



**Farnborough Grange Nursery and Infant School – Curriculum Overview**

**History**

<b>Nursery</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	What makes me special?	What do we celebrate?	What grows in my garden?	Who helps us?	What lives in my garden?	What happens next?
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Can talk about things being old and new.</li> <li>• Can talk about pictures of themselves using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify whether something is old or new.</li> <li>• Can begin to use historical words and phrases when discussing items that relate to them e.g. toys.</li> <li>• Can comment on actions and consequences.</li> </ul>				<ul style="list-style-type: none"> <li>• Can identify that they are different now to when they were babies.</li> <li>• Can talk about past and present events in their own lives.</li> <li>• Can talk about significant things in their own lives.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Some things are old.</li> <li>• Some things are new.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• When comparing, identify how two objects are different.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Toys are different.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• When comparing, identify how two objects are different.</li> </ul>				<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Know that they are moving to Infant school.</li> <li>• Know that they are different now to when they were a baby.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• To know the name of the school/class that they are moving on to.</li> </ul>
<b>Key vocabulary</b>	Old, new, me	Old, new, different				School, nursery, baby, now

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	What makes me magical?	How do we celebrate?	What makes our world wonderful?	Where do different animals live?	What is a traditional tale?	What if there was a commotion in the ocean?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identify things that have happened in the past relating to their own lives.</li> <li>Begin to identify that some things have happened before they were born – relating to parents and grandparents.</li> <li>Begin to ask simple questions about people and events from within living memory.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some events and people from the past are important.</li> <li>Identify that some things within living memory have changed and some things have stayed the same.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that items can tell us about someone or something.</li> </ul>	<ul style="list-style-type: none"> <li>Can use simple words to describe the passing of time.</li> <li>Identify that things from the past might be different from today e.g. toys, technology, transport etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that certain choices have a consequence to them.</li> <li>Explain why one character in a simple story book took the action they did.</li> </ul>	
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Know birthday month.</li> <li>Know that their family/carers were alive before they were born.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Know their birthday.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Remembrance Day is celebrated to remember soldiers.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Bonfire Night is celebrated on 5<sup>th</sup> November and is linked to Guy Fawkes.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Chinese lanterns are used to celebrate Chinese New Year.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Chinese lanterns can tell us about Chinese New Year.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Mary Anning discovered dinosaur bones.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>The dinosaur bones were discovered in Dorset. Dorset is in England.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Know that a character in a book made a choice.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Know that there are different explanations as to why the character took the action that they did.</li> </ul>	
<b>Key vocabulary</b>	Before I was born, then, now	Past, today, before, now, then	Object	Old, new	Same, next	

Year 1	Autumn 1	Summer 1	Summer 2
	Changes in our lives	Queen Elizabeth II > King Charles III. Windsor and Odiham Castle	Then and Now: School and Toys in the Victorian era -v- now.
<b>Skills</b>	<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives.</li> <li>Identify that events and changes have happened in an order.</li> <li>Can use simple timelines to sequence processes, events and objects within their own experience.</li> <li>Knows that a familiar event, such as a birthday, can be represented in different ways e.g. a photo, a video etc.</li> <li>Can talk about pictures of themselves using appropriate vocabulary e.g. When I was a baby.</li> <li>Identify that changes have happened in history that can impact on today.</li> <li>Can give a simple reason why someone did what they did in a historical setting.</li> <li>Identify that history can affect the local area, as well as nationally and globally.</li> <li>Identify how events from history are so significant that they are remembered each year.</li> <li>Can describe an event, orally or verbally.</li> <li>Can orally retell the main episodes of famous past events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that events have happened in the past and significant people from the past have helped shape the present <b>locally</b>.</li> <li>Identify why certain people and events are significant in history – achievements, impact etc.</li> <li>Identify why some individuals are significant, both locally and nationally.</li> <li>Begin to understand what makes someone or something significant.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that there are some themes that link history together – schools, toys etc.</li> <li>Can identify that events and people from the past may have occurred over a greater period of time than just themselves.</li> <li>Can extract simple information from text/pictures/objects, showing basic comprehension skills.</li> <li>Can begin to understand that we have different views of familiar events.</li> <li>Can see that there are several versions of an object by comparing pictures.</li> <li>Identify that there are reasons for continuities and changes and being able to state some of these.</li> <li>Identify that continuity or change can be both a good and bad thing.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Children to know their birthday.</li> <li>Children to know that they were born in the past.</li> <li>Children to talk about themselves.</li> </ul> <p><b>Hinterland:</b></p>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth was Queen of the United Kingdom.</li> <li>She was the longest reigning monarch.</li> <li>Queen Elizabeth’s official residence was Buckingham Palace.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>The Victorians were the people who lived during the reign of Queen Victoria.</li> <li>Not many people could read or write, but Queen Victoria made all children go to school.</li> <li>Going to school in Victorian times was very different to school life today.</li> </ul>

