

# History Curriculum 2025/26 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<b>No Focus</b>	<p><b>The Gunpowder Plot - Why do we remember the fifth of November?</b> <i>Society and Civilisation. Beliefs, Religion and Culture. Empire and Monarchy. British Value – Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs</i></p> <p>Children will learn key features of the Gunpowder Plot and why it is a significant national event. They will use clues from the past such as illustrations, letters and replica artefacts to find out what life was like for people during this time. They will begin to understand the sequence of events that led to The Gunpowder Plot. Children will describe the actions of significant individuals, including Robert Catesby, Guy Fawkes and King James, and begin to recognise that there are reasons why people in the past acted as they did.</p>
		<p><b>Prior Learning and Sticky Knowledge</b></p> <p><b>EYFS:</b></p> <p>Know that some events happened before they were born and some after</p> <p>Compare and contrast characters from stories, including figures from the past (e.g. Guy Fawkes)</p> <p>Comment on images of familiar situations in the past (e.g. Bonfire Night, Christmas)</p>
Know & Do		<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place the Gunpowder Plot on a timeline with other familiar historical events.</li> <li>Order a set of events or objects: King James I becomes King of England, The conspirators begin to plot against King James I, The plotters rent a cellar under the Houses of Parliament, Lord Monteaule receives a letter that warns him of the plot, Guy Fawkes is found in the cellar by the king's guards, The conspirators were tried for treason.</li> <li>Know that people celebrate Bonfire Night on 5<sup>th</sup> November.</li> </ul> <p><b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about some of the conspirators.</li> <li>Know that Robert Catesby was the leader of the Gunpowder Plot.</li> <li>Know that Guy Fawkes was the gunpowder expert.</li> <li>Recount the main events from The Gunpowder Plot.</li> <li>Know that the conspirators put barrels of gunpowder in a cellar underneath Parliament.</li> <li>Know that the plot was stopped when the King received a letter to warn him about the Plot.</li> <li>Know that most of the conspirators were arrested or killed.</li> <li>Describe differences between the way different religions were treated then and now.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Understand why the conspirators wanted to kill King James I and his government by blowing up the Houses of Parliament.</li> <li>Know that under the rule of James I, Catholics were treated unfairly.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Look at objects/illustrations from the Gunpowder Plot and ask questions.</li> <li>Use artefacts and sources to learn about the past (e.g. illustrations, letters and replica artefacts).</li> </ul>
Vocab		<p><b>Catholics, Celebrate, Cellar, Conspirators, Executed, Gunpowder, Houses of Parliament, Monarch, Plot, Remember, Treason</b></p>



# History Curriculum 2025/26 – Years 1 & 2

	Spring 1	Spring 2
Topic	<b>No Focus</b>	<b>Significant Individuals - How have great women changed the world? Society and Civilisation. Contribution and Legacy. British Value – Rule of Law, Mutual Respect, Individual Liberty</b> Children will learn about the lives of Rosa Parks and Emily Davison, and how they contributed to national and international achievements. They will use sources such as photographs, books and newspaper articles to find out what life was like for people in the past. They will describe the actions of Rosa Parks and Emily Davison and begin to understand why they campaigned to bring about political and social change.
		<b>Prior Learning and Sticky Knowledge</b> <b>EYFS:</b> Talk about members of immediate family and community (changes within and before their own life time). Retell stories about events in the past Talk and draw about things from the past
Know & Do		<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>Place Rosa Parks and Emily Davison on a timeline with other familiar historical events.</li> </ul> <b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b> <ul style="list-style-type: none"> <li>Know that Rosa Parks fought for black and white people to be treated the same.</li> <li>Describe differences between the way black people were treated then and now.</li> <li>Recount the main events from The Montgomery Bus Boycott.</li> <li>Know that Rosa Parks refused to give up her seat on a bus to a white person.</li> <li>Know that white people and black people were kept apart (segregated) in the past.</li> <li>Know that during the Montgomery bus boycott, black people refused to use the buses.</li> <li>Know that the Montgomery bus boycott lasted over a year until the law was changed so that black and white people could sit together.</li> <li>Know that Emily Davison was a member of the suffragettes, who were fighting for women to be able to vote.</li> <li>Describe differences between the way women were treated then and now.</li> <li>Recount the main events from the Suffragette Movement in England.</li> <li>Know that, in the past, women were not allowed to go to university or to vote in the Elections.</li> <li>Know that The Suffragettes would march in protest to try and change the law.</li> <li>Know that eventually the law changed giving all women the right to vote.</li> </ul> <b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>Understand why Rosa Parks campaigned for the rights of black people.</li> <li>Understand why Emily Davison campaigned for the rights of women.</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Explore events, look at pictures and ask questions.</li> <li>Asks and answers questions such as, 'what was it like for...?'</li> </ul>
Vocab		<b>Activist, Boycott, Equality, Protest, Racism, Rights, Segregation, Significant, Suffragette</b>



