

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

HISTORY-KEY STAGE 1

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| Overview | | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) • significant historical events, people and places in their own locality. | | | |
| Year Group | Year 1 | Year 1 | Year 1 | Year 2 | |
| Key Learning: National Curriculum knowledge covered | Toys through time Changes within living memory and those of their family or adults around them. | Guy Fawkes, Bonfire night, World War 1: Remembrance Day, Poppies Events beyond living memory that are significant nationally. or globally. Significant historical events, people and places in their own locality. | Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | The lives of significant individuals in the past who have contributed to national and international achievements. – Robert Falcon Scott, Roald Admunson, Nelson Mandela Changes within living memory. (Compare seaside town modern/1950's) Significant historical events, people and places in their own locality. | |

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| | | Divali and Hannukah - an even that is beyond living memory that is significant to people around the world. | | (William Smith, Grace Darling) | |
| Key Progressive Skills: National Curriculum skills covered | <p>TO INTRODUCE THE FOLLOWING SKILLS:</p> <p>Chronological Knowledge and Understanding (including characteristic features of periods):</p> <ul style="list-style-type: none"> Developing an