	<ul style="list-style-type: none"> <li>Children to know their year of birth.</li> <li>Can make inferences from photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Queen Elizabeth spent a lot of time at Windsor Castle. Windsor is near to Farnborough.</li> <li>Queen Elizabeth died on 8<sup>th</sup> September 2022.</li> <li>Her son, Charles, is now the King.</li> <li>Odiham Castle was built before Windsor Castle.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth was born in 1926 in London as Princess Elizabeth.</li> <li>She married Philip (Duke of Edinburgh) and had 4 children.</li> <li>Corgis were her favourite dogs.</li> </ul>	<ul style="list-style-type: none"> <li>Children sat at desks, in rows, facing the front.</li> <li>Children were expected to be very respectful to their teachers – ‘Sir’, ‘Maam’/’Madam’.</li> <li>Pupils were punished harshly if they misbehaved.</li> <li>Children studied the three Rs.</li> <li>PE lessons were called drill.</li> <li>Children wrote on slate.</li> <li>Children played with toys during the Victorian times, but these toys were mostly quite different to the toys that children might play with today.</li> <li>Some Victorian toys are still played with today.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Queen Victoria was queen for almost 64 years.</li> <li>The classroom in Victorian times was sometimes known as the schoolroom.</li> <li>Classes were very large – sometimes 40, 70 or even 100 pupils.</li> </ul>
<b>Key vocabulary</b>	Then, now, same, different, when I was a baby, a long time ago, when I was little, sequence, event, celebrate, remember, before I was born,	Then, now, same, different, before, after, famous, Explain, source, predict, evidence, remember, local area, <b>reign, royal, rule, castle, moat, tower, motte, bailey, keep, tower, Queen, King</b>	Explain, source, predict, evidence, long ago, <b>Victorians, Queen Victoria, reign, schoolroom, Dunce, drill, slate, toy, same, different</b>