# History Curriculum 2025/26 – Years 1 & 2

	Summer 1	Summer 2
Topic	<b>No Focus</b>	<b>Victorians - What was our school like for Victorian children? Society and Civilisation. British Value – Rule of Law, Individual Liberty</b> Children will learn about the Victorian Era, and where this time period is placed on a timeline of British and World History. They will identify similarities and differences between ways of life in different periods, in particular the experiences of school children. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented through the use of artefacts, stories and photographs.
		<b>Prior Learning and Sticky Knowledge</b> <b>EYFS:</b> Compare and contrast characters from stories, including figures from the past (e.g. Mrs Lather's Laundry) Comment on images of familiar situations in the past (e.g. homes in the past). Use artefacts and experiences to deepen understanding of aspects of the past Use stories to deepen understanding of the past and present
Know & Do		<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>Understand the difference between school life in the past and the present.</li> <li>Place the Victorian Era on a timeline with other familiar historical events.</li> </ul> <b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b> <ul style="list-style-type: none"> <li>Describe differences between schools in the Victorian Era and in the modern day.</li> <li>Recall some facts about the Victorian era.</li> <li>Know that Queen Victoria reigned during the Victorian Era.</li> <li>Know that only the children of rich families went to school during the Victorian Era.</li> <li>Know that many Victorian children from poor families had to work to earn a living and that the jobs were dirty and dangerous.</li> <li>Know that Victorian school was strict with lots of rules.</li> <li>Know that there were harsh punishments for children who broke the rules.</li> <li>Know that teachers used a blackboard with chalk, young children used chalk and slate, and older children used ink and paper.</li> </ul> <b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>Begin to identify and recount some details of the Victorian Era from a range of sources, including videos, photographs, pictures and artefacts</li> <li>Use books and pictures, stories, photographs, artefacts, the school building and the internet to find out about the past.</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Explore events, look at pictures and ask questions, e.g. 'what were the people doing?'</li> <li>Look at objects from the past and ask questions e.g. 'what were they used for?' and then try to answer them.</li> </ul>
Vocab		<b>Cane, Copybooks, Dip pens, Dunce, Punishments, Reign, Slate, Victorian</b>



# History Curriculum 2026/27 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	No Focus	<p><b>World War One &amp; Remembrance</b> - <i>Why do we wear poppies in November?</i> <b>Conflict, Contribution and Legacy.</b> <b>British Value – Individual liberty</b></p> <p>Children will develop an awareness of World War One and the idea of remembrance, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use evidence from the past to deepen their understanding of WW1 and the lives of soldiers during the conflict. Children will also learn about significant individuals (Edith Cavell and Walter Tull) and why their contributions were important.</p>
Know & Do		<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Order a set of events or objects: WW1 begins; The Christmas Truce; Edith Cavell executed; Walter Tull dies in battle; Armistice Day (the end of WWI); The first Remembrance Day is held</li> <li>Place WW1 on a timeline with other familiar historical events.</li> </ul> <p><b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about WW1.</li> <li>Know that WW1 was a global conflict that began in Europe and was fought between countries including Britain and Germany.</li> <li>Know that WW1 lasted for four years</li> <li>Know that millions of soldiers died and many more people (and animals) were injured.</li> <li>Know that much of the war was fought by soldiers in trenches and that in the middle was no man's land.</li> <li>Recount the main events from the Christmas Truce.</li> <li>Recall some facts about Edith Cavell.</li> <li>Know that Edith Cavell was a British nurse during WW1 who saved the lives of soldiers from both sides.</li> <li>Recall some facts about Walter Tull.</li> <li>Know that Walter Tull was a professional footballer player who became the first black officer to lead white British soldiers into battle during WW1.</li> <li>Say why people may have acted the way they did (Edith Cavell, Walter Tull, Christmas Truce).</li> <li>Know that remembrance is celebrated every year on the same date that the war ended.</li> <li>Know that people hold a minute's silence on Remembrance Day and wear red poppies to remember the soldiers.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to identify and recount some details of the past from a range of sources, including local war memorials, photographs, wartime artefacts.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Explore events, look at pictures and ask questions about WW1.</li> </ul>
Vocab		<p>army, cenotaph, frontline, memorial, no man's land, poppy, remembrance, soldier, tank, trench, truce, war</p>



# History Curriculum 2026/27 – Years 1 & 2

	Spring 1	Spring 2
Topic	<u>No Focus</u>	<p><b>Great Explorers</b> - <i>How have significant explorers changed the world? Contribution and Legacy. British Value – Mutual Respect</i></p> <p>Pupils will develop an awareness of the past with a particular emphasis upon the lives of significant individuals in the past who have contributed to national and international achievements. They will learn about the life of Christopher Columbus and why he is remembered as a famous explorer. They will also consider and reason about how Christopher Columbus was perceived by others. Children will compare the experiences and achievements of Christopher Columbus and Tim Peake, a modern day 'explorer'. Children will consider how technology has improved and compare the experiences of both explorers.</p>
Know & Do		<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place Christopher Columbus and Tim Peake on a timeline with other familiar historical events.</li> <li>Understand the difference between things that happened in the past and the present</li> </ul> <p><b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about Christopher Columbus.</li> <li>Know that Christopher Columbus was a famous explorer who lived over 500 years ago.</li> <li>Know that Christopher Columbus became famous as the man who discovered new lands called the Americas.</li> <li>Know that many people were already living in 'The Americas' and that they were treated cruelly, some taken as slaves.</li> <li>Recall some facts about Tim Peake.</li> <li>Know that Tim Peake was the first British person to do a spacewalk.</li> <li>Know that Tim Peake travelled to the International Space Station to conduct experiments.</li> <li>Describe differences between then and now (through the experiences of both explorers).</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to identify and recount some details of the past from a range of sources, including videos, photographs, pictures and artefacts.</li> <li>Understand why some people in the past did the things they did (Christopher Columbus).</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Asks and answers questions such as, 'what was it like for the people already living in 'The Americas'.</li> </ul>
Vocab		<b>Astronaut, discovery, explorer, famous, journey, modern, sailor, travel, voyage</b>



# History Curriculum 2026/27 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p><b>Local Castles - Why did we need castles in Wakefield? Invasion and Settlement, Conflict, Empire and Monarchy. British Values – Rule of Law</b></p> <p>Pupils will develop an awareness of the past with a particular emphasis upon significant historical events, people and places in their own locality. They will ask and answer questions about local castles, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will learn about why castles were built in Wakefield and the events surrounding the Battle of Wakefield.</p>	<b>No Focus</b>
Know & Do	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place Pontefract Castle built, Sandal Castle built and the Battle of Wakefield on a timeline with other familiar historical events.</li> <li>Understand the difference between things that happened in the past and the present,</li> </ul> <p><b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>Know that Sandal Castle is a ruined medieval castle in Wakefield.</li> <li>Know that Pontefract Castle is a castle ruin in Pontefract.</li> <li>Describe differences between then and now by comparing castle ruins.</li> <li>Recount the main events from The Battle of Wakefield.</li> <li>Know that The Battle of Wakefield was a major battle during the Wars of the Roses, where the Lancastrians defeated the Yorkists.</li> <li>Know that the Lancastrians were led by King Henry VI and his wife Queen Margaret.</li> <li>Know that the Yorkists were led by Richard, Duke of York, who wanted to be King.</li> <li>Say why people may have acted the way they did (Henry VI, Queen Margaret, Richard Duke of York).</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to identify and recount some details of the past from a range of sources (e.g. local castle ruins, artists impressions of Sandal Castle and Pontefract Castle, recounts and paintings of the Battle of Wakefield, Battle of Wakefield comic strip, old maps).</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Look at objects from the past and ask questions e.g. 'what were they used for?' and then try to answer them.</li> </ul>	
Vocab	armour, army, attack, battle, castle, defend, dungeon, king, knight, medieval, moat, queen, servant, war	

