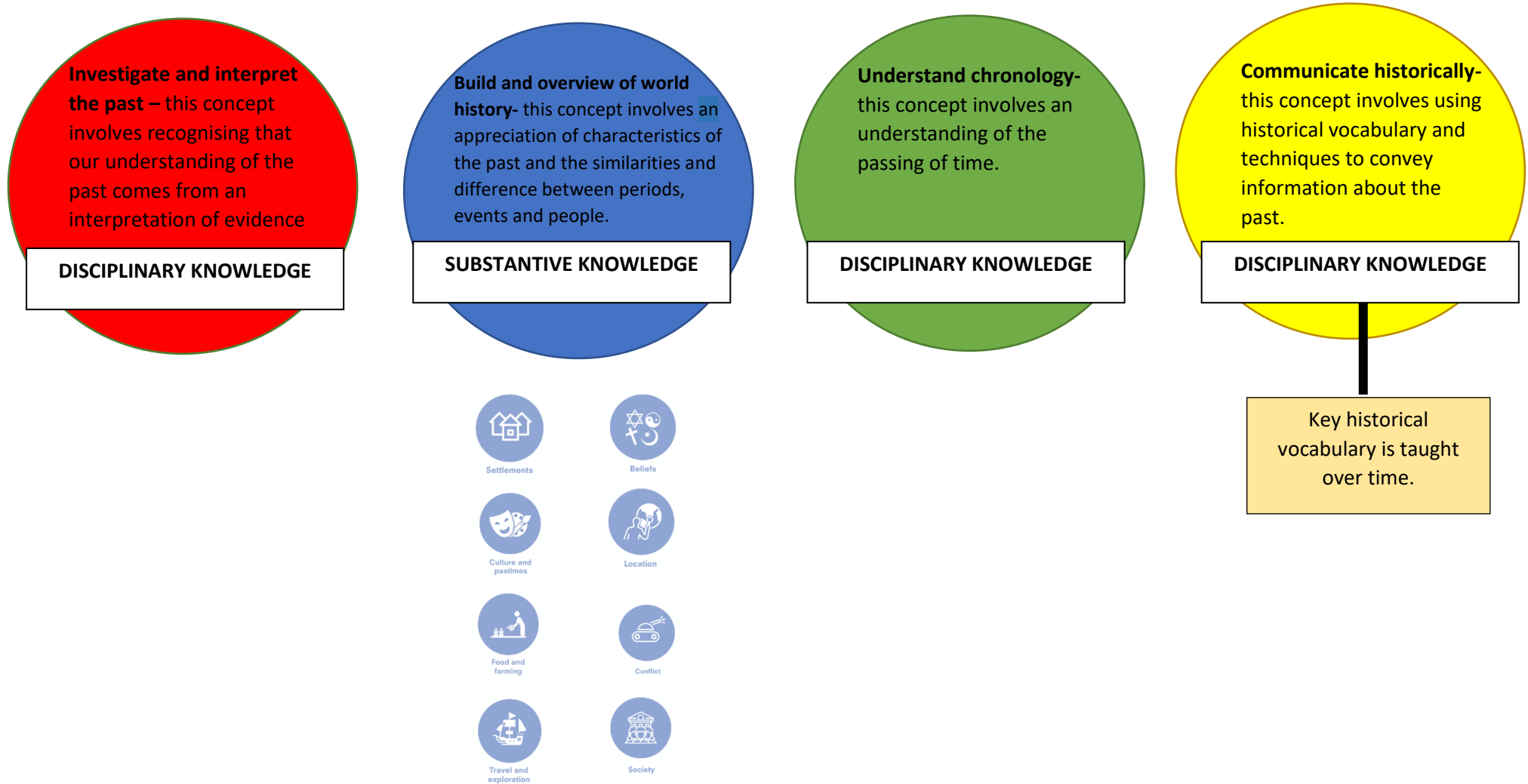


Knaphill Lower School: History domains and Progression of Knowledge








Historical Knowledge – key concepts:



Knaphill Lower School: History domains and Progression of Knowledge

History Knowledge – domains of historical knowledge:



At KLS, our history knowledge is organised into domains. All domains are included within our history curriculum, however, **Settlements, Society, Food & Farming, travel and exploration** have been identified as our prime domains as they support our curriculum drivers (social justice and values/ character education) and key concepts (community, sustainability and innovation).

