> </ul>	<p><b>1. What is the Past?</b></p> <p>The past is what has already happened.</p> <ul style="list-style-type: none"> <li>● History is about people and events long ago.</li> </ul> <p><b>2. Past vs. Present</b></p> <ul style="list-style-type: none"> <li>● Life was different before (homes, schools, transport).</li> <li>● Compare life then and now.</li> </ul> <p><b>3. Change Over Time</b></p> <ul style="list-style-type: none"> <li>● Some things change, some stay the same.</li> <li>● People and events cause change.</li> </ul>	<p><b>1. What is the Past?</b></p> <ul style="list-style-type: none"> <li>● Past, History, Long ago</li> </ul> <p><b>2. Past vs. Present</b></p> <ul style="list-style-type: none"> <li>● Then, Now, Different, Same, Compare</li> </ul> <p><b>3. Change Over Time</b></p> <ul style="list-style-type: none"> <li>● Change, Stay the same, Cause, Effect</li> </ul> <p><b>4. Why Things Happen</b></p> <ul style="list-style-type: none"> <li>● Why, Cause, Effect</li> </ul> <p><b>5. Important People &amp; Events</b></p> <ul style="list-style-type: none"> <li>● Important, Difference, Remembered, People, Events</li> </ul> <p><b>6. Finding Out About the Past</b></p>	<p><b>1. Personal Timelines</b></p> <p><b>Activity:</b> Create a life timeline (e.g., Walt Disney, George Stephenson).  <b>Teach:</b> Explain past, present, before, after.</p> <p><b>2. Historical Stories</b></p> <p><b>Activity:</b> Read stories about <b>Brothers Grimm</b>.  <b>Teach:</b> Discuss their impact on fairy tales.</p> <p><b>3. Then &amp; Now</b></p> <p><b>Activity:</b> Compare old vs. new transport (e.g., <b>George</b></p>

<p>modern stories) to see changes in themes and presentation.</p> <p><b>Significant People and Events</b></p> <ul style="list-style-type: none"> <li>● Exploring the impact of significant people: <ul style="list-style-type: none"> <li>○ <b>Walt Disney</b> (animation and entertainment history).</li> <li>○ <b>Brothers Grimm</b> (legacy of fairy tales).</li> <li>○ <b>King Charles' Coronation</b> (modern monarchy).</li> <li>○ <b>George Stephenson</b> (transport revolution with steam engines).</li> </ul> </li> <li>● Learning about significant events: <ul style="list-style-type: none"> <li>○ <b>The Great Fire of London</b> and its effects on society, architecture, and the city's development.</li> </ul> </li> </ul> <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>● Understanding how local areas were affected by <b>historical events</b> like <b>The Great Fire of London</b>.</li> <li>● Exploring changes in their own local environment over time.</li> </ul> <p><b>Key Historical Themes</b></p>	<p><b>4. Why Things Happen</b></p> <ul style="list-style-type: none"> <li>● Think about why things happened.</li> <li>● Talk about causes and effects.</li> </ul> <p><b>5. Important People &amp; Events</b></p> <ul style="list-style-type: none"> <li>● Learn about people who made a difference (e.g., Walt Disney, George Stephenson).</li> <li>● Know why they are remembered.</li> </ul> <p><b>6. Finding Out About the Past</b></p> <ul style="list-style-type: none"> <li>● Use photos, objects, and stories to learn.</li> <li>● Ask questions: What is it? What was it for? How do we know?</li> </ul> <p><b>7. Telling the Past</b></p> <ul style="list-style-type: none"> <li>● Retell events in order.</li> <li>● Use drama, writing, or stories to show what happened.</li> </ul>	<ul style="list-style-type: none"> <li>● Photos, Objects, Stories, Ask, How, What, Why</li> </ul> <p><b>7. Telling the Past</b></p> <ul style="list-style-type: none"> <li>● Retell, Order, Drama, Writing, Stories</li> </ul>	<p><b>Stephenson's steam engine</b> vs. modern trains).</p> <p><b>Teach:</b> Discuss old, new, same, different.</p> <p><b>4. Role Play</b></p> <p><b>Activity:</b> Act out the <b>Great Fire of London</b>.</p> <p><b>Teach:</b> Discuss cause, effect, and order of events.</p> <p><b>5. Using Sources</b></p> <p><b>Activity:</b> Look at photos of the <b>Coronation of King Charles</b>.</p> <p><b>Teach:</b> Explain how photos and objects are evidence of the past.</p>
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<ul style="list-style-type: none"> <li>● <b>Cause and Consequence:</b> Understanding why events like the <b>Great Fire of London</b> happened and the impact they had.</li> <li>● <b>Change and Continuity:</b> Exploring what has changed (transport, stories, technology) and what has remained the same (traditions, certain aspects of culture).</li> <li>● <b>Significance:</b> Why events like <b>King Charles' Coronation</b> and figures like <b>Walt Disney</b> are remembered.</li> <li>● <b>Similarity and Difference:</b> Comparing historical events or figures with the present (e.g., <b>Brothers Grimm fairy tales</b> vs. modern children's literature).</li> </ul>			
<p><b>Extended skills and vocabulary:</b>-Children will recognise past, present, and future. They'll sequence events in order. They'll compare life now and then. They'll understand cause and effect. They'll use photos, objects, and stories as sources.</p>			

