








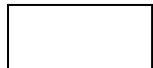


Model 2: Stronger in Year 2 than Year 1

	Reception	Year 1	Year 2
Autumn		Bonfire night 	 The Great Fire  Poppy Day
Spring	 History through stories about growing up	Toys we used to play with  Stories showing contrasts between the past and the present 	Florence Nightingale 
Summer	Nursery rhymes 	Homes a long time ago: case study of CASTLES 	How schools have changed 

Model 2:

Although some history is taught, if not by name, in Foundation Stage, it is not until the summer of Year 1 that pupils really get their teeth stuck into a worthwhile history study. Work on bonfire night and toys does little more than compare past and present and there is no work on interpretations, or cause and consequence.

By Year 2 the curriculum is much stronger. Pupils move beyond then and now to look at change over time by Term 3. The work of the Great Fire and Florence Nightingale offer good contexts for redressing the weaknesses in Year 1.