<p><u>Settlements</u> Throughout history people have organised themselves into settlements. Knowledge in this domain will include: homes/ construction, the nature of settlements and important features.</p>  <p><u>Beliefs</u> Beliefs often form the basis for day-to-day routines and practices. Knowledge in this domain will include: organised religion and key ideologies.</p>  <p><u>Culture and pastimes</u> Evidence of culture and pastimes exists from some of the earliest civilisations. This aspect of humanity shapes our identity as social and artistic beings. Knowledge in this domain will include: artwork, great thinkers/ big ideas and stories/books.</p>  <p><u>Location</u> Understand of location in a historical context is crucial in understanding the extent of impact within historical events. Knowledge in this domain will include: modern geographical locations, historical locations and multiple locations.</p>  <p><u>Food and Farming</u> How people throughout history have found food to sustain themselves is an important part of historical knowledge and provides context to the need for sustainability today. Knowledge in this domain will include: methods of collection, use of technology, introduction to trade.</p>  <p><u>Travel and Exploration</u> How people have travelled, and how far they have travelled, has developed throughout history. Knowledge in this domain will include: types of transport, technological developments, breakthrough events and reasons for travel.</p>  <p><u>Society</u> Society is the way that groups organise themselves. Knowledge in this domain will include: life for different sections of society, education, health and medicine and social organisation.</p>  <p><u>Conflict</u> Conflict has affected human behaviour throughout history. Knowledge in this domain will include: historic events, reasons for conflict, resolutions to conflicts.</p>	<p><u>Food and Farming</u> How people throughout history have found food to sustain themselves is an important part of historical knowledge and provides context to the need for sustainability today. Knowledge in this domain will include: methods of collection, use of technology, introduction to trade.</p> <p><u>Travel and Exploration</u> How people have travelled, and how far they have travelled, has developed throughout history. Knowledge in this domain will include: types of transport, technological developments, breakthrough events and reasons for travel.</p> <p><u>Society</u> Society is the way that groups organise themselves. Knowledge in this domain will include: life for different sections of society, education, health and medicine and social organisation.</p>	<p><u>Settlements</u> Throughout history people have organised themselves into settlements. Knowledge in this domain will include: homes/ construction, the nature of settlements and important features.</p> <p><u>Beliefs</u> Beliefs often form the basis for day-to-day routines and practices. Knowledge in this domain will include: organised religion and key ideologies.</p> <p><u>Culture and pastimes</u> Evidence of culture and pastimes exists from some of the earliest civilisations. This aspect of humanity shapes our identity as social and artistic beings. Knowledge in this domain will include: artwork, great thinkers/ big ideas and stories/books.</p> <p><u>Location</u> Understand of location in a historical context is crucial in understanding the extent of impact within historical events. Knowledge in this domain will include: modern geographical locations, historical locations and multiple locations.</p>	<p><u>Food and Farming</u> How people throughout history have found food to sustain themselves is an important part of historical knowledge and provides context to the need for sustainability today. Knowledge in this domain will include: methods of collection, use of technology, introduction to trade.</p> <p><u>Travel and Exploration</u> How people have travelled, and how far they have travelled, has developed throughout history. Knowledge in this domain will include: types of transport, technological developments, breakthrough events and reasons for travel.</p> <p><u>Society</u> Society is the way that groups organise themselves. Knowledge in this domain will include: life for different sections of society, education, health and medicine and social organisation.</p> <p><u>Conflict</u> Conflict has affected human behaviour throughout history. Knowledge in this domain will include: historic events, reasons for conflict, resolutions to conflicts.</p>
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Knaphill Lower School: History domains and Progression of Knowledge