3. Historical Skills			
Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>1. Sequencing Events</b> Order events (e.g. <i>before, after, first</i>).</p> <p><b>2. Past vs. Present</b> Compare life now and in the past (e.g. <i>old,</i></p>	<p><b>Sequencing</b> - Order events.</p> <p><b>Comparing</b> - Past vs present.</p> <p><b>Questioning</b> - Ask about the past.</p> <p><b>Using Sources</b> - Look at</p>	<p><b>Time</b>- Past, Present, Before, After</p> <p><b>Change</b> - Same, Different, Change</p> <p><b>History</b> - Event, Old, New</p> <p><b>Sources</b> - Photo, Object, Story</p>	<p><b>Sequencing Activity:</b> Order events.</p> <p><b>Words:</b> Before, After.</p> <p><b>Comparing</b></p>

<p><i>new, same, different</i>).</p> <p><b>3. Asking Questions</b></p> <p>Ask about people and events (e.g. <i>What happened?</i>).</p> <p><b>4. Using Sources</b></p> <p>Look at photos, objects, and stories to learn about the past.</p> <p><b>5. Talking About Change</b></p> <p>Talk about what has changed (e.g. <i>change, cause, effect</i>).</p>	<p>photos/objects.</p> <p><b>Recognising Change</b> - See what's changed.</p>		<p><b>Activity:</b> Compare old/new.</p> <p><b>Words:</b> Same, Different.</p> <p><b>Questioning</b></p> <p><b>Activity:</b> Ask simple questions.</p> <p><b>Words:</b> What, Why.</p> <p><b>Using Sources</b></p> <p><b>Activity:</b> Look at photos/objects.</p> <p><b>Words:</b> Photo, Object.</p> <p><b>Change</b></p> <p><b>Activity:</b> Discuss changes.</p> <p><b>Words:</b> Change, Cause.</p>
<p><b>Extended skills and vocabulary:</b> Children will learn to place events on a timeline, understanding terms like <i>decade</i> and <i>century</i>. They will explain why things happened and the results, using words like <i>reason</i> and <i>result</i>. They will also compare historical figures, identifying similarities and differences, and using terms like <i>similar</i> and <i>different</i>. Children will explore primary sources, such as diaries and letters, and learn the meaning of <i>primary source</i> and <i>diary</i>. Finally, they will understand key events and their significance, using words like <i>significance</i> and <i>legacy</i>.</p>			

4. Impact on Modern Britain

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> <li>● <b>Change Over Time</b> – Know how the past changed today (e.g. hospitals, homes).</li> <li>● <b>Significance</b> – Know why people/events are remembered.</li> <li>● <b>Connections</b> – Link past to now (e.g. travel, schools).</li> <li>● <b>Sources</b> – Use photos/objects to spot change.</li> <li>● <b>Retell Events</b> – Talk or act out key events.</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>● Order events Know past/present</li> <li>● Compare then/now</li> <li>● Ask questions</li> <li>● Use sources</li> <li>● Spot change</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Time</b> - Past, Present, Future, Before, After</li> <li>2. <b>Change</b> Same, Different, Change</li> <li>3. <b>Events</b> - Story, Event, Fact, History</li> <li>4. <b>Sequence</b> First, Next, Last, Order</li> <li>5. <b>Questions</b> What, Why, How, When</li> <li>6. <b>Sources</b> Photo, Object, Document, Evidence</li> </ol>	<p><b>Time - Activity:</b> Create timelines with pictures (past, present, future).  <b>Change: Activity:</b> Compare old vs new objects (e.g. toys, transport).  <b>Events: - Activity:</b> Retell key historical events with pictures or stories.  <b>Sequence:- Activity:</b> Put daily routines or historical events in order.  <b>Questions:- Activity:</b> Ask and answer simple questions about the past (e.g. <i>What happened?</i>).  <b>Sources:- Activity:</b> Look at photos or objects from the past and talk about them.</p>
<p><b>Extended skills and vocabulary:</b> Children will understand longer time periods (decades, centuries) and use terms like <i>decade</i> and <i>timeline</i>. They will explain cause and effect using words like <i>cause</i>, <i>effect</i>, and <i>result</i>. Children will compare historical figures, using <i>similar</i>, <i>different</i>, and <i>contributions</i>. They will explore primary sources like diaries and photos, using <i>primary source</i> and <i>diary</i>. Finally, they will learn why some people/events are remembered, using <i>important</i>, <i>significant</i>, and <i>legacy</i>.</p>			