

All KS1 children learn to be historians by:

- Investigating and interpreting the past
- Building an overview of world history
- Understanding chronology
- Communicating historically
- Looking at historical sources and artefacts.

# Learning Journey – EYFS and KS1

Local History  
James Sadler  
Brooklands  
Robert Gill

## What was life like in Victorian Molesey?

Finding out the role of a monarch, children compare the monarchy today with Queen Victorian. They use historical sources to look at Life in Victorian Molesey and investigate the railway arriving at Hampton Court and how Queen Victoria opened up Hampton Court Palace. They investigate the significant local individual Robert Gill -the railway pioneer.



Year 2  
Enrichments:  
Florence Nightingale  
Workshop

## Why are Florence, Mary and Edith significant people?



Children use historical sources to investigate what made Florence Nightingale, Mary Seacole and Edith Carvell significant individuals. They explore the challenges they faced and they compare and contrast the work of Florence and Mary with Edith. They answer the question: How the work of Florence, Mary and Edith changed nursing and healthcare for future generations?



## How did the Great Fire of London change London?



Finding out about events beyond living memory children find out about The Great Fire of London. They use historical sources to investigate the cause of the fire, how firefighting equipment change, reinforcing their chronological understanding by putting the events of the Great Fire on a time line. They answer the question- How did the Great Fire of London Change London?

In the first place the woful experience in this late heavy visitation hath sufficiently convinced all men of the pernicious consequences which have attended the building with Timber, and even with Stone it self, and the notable benefit of Brick, which in so many places hath relieved and even extinguished the Fire; And we do therefore hereby declare Our express Will and Pleasure, That no man whatsoever shall presume to erect any Houle or Building, great or small, but of Brick, or Stone; and if any man shall do the contrary, the next Magistrate that forthwith cause it to be pulled down.

Year 1  
Enrichments:  
Chertsey Museum Toy  
workshop  
School Trip to  
Brooklands

## How did we learn to fly?

2

Finding out about events and people beyond living memory, children particularly think about history of flights. They explore what the first flight was like and compare early flights with today's flight and explore how aeroplanes have changed the world. They use historical sources to argue that Man did land on the moon and learn the about the significant individual Neil Armstrong and Orville and Wilbur Wright together with Adam Sadler



Children look at changes to homes within living memory. They use historical vocabulary to describe homes and compare homes from past and present. They develop their skills in ordering in chronological order and explore identifying historical similarities and differences in homes in the past compared with today.

## How have our homes changed?

Children build their chronological understanding and compare how toys have changed within living memory. They identify and talk about toys, use historical vocabulary to describe toys, sequence toys on timeline and compare toys from different time periods. They investigate how games have changed using the Paintings of Pieter Brugel the Elder.



## How have Toys changed?

1



The history curriculum in EYFS is broadly explored through Adventures through time. Children learn what a Kings and Queen is and what they live in and explore castles and palaces from the past and compare them with the present. Also looking at what a King and Queens wear and group items into past and present. They learn about Mary Anning and explore how we know about dinosaurs existed and explore different types of dinosaurs. They use terms such as; ' a long time ago' or 'in the past' and 'extinct.'

EYFS

-Adventures through time