



History Curriculum KS1

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	<i>How have homes changed over time?</i>		<i>How has transport changed through history?</i>		<i>Are British Queens important?</i>	
NC Reference	Learn about changes within living memory and how these changes relate to aspects of national life. Identify similarities and differences between ways of life in different periods. Develop an awareness of the past, using common words and phrases relating to the passing of time.		Learn about changes within living memory and how these changes reveal aspects of national life. Study significant historical events beyond living memory. Learn about the lives of significant individuals who have contributed to national and international achievements.		Learn about the lives of significant individuals who have contributed to national and international achievements. Study significant historical events beyond living memory. Develop an awareness of the past, using common words and phrases	



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			Identify similarities and differences between ways of life in different periods. Use a range of sources to find out about the past.		relating to the passing of time. Identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify different ways it is represented.	
Other NC links	Geography: Use basic geographical vocabulary to refer to key human features such as houses, buildings, villages, towns.		Geography: Use simple fieldwork and observation (e.g., local transport routes, bus stops, roads).		English: Reading stories, non-fiction texts, and biographies about queens such as Queen Elizabeth II, Queen Victoria	



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	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features of its surrounding environment. Science: Identify and name a variety of everyday materials (wood, brick, stone, glass, plastic). Describe the simple physical properties of these materials. Maths: Compare and measure lengths, heights, and mass.		Use basic geographical vocabulary (road, bridge, railway, airport). Science: Explore materials used in old vs. new transport (wood, metal, rubber, plastic). Understand how forces (push/pull) help vehicles move. Design & Technology: Explore wheels and axles. Build simple moving vehicles.		and Queen Elizabeth I. Speaking and listening through discussion and questioning. Geography: Locating important places linked to queens such as Buckingham Palace and Windsor Castle. Art and Design: Portraits of queens, crowns, royal symbols, and comparing images from different periods.	
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			Evaluate old and new transport designs. English: Write recounts, fact files, and explanations about transport. Use new vocabulary linked to history and technology. Maths: Use timelines (sequencing). Compare distances, speeds, or sizes.		PSHE / Citizenship: Understanding leadership, service, duty, and how people can make a difference.	
SIAMS	Strand 2: Wisdom, Knowledge and Skills - Understanding how people lived, why		Strand 2: Wisdom, Knowledge & Skills - Understanding how		Strand 2: Wisdom, Knowledge and Skills	



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	homes have changed, and what this tells us about human needs. Strand 3: Character Development - Exploring past homes builds empathy, gratitude, and respect Strand 4: Community and Living Well Together - Homes are central to community life.		human needs and inventions have changed over time. Strand 3: Character Development - Builds empathy for people in the past who travelled long distances slowly or dangerously. Strand 4: Community & Living Well Together - Shows how transport helps communities stay connected.		Understanding leadership, service, and how important individuals shape society. Strand 3: Character Development Exploring qualities such as courage, duty, perseverance, and responsibility shown by queens. Strand 4: Community and Living Well Together Considering how monarchs help bring	
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					communities and the nation together during important events	
Chronological Understanding	● Develop then demonstrate an awareness of the past from different time periods. ● Begin to use dates and simple time vocabulary such as “before,” “after,” and “long ago.” ● Sequencing artefacts closer together and using pictures from different periods of their life ● Sequence historical events in their life. ● Develop a timeline linked to previous learning. ● Describe memories of key events in lives of themselves and others using key vocabulary. ● Compare how life changed during different time periods					
Historical Key Knowledge	Homes in the local area (e.g., Chesterfield) have changed over time — from older terraced houses and miners’ cottages to modern estates and new builds. Older homes often had no central		Early transport relied on walking and animals. The invention of the wheel changed how people travelled. Steam trains and railways		Britain has had several important queens who helped shape history. Queen Elizabeth I ruled during the Tudor period and is remembered for strong leadership and	



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	heating, no indoor bathroom, and used coal fires. Modern homes have electricity, heating systems, insulation, and modern materials. Some features stay the same (doors, windows, roofs), but the materials and technology have changed.		transformed travel in the 1800s. Cars became common in the 20th century. Aeroplanes allowed people to travel long distances quickly. Transport today is faster, safer, and uses new technology.		defeating the Spanish Armada. Queen Victoria ruled for a very long time during the Victorian era when Britain changed greatly through industry and invention. Queen Elizabeth II was the longest-reigning British monarch and served during huge changes in modern life. Queens can be important because they lead, represent	
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					the country, and are remembered for major events and decisions. Some queens ruled directly, while others served mainly as symbols of national unity and service.	
Sources and Evidence - How will this inform the enquiry?	Photographs of old and new homes. Real objects from the past (e.g., old irons, washboards, coal scuttles).		Old and modern photographs of transport. Paintings, posters, and adverts. Artefacts (tickets, maps, old tools, model vehicles).		Portraits and photographs of queens from different periods. Coins, stamps, banknotes, and royal symbols.	



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	Stories from older family members or local residents. Drawings, maps, and simple timelines. Looking at buildings in the local area.		Stories from older people. Videos of early trains, cars, and planes.		Videos and photographs of royal events such as coronations, jubilees, and funerals. Stories, books, and simple biographies. Timelines and comparison charts. Visits (virtual or real) to places such as Buckingham Palace.	
Cause and Consequence/ Significance	Cause: New inventions (electricity, plumbing, heating).		Cause: New inventions (steam engine,		Cause: Birth into the royal family and inheritance of the throne.	



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	Changes in jobs and lifestyles. Better building materials and safety standards. Population growth and new housing needs. Consequence: Homes became safer, warmer, and more comfortable. Daily life became easier (washing, cooking, cleaning). Families spend time differently because of technology.		motor engine, electricity). Need to travel faster and further. Growing towns and cities. Trade and communication. Consequence: People could travel long distances quickly. Goods could be transported more easily. Communities became more connected.		Historical events such as war, empire, and national change. Public need for leadership, stability, and representation. Consequence: Queens influenced how Britain was ruled and remembered. Royal events brought people together nationally and internationally. Their reigns often marked	
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			Jobs and industries changed.		important periods in history (Tudor, Victorian, modern Britain).	
Change and Continuity / Similarities and differences	Differences: Heating: fires → radiators/ central heating. Cooking: open fires → ovens/ microwaves. Materials: wood/ stone → bricks, glass, plastics. Bathrooms: outside toilets → indoor bathrooms. Technology: no electricity → lights, TVs, computers.		Differences: Speed, comfort, safety, materials, technology. Horse-drawn → steam → petrol → electric. Similarities: People have always needed to travel. Wheels and roads are still used today.		Differences: Clothing: Tudor dresses → Victorian gowns → modern formal wear. Homes: castles and palaces → royal residences with modern technology. Communication: letters and messengers → television and the internet.	



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	Similarities: Homes still have rooms for sleeping, cooking, and living. Houses still provide shelter and a place for families.				Role: ruling decisions directly → mainly ceremonial and representative duties. Similarities: Queens represented Britain and the Crown. Queens were symbols of leadership and national identity. People celebrated important royal events.	
Significance	Homes show us how people lived and what		Transport inventions shaped modern life.		Queens help us understand how Britain has	



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	was important to them. Changes in homes help us understand how society has developed.		Key individuals (Stephenson) changed the world.		changed over time. They are significant because they shaped national identity, leadership, and important historical events. Studying queens helps children understand why some people are remembered in history.	
Historical Enquiry/ Assessment	Children should be able to: Ask and answer simple questions about the past.		Ask and answer simple questions about transport in the past.		Children should be able to: Ask and answer simple	



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	Use pictures, objects, and stories to find out about old homes. Sort and compare homes from different times. Place homes on a simple timeline (old → new). Explain one or two ways homes have changed and why.		Use pictures, objects, and stories to find out about old transport. Sort transport into old and new. Explain one or two ways transport has changed. Place key developments on a simple timeline.		questions about queens from the past. Use pictures, objects, and stories to find out about British queens. Compare queens from different periods. Place queens on a simple timeline. Explain why a queen was important. Give reasons for answering the key question:	
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					“Are British Queens important?”	
Historical Vocabulary Talk like a historian	Past, present, long ago, old, new, modern, Victorian, change, same, different, timeline, decade, materials (brick, stone, wood, glass), fireplace, chimney, coal, electricity, heating, bathroom, evidence, source		Past, present, long ago, modern old, new, change, continuity timeline, decade, century Steam, engine, wheel, vehicle, railway, carriage invention, inventor, significant		Queen, monarch, crown, palace, reign, throne, royal, past, present, long ago, timeline, Tudor, Victorian, modern, leader, important, change, same, different, evidence, source, coronation, jubilee, portrait	