	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	The Titanic	The history of air travel in Farnborough and The Space Race	The lives and influence of significant individuals – <b>Florence Nightingale.</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identify that the past is remembered or ‘constructed’ in different ways across the world.</li> <li>Can demonstrate a basic understanding of why certain events happened at certain times with some basic reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that events have happened in the past and significant people from the past have helped shape the present locally, nationally and internationally.</li> <li>Identify how periods of time can impact on individuals and events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that the past can be commemorated each year at specific times.</li> <li>Can identify and compare people from different periods of time.</li> <li>Identify why certain people and events are significant in the wider context of history.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can sequence parts of a more complex story where action takes place over a long period of time.</li> <li>• Can make simple deductions about what text means based on what's included e.g. the passengers on the Titanic are dressed very differently so they must be travelling in different classes.</li> <li>• Can make a semi-independent decision and use evidence provided to justify.</li> <li>• Can see that there are different versions of real historical events e.g. different written and pictorial versions of life on the Titanic.</li> <li>• Can see that not all written accounts give exactly the same reason for something.</li> <li>• Can understand that people can disagree about what happened in the past without one of them being wrong.</li> <li>• Can give a clear explanation of an important event in history, offering two or three reasons why that event took place.</li> <li>• Can label and annotate a picture showing awareness of significant features not seen today.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why some things have stayed the same throughout history e.g. people travelling on boats.</li> <li>• Can make increasing use of period-specific vocabulary.</li> <li>• Identify that changes throughout history have had important consequences.</li> <li>• Can explain why events have happened using connecting phrases e.g. "another reason was..." and "also..."</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that certain individuals and events have had an impact locally, nationally and internationally.</li> <li>• Can draw upon simple consequences from people's actions in the past e.g. Due to Florence Nightingale helping soldiers, they got better.</li> <li>• Identify specific causes and effects from different periods and begin to establish links between them.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• RMS Titanic was built by the White Star Line and was the world's largest passenger line.</li> <li>• Titanic was a steamship.</li> <li>• Its maiden voyage began on 10<sup>th</sup> April 1912 in Southampton.</li> <li>• 1506 people died on board the Titanic.</li> <li>• Titanic did not have enough lifeboats.</li> <li>• Titanic hit an iceberg on the night of 14<sup>th</sup>-15<sup>th</sup> April.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• The Titanic measured 882 feet (260 metres) long and weighed 52, 310 tons.</li> <li>• The Titanic took over three years to build.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Samuel Cody was born on 6<sup>th</sup> March 1897 in America.</li> <li>• Samuel Cody moved to England during his early 20s – he worked in Aldershot and lived in Mytchett, before eventually moving to Ash Vale.</li> <li>• Cody was the first man to cross the English Channel towed by kites and the first man in England to build and fly a powered aircraft.</li> <li>• He died on 8<sup>th</sup> May 1944 in Farnborough.</li> </ul> <ul style="list-style-type: none"> <li>• Neil Armstrong was born on 5<sup>th</sup> August 1930.</li> <li>• He was the first person to walk on the moon.</li> <li>• He was a famous American astronaut.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Florence Nightingale was a nurse.</li> <li>• Florence Nightingale grew up in Hampshire (LOCAL LINK).</li> <li>• She made hospitals cleaner for patients and looked after soldiers in the Crimean war.</li> <li>• Hospitals were overcrowded and there weren't enough beds. They were dirty and had rats. There weren't enough doctors.</li> <li>• Florence Nightingale made hospitals cleaner. She gave patients good food. She saved many lives.</li> <li>• She is known as the 'Lady of the Lamp' because she carried a lamp with her when she checked on patients at night.</li> </ul>

	<ul style="list-style-type: none"> <li>• In 1911, Titanic was declared practically unsinkable.</li> <li>• It was a legal requirement of British law that third class passengers could not mix with first or second class passengers on Titanic.</li> <li>• Titanic could carry 64 lifeboats but only carried 20.</li> </ul>	<ul style="list-style-type: none"> <li>• He died on 25<sup>th</sup> August 2012.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• Growing up, Cody was a cowboy and circus performer.</li> <li>• Cody was the first man in England to be killed in a powered aircraft accident.</li> <li>• In 1969, Armstrong went aboard Apollo 11 and became the first man to walk on the moon.</li> <li>• After stepping onto the moon, Neil Armstrong was heard saying: "That's one small step for man, one giant leap for mankind."</li> </ul>	<ul style="list-style-type: none"> <li>• Florence Nightingale set up the Nightingale School for nurses in 1860.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• Crimean War (1853-1856) - a war between Russia on one side and Britain, France, the Ottoman Empire and Sardinia on the other.</li> <li>• Florence Nightingale changed the way that hospitals looked after their patients.</li> <li>• She changed the way that people thought about nurses.</li> <li>• She changed the way that people thought about women.</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Present, past, earlier, later, timeline, chronological order, historical event, source, research, artefact, eye-witness account, similarities, differences, consequence, <b>maiden voyage, passenger, iceberg, survivor, bow, starboard, hull</b></p>	<p>Present, past, earlier, later, timeline, historical event, local area, significant, event, research, artefact, eye-witness account, similarities, differences, action, <b>Samuel Cody, English Channel, aviation, aircraft, Farnborough, Neil Armstrong, Apollo 11, astronaut,</b></p>	<p>Present, past, earlier, later, research, artefact, eye-witness account, consequence, change, stayed the same, <b>Florence Nightingale, Mary Seacole, Crimean War, nurse, patients, soldier, hospital, Crimea</b></p>