Knowledge of historical concepts	End point	EYFS	Year 1	Year 2
Investigate and interpret the past	The skill of using different evidence to build an understanding of past events and people to make links, comparisons and draw conclusions.	<p><u>Understanding the world</u> ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> To make simple observations about things from the past. To ask questions about things from the past. To make comparisons between things from the past and modern things. 	<ul style="list-style-type: none"> Use sources of evidence (photos) to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures and stories to find out about the past. 	<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.
Build and overview of world history	Building an understanding of significant events and people in history to begin to understand the present.	<p><u>Understanding the world</u> ELG: Talk about the lives of the people around them and their roles in society.</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> To use the word past to talk about things that have already happened. To use books to retell the events of the lives of others. To understand people's jobs and the impact they have. 	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe significant people from the past and present. Recognise that there are reasons why people in the past acted as they did. Describe historical events.
Understand chronology	To understand the concept of time. The skill of ordering events by time to understand how and when change has occurred.	<p><u>Understanding the world</u> ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> Recount changes that have occurred in our own lives. Place events and artefacts in order on a time line. (3- 5 per event) Place events and artefacts in order on a time line. (More developed timeline, including some evidence of times of war and peace, link made to personal timeline). Label time lines with words or phrases such as: past, present, older and newer. 	<ul style="list-style-type: none"> Place events and artefacts in order on a time line (more than 5 events). Use dates where appropriate. Recount changes that have occurred in our own lives.
Communicate historically	The skills of using historical vocabulary to share an understanding of history.	<p><u>Understanding the world</u> ELG: Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> To use the word past to talk about things that have already happened. 	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently and years. Begin to show an understanding of the concept of nation and a nation's history. Begin to show an understanding of concepts such as monarchy, parliament, war and peace. 	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time Show a more developed understanding of the concept of nation and a nation's history. Begin to show a more developed understanding of concepts such as monarchy, parliament, war and peace.

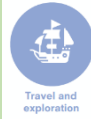
Knaphill Lower School: History domains and Progression of Knowledge

Domains of knowledge	End point	EYFS - Nursery	EYFS - Reception	Year 1	Year 2
 <p>Settlements</p> <p>Link made with Design and Technology.</p>	<p>Children will recognise how homes/ construction have changed and are continuing to change.</p> <p>They will have the knowledge to understand of their own settlements as part of their heritage and identity.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • What a house/ home is. • That houses and settlements can look different. • Domestic role play used to identify parts of a house. 	<p>Know some similarities and differences between things in the past and now:</p> <ul style="list-style-type: none"> • What a house/ home is. • That houses and settlements can look different. • Domestic role play used to identify parts of a house. • Construction area of EY used to develop knowledge of parts of a building/ construction knowledge. • Comparison of different types of houses – old, new, around the world 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • The Houses of Parliament, also called the Palace of Westminster, sit on the banks of the River Thames in London. • It was originally a royal residence. • It became a centre for law making and government. • A fire destroyed much of the first palace and it was rebuilt. • It houses the House of Commons and the House of Lords. <p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> • The Queen lived in Windsor Castle. • The Queen spent time in Buckingham Palace in London. • Many people from across the world go to London to visit this landmark. <p>Floella Benjamin and the Windrush Generation</p> <ul style="list-style-type: none"> • During history, people have always migrated between locations. Sometimes due to war or problems, other times with the hope of a better life. • During the migration of people in the Windrush Generation, people often ended up in smaller homes in busy places such as London. <p>Food and Farming – Jethro Tull and the Seed Drill</p> <ul style="list-style-type: none"> • Before agriculture, people had to move around to hunt and collect food. • Agriculture is the most significant reason why people started living in settlements. • Farming meant that people could build villages and towns. • Some of these towns went on to become huge cities, like London. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Over many decades, the city of London had become very busy. • Many of the houses were poorly built, very close to each other in maze like streets. • Most building were made out of flammable wood and tar buildings. • When the fire was over, King Charles II ordered the city to be rebuilt with brick and stone. • Famous architects drew plans for rebuilding. Christopher Wren designed the new St Paul’s Cathedral. <p>The First Flight</p> <ul style="list-style-type: none"> • Powered flight is one of the most influential breakthrough events in history. • Millions of people travel on passenger aircrafts every day between cities across the world. • The invention of the aeroplane has made the world easier to travel across and has changed where people live and work.
<p>Beliefs</p> 	<p>Children will begin to develop the knowledge to understand some aspects of organised religion and key ideologies which shaped our society and beliefs today.</p>	<p>Linked to understanding the world: Children will build knowledge of celebrations and festivals:</p> <ul style="list-style-type: none"> - Christmas - Easter - Diwali - Eid 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • King James I, the first king of the Stuarts, was a protestant. • The plotters wanted to kill him because they felt her was treating them unfairly. • Catholics had been treated unfairly for a long time and Protestants were suspicious of them. 		


Knaphill Lower School: History domains and Progression of Knowledge

<p>Link made Religious Education – children will refer to Christianity unit.</p>	<p>They will have the knowledge to understand how people's beliefs caused people to act as they did. Children will have an emerging understanding of their identity and the identity of others.</p>	<ul style="list-style-type: none"> - Bonfire Night - Chinese New Y 	<ul style="list-style-type: none"> • The failed plot made matters worse for Catholics. • It became very dangerous to practise the Catholic faith in England for many years. • People were expected to attend the Church of England services. <p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> • The Queen holds the title – 'Protector of the Faith' and Supreme Governor of the Church of England. • The Queen is the leader of the church. 	
<p>Culture and pastimes</p>  <p>Link made to the art curriculum – breadth of artists.</p>	<p>Children will begin to develop a breadth of knowledge to understand some aspects of culture and pastimes, including a range of artwork, some big ideas and stories/books.</p> <p>They will have the knowledge to understand their identity and the identity of others.</p>		<p>Know some similarities and differences between things in the past and now: Seaside</p> <ul style="list-style-type: none"> • Activities at the beach – past and present • Picnic at the beach – past and present • Transport to the beach past and present 	<p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> • The Queen continued to follow some royal traditions. • The Queen also tried to make the monarchy more modern. • She started her Christmas message on television in 1957 to show the public a more relaxed version of the royal family.
<p>Location</p>  <p>Link made to geography.</p>	<p>Children will have the knowledge to understand location in a historical context for their locality and London as our capital city.</p> <p>They will have the knowledge to understand how historical and modern geography impacts our society.</p>			<p>Key locations covered in topics:</p> <p>London, Crimea, United States, Atlantic and Pacific Oceans.</p>
<p>Food and Farming</p>  <p>Link made to growing and sustainability in science curriculum.</p>	<p>Covered in depth within year 1, this historical knowledge will provide context to the need for sustainability today. Children will apply this historical knowledge to understand their role in sustainability.</p> <p>They will have the knowledge to understand</p>	<p>Comment on images of familiar situations in the past: seaside</p> <ul style="list-style-type: none"> • Idea of a farm – familiar animals • Experiences of growing plants/vegetables 	<p>Know some similarities and differences between things in the past and now: Farm</p> <ul style="list-style-type: none"> • Farm tools and equipment – past and present • Animals on the farm – past and present 	<p>Food and Farming – Jethro Tull and the Seed Drill</p> <ul style="list-style-type: none"> • Agriculture is the name given to ways of raising crops and livestock (animals). • Humans have been farming the land for thousands of years. • Humans have invented tools and methods to make things easier. Jethro Tull played a significant part in the Agricultural Revolution. • Jethro Tull invented a seed drill, a machine that could plant seeds quickly and accurately by planting seeds in neat rows. <p>David Attenborough</p> <ul style="list-style-type: none"> • Narrated the documentaries Blue Planet and Planet Earth, which transformed how people saw the world, wildlife and ecosystems. • Received a knighthood in 1985. • David Attenborough continues to make documentaries and raise awareness about environmental issues well into his later years. • November 2021, spoke to world leaders about climate change.


Knaphill Lower School: History domains and Progression of Knowledge

	<p>how farming has changed over time to inform our understanding of sustainability needs today.</p>		<ul style="list-style-type: none"> • People on the farm – past and present 	<ul style="list-style-type: none"> • As a result, growing crops and food became much easier. • More food meant that more people could be fed. 	<p>Greta Thunberg:</p> <ul style="list-style-type: none"> • August 2018, started a solo climate strike outside Swedish Parliament. • September 2018: Started Fridays for Future movement. • The Fridays for future movement was a youth inspired climate movement. She encouraged students to miss every Friday to protest together outside of Parliament. • December 2018- Greta gave a Tedx Talk on urgent climate change. • March 2019- global strike – millions of student participating • September 2019- How dare you? Speech to the United Nations • 2020- nominated for Nobel Peace Prize for climate activism
<p><u>Travel and Exploration</u></p>  <p>Link made to design and technology curriculum, transport design topic.</p>	<p>Children will have the knowledge to understand travel and exploration across centuries. Children will look at transport as an enabler and key innovation for our modern world.</p> <p>They will have the knowledge to understand innovation within transport, which has impacted our modern world.</p>	<p>Comment on images of familiar situations in the past: transport</p> <ul style="list-style-type: none"> • Cars • Trains • Boats 	<p>Know some similarities and differences between things in the past and now: Transport</p> <ul style="list-style-type: none"> • Motor cars – past and present • Trains – past and present (links to seaside learning) • Boats – past and present 	<p><u>Floella Benjamin and the Windrush Generation</u></p> <ul style="list-style-type: none"> • In 1948, the British Government made it legal for people from colonies to live and work in Britain. • In 1949, the Commonwealth of Nations was formed, which made everyone free and equal. • This was to help Britain to rebuild after WWII. • This gave people in Caribbean countries job opportunities. • Big ships, such as HMT Empire Windrush carried over 1000 people to the UK during each journey. • The people of these ships became the Windrush Generation. <p><u>Food and Farming: steam engine</u></p> <ul style="list-style-type: none"> • Until the steam engine was created, there were only a few way in which people could get around on land or by boat. Travel was very slow. • The Steam engine mean that inventors could build locomotives (vehicles that could pull trains) and steam boats. • These inventions made transport cheaper and faster. • Farmers were able to transport their crops to cities. • Steam engines were used in factories to quickly turn crops into other materials, such as flour and cotton. 	<p><u>The Plague – Black Death</u></p> <ul style="list-style-type: none"> • Travel on boats had become very popular in Europe. • People moved regularly to trade goods with other people. • Travel often was quite slow. • Travellers often spread disease and infection. This is how the plague may have got to London and spread to Europe. <p><u>The First Flight</u></p> <ul style="list-style-type: none"> • Stories of attempts to fly can be seen across history, including kites, hot air balloons, airships and gliders. • Powered flight is one of the most influential breakthrough events in history. • Millions of people travel on passenger aircrafts every day between cities across the world. • The invention of the aeroplane has made the world easier and faster to travel across. • Today, around 8 million people travel on aeroplanes every day. <p><u>The Moon Landing</u></p> <ul style="list-style-type: none"> • Space exploration has allowed humans to learn a great deal about the planets and stars in space. • Thousands of spacecraft missions have now been launched into space. • The Apollo 11 mission was only made possible because of new science and knowledge. • Today, scientists have new goals, such as sending humans to live on Mars. <p><u>Local history – McLaren – motor history</u></p> <ul style="list-style-type: none"> • 1885 – first motor car invented

Knaphill Lower School: History domains and Progression of Knowledge

					<ul style="list-style-type: none"> • 1911- first car factory invented • 1963 – McLaren company started • 1968 – won first Grand Prix • 2008- Lewis Hamilton won the World Championship for McLaren. • 2022 – McLaren raced its first electric racing car. • McLaren is based locally in Woking, meaning that lots of people recognise our local area in the sports world. McLaren can be seen as a place of innovation.
<p>Society</p>  <p>Link made to collective worship knowledge and PSHE themes.</p>	<p>Children will have the knowledge to begin to understand and compare life for different sections of society, including knowledge of health and medicine and social organisation.</p> <p>They will have the knowledge to begin to understand the importance of British Values. They will use this knowledge to promote social justice by understanding the experiences of others. Children will also develop their understanding of democracy enabling their voice of change.</p>	<p>Begin to make sense of their own life-story and family's history:</p> <ul style="list-style-type: none"> • Children will begin to have knowledge of their own lives and personal experiences by photos and memories. • Encourage children to retell what their parents told them about their life-story and family. <p>Children will begin to develop their knowledge of different occupations:</p> <ul style="list-style-type: none"> • Children will be introduced to different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. • Vocabulary related to the occupation and 	<p>Children will have to knowledge to be able to talk about their immediate family and community:</p> <ul style="list-style-type: none"> • During dedicated talk time, children will be encouraged to speak about their family. This will be encouraged across all areas of the EYFS. • Children will be given the knowledge of different families. This will be approached using books, photographs and by sharing personal experiences. <p>Name and describe people who are familiar to them:</p> <ul style="list-style-type: none"> • Children develop a wider understanding of different people and their occupations. 	<p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> • Queen Elizabeth did not control the British Government. • The monarch does not make political decisions. • The Queen travelled all over the world visiting charities, celebrations and public events. • Queen Elizabeth was the head of the Commonwealth – in is now a group of 56 countries across the world. • The Commonwealth works together to achieve international goals. <p>Floella Benjamin and the Windrush Generation</p> <ul style="list-style-type: none"> • During the time of the Windrush Generation, people of colour were not always treated well because of the colour of their skin. • In schools, white children may have not ever seen black children before and they were sometimes unkind to them. • In 1971, it was found out that the Windrush Generation people had not always been recorded properly when they came to Britain. Some people were treated very unfairly and were sent back to the Caribbean. • People are now beginning to better recognise the impact that the Windrush Generation has on Britain. <p>Food and Farming: the Industrial Revolution</p> <ul style="list-style-type: none"> • The Industrial Revolution was a time of invention and change. • More people moved from the countryside to the cities to work in factories. • England has more money from selling their products across the world. • The speed of change seen during the industrial revolution was possible due to the changes in the way food was farmed and produced. 	<p>Nurturing Nurses</p> <ul style="list-style-type: none"> • Nursing was not seen as a good job. This is why Florence's parents tried to encourage her not to be a nurse. • Florence Nightingale realised the importance of cleanliness to avoid infections. • Florence Nightingale understood that it was important for nurses to be well-trained and knowledgeable. • Nursing is now a respected profession. • Florence and Mary were treated differently due to their background, where they were born and because of the colour of their skin. • Florence's legacy is better remembered, Mary's was forgotten for 100 years. <p>The Plague – Black Death</p> <ul style="list-style-type: none"> • The plague spread disease, death and panic. • Rich and poor people were affected and whole families died. • If someone fell sick in the house, a white cross was painted on their door. • Once a cross was on their door, no one was allowed to leave. • Some people were brave and tried to help the ill and dying. • Other people had the job of burying the dead in large pits outside of London.

Knaphill Lower School: History domains and Progression of Knowledge

		encourage children to use it in their speech and play.	<ul style="list-style-type: none"> Children will develop an understanding of aspiration linked to occupations. 	<ul style="list-style-type: none"> Farming production doubled the amount of food that was produced by farms. 	
<p>Conflict</p> 	<p>Children will begin to establish their knowledge of historic events, reasons for conflict, and resolutions to conflicts by understanding times of war and peace.</p> <p>They will have the knowledge to begin to understand times of war and peace. It will also allow children to understand the concept of modern war in their world.</p>			<p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> Queen Elizabeth became queen less than a decade after the end of World War II. 	<p>Main Events – Nurturing Nurses:</p> <ul style="list-style-type: none"> Florence Nightingale nursed soldiers during the Crimean War. This was a war between the Russian and Ottoman Empire.
<p>Main events</p>	<p>Key knowledge that children will be taught to understand historical people and events.</p>		<p>Changes in our lifetimes</p> <ul style="list-style-type: none"> How children have changed since they were a paper. Understanding of birthdays as measuring years. Concept of past – what happened to them in the past. Eg: In the past, I went to nursery. I used to go to nursery. Concept of present - now 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> The Gunpowder Plot was the famous attempt to blow up the Houses of Parliament and to murder King James I. The plan was made by a group of Catholic conspirators who were unhappy with how Catholics were being treated. They hoped to blow up the House of Parliament at the state opening on 5th November 1605. The most famous of the plotters was Guy Fawkes. Robert Catesby led the group and many Catholics were involved. The plan failed and Guy Fawkes was caught in the cellars beneath parliament as he kept watch over 36 barrels of gunpowder. Guy Fawkes was charged with treason. Guy Fawkes is remembered on 5th November on Bonfire Night. <p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> Queen Elizabeth was born in 1926. She was queen of the United Kingdom of Great Britain and Northern Ireland. She was the longest reigning monarch in history. She became queen in 1952. Her coronation was in 1953. 	<p>Main Events – Nurturing Nurses – Florence Nightingale:</p> <ul style="list-style-type: none"> Florence Nightingale was born in 1820 to a wealthy family. Florence Nightingale dedicated her life to nursing. She travelled to Crimea in 1850 where there was a war taking place. She was shocked to find that many soldiers were wounded and that the poor conditions were causing soldiers to die. Florence Nightingale improved the conditions for soldiers by training nurses and showing them how to prevent infections. The changes she made became her legacy (something that is left behind after death). Florence was known as The Lady with the Lamp as she carried a lamp when she checked on the soldiers at night. <p>Main Events – Nurturing Nurses – Mary Seacole:</p> <ul style="list-style-type: none"> Mary was born in 1802 on the Caribbean Island of Jamaica. Her mother was black and her father was white. Mary’s mother ran a boarding house for sick and injured soldiers. She taught Mary traditional Jamaican medicine. When she was old enough, Mary helped to run the boarding house.



Knaphill Lower School: History domains and Progression of Knowledge

				<ul style="list-style-type: none"> • She was married to Prince Phillip. • She had four children: Charles, Anne, Andrew and Edward. • In 2022, we all celebrated her Platinum Jubilee as she was queen for 70 years. (our lifetime) • The queen died in September 2022. (our lifetime) • King Charles became king in 2022. (our lifetime) • His coronation was in 2023. (our lifetime) <p><u>Floella Benjamin and the Windrush Generation</u></p> <ul style="list-style-type: none"> • Floella Benjamin was born in 1949 on Caribbean Island of Trinidad. • She came in England in 1960 as part of the Windrush Generation. • Floella was treated unfairly because of the colour of her skin. • Floella is famous actress, broadcaster and advocates for education for children. • In 2010 she was made a baroness. • Floella supports lots of charities and has ran 10 marathons to raise money for children. • <p><u>Food and Farming: main events</u></p> <ul style="list-style-type: none"> • For thousands of years, humans moved around the land to hunt and collect food. • People then started their own farms, which mean they had permanent settlements, leading to towns and cities. • 1701 – Jethro Tull invented to seed drill, which made farming quicker and easier. • 1775 – James Watt, a Scottish Inventor, perfected a steam-powered engine that became a significant part of the Industrial Revolution. • The population of cities grew as people moved away from the countryside. • More food was needed from farmers. • Modern – farming struggling due to cost, climate change and natural disasters. • Future of farming – AI, vertical farming, urban farming, sustainability 	<ul style="list-style-type: none"> • She travelled to England where she faced racist comments. • She also travelled the world and helped people who were sick with Cholera and Yellow Fever. • In 1853, Mary asked Britain if she could travel to Crimea as a nurse. She was told no. • Mary went by herself using her own money and created the British Hotel, which was a place for injured soldiers and was close to the fighting. • Mary was known as Mother Seacole by the soldiers. • When she returned to the UK, she has very little money. • She died in 1881. • Her story and legacy was only rediscovered 100 years later. <p><u>The Plague – Black Death</u></p> <ul style="list-style-type: none"> • The plague is an ancient disease that is carried by rats. • It can be spread by fleas that have become infected after biting rats. • There have been several outbreaks of the plague. • The last outbreak was in London in 1665. • The Great Fire of London in 1666 is believed to have stopped the plague outbreak. <p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> • The Great Fire of London started in the early hours of the morning of 2nd September in 1666. • It started in a Baker's shop on Pudding Lane. • On 3rd September, many people started leaving the city by boats on the Thames. • On 4th September, the fire was so great that it could be seen from very far away. • By 5th September the fire had destroyed more than 13 000 houses and buildings in the city, including 87 churches and St Paul's Cathedral. • Over the four days, wind caused the fire to spread quickly. • The way houses were built, the poor firefighting service and the weather all played their part in this terrible event. <p><u>The First flight</u></p> <ul style="list-style-type: none"> • The first flight from an engine powered aeroplane took place on 17th December 1903. • Two brothers, Wilbur and Orville Wright, flew their powered aircraft for 12 seconds after taking off from a beach in the United States.
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				<ul style="list-style-type: none">• Their aim was to invent an aircraft that used its own power to take off, stayed under control and sustained flight.• Aircrafts have continued to be developed ever since and have made travel much easier. <p><u>Amelia Earhart</u></p> <ul style="list-style-type: none">• Amelia was born in 1897 (5 years before the first flight).• When she was 10, she saw a plane at the state fair and was not impressed.• In 1920, Amelia flew in plane for the first time and realised that being a pilot was her dream.• People believed she shouldn't be a pilot because she was female.• 1921, Amelia has her first flying lesson.• Within 6 months, she saved her money and bought her own plane – The Canary.• In 1928, she became the first woman to fly the Atlantic with a team. They flew from the US to Wales.• 1932, bad weather stopped her becoming the first woman to fly solo across the Atlantic.• In 1935, she became the first person to fly across the Pacific.• In 1937, she embarked on her final flight, she tried to fly around the world with her navigator, Fred Noonan. During this flight, her plane went missing and was never found.• Amelia Earhart is remembered for her courage, aspiration and amazing achievements. <p><u>The Moon Landing</u></p> <ul style="list-style-type: none">• In 1961, the Soviet Union became the first country to send a man into space.• The United States started a space race with the Soviet Union as the President told everyone that they would get to the moon first.• Both countries wanted to prove that they has the best scientists and technology.• On 16th July 1969, the rocket Saturn V was launched from the Kennedy Space Centre in the United States.• On board the rocket was the spacecraft Apollo 11 and three brave astronauts- Neil Armstrong, Buzz Aldrin and Michael Collins.• On 20th July 1969, the Lunar Module Eagle landed on the Moon.
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				<ul style="list-style-type: none">• Neil Armstrong was the first astronaut to step on to the moon and he said, "That is one small step for man, one giant leap for mankind."• The last moon landing was in 1972. <p>David Attenborough:</p> <ul style="list-style-type: none">• Born in 1926: David Attenborough was born on May 8, 1926, in England• World War II: During World War II, Attenborough served in the Royal Navy.• Joining the BBC in 1954, he joined the BBC as a producer and presenter.• Travelled the world, visiting remote places.• Narrated the documentaries Blue Planet and Planet Earth, which transformed how people saw the world, wildlife and ecosystems.• Received a knighthood in 1985.• David Attenborough continues to make documentaries and raise awareness about environmental issues well into his later years.• November 2021, spoke to world leaders about climate change. <p>Greta Thunberg:</p> <ul style="list-style-type: none">• Born in 2003 (only 21 years old).• August 2018, started a solo climate strike outside Swedish Parliament.• September 2018: Started Fridays for Future movement.• The Fridays for future movement was a youth inspired climate movement. She encouraged students to miss every Friday to protest together outside of Parliament.• December 2018- Greta gave a Tedx Talk on urgent climate change.• March 2019- global strike – millions of student participating• September 2019- How dare you? Speech to the United Nations• 2020- nominated for Nobel Peace Prize for climate activism <p>Lewis Hamilton:</p> <ul style="list-style-type: none">• Born in 1985.• From a young age, Lewis showed a keen passion for go-karting. He started this at the age of eight.• As a child, he won several karting championships.• In 2007, Lewis debuted for McLaren and finished third in his first race.
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					<ul style="list-style-type: none"> In 2008, Lewis won his first Formula 1 World Championship. Lewis went on to win several championships in 2014, 2015, 2017, 2018, 2019, 2020. He has also become to voice of environmental causes and social and racial justice. Lewis Hamilton experienced racism as a child and during his time in racing.
Artefacts				<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> Mysterious letter warning about the plot. Guy Fawkes signed confession. A lantern that Guy Fawkes had when he was caught. Modern artefacts: linked to Bonfire night/ masks/ guys <p>The Life and Death of Queen Elizabeth II</p> <ul style="list-style-type: none"> Queen's radio broadcast as a child - https://www.royal.uk/wartime-broadcast-1940 (transcript) https://www.youtube.com/watch?v=VJI9LPFQth4 (recording) 1957 – Christmas broadcast: https://www.youtube.com/watch?v=mBRP-o6Q85s 1999 – millennium message: https://www.youtube.com/watch?v=1M53REI3RJE 2012: after the Olympics: https://www.youtube.com/watch?v=1FYc9bNLS8U 2020: after the pandemic : https://www.youtube.com/watch?v=OZbCRN3C_Hs Modern royal family – Olympics 2012 with James Bond: https://www.youtube.com/watch?v=1AS-dCdYZbo Platinum Jubilee with Paddington: https://www.youtube.com/watch?v=r5L68isWXVc Photos of Queen Elizabeth during her reign – range of photos presented chronologically <p>Floella Benjamin and the Windrush Generation: Photos to show the state of London: https://www.museumoflondon.org.uk/museum-london-docklands/windrush-stories</p>	<p>The Plague and the Great Fire of London</p> <ul style="list-style-type: none"> Samuel Pepys Diary – plague entries: Wednesday 20th December: https://www.pepysdiary.com/diary/1665/12/ Sunday 31st December: https://www.pepysdiary.com/diary/1665/12/ Samuel Pepys Diary – Great Fire of London 3rd- 5th September 1666 https://www.pepysdiary.com/diary/1666/09/ <p>Range of paintings- Great Fire of London: https://www.fireoflondon.org.uk/collection-type/artworks/</p> <p>Plague artwork: https://artuk.org/discover/stories/art-matters-podcast-1666-a-year-of-plague-fire-and-war-told-through-art</p> <p>First Flight, Amelia Earhart and Moon landing</p> <p>First Flight- https://www.youtube.com/watch?v=-kjRL-Q-KBc Colourised – first flight: https://www.youtube.com/watch?v=9SzsNHDcfl Children to visit flight section of Brooklands Museum.</p> <p>Moon landing footage: https://www.youtube.com/watch?v=iR3oXFFISiQ Moon landing broadcast: https://www.scienceandmediamuseum.org.uk/objects-and-stories/moon-to-living-room-apollo-11-broadcast BBC archives: https://www.bbc.co.uk/archive/moon-landings/z6bd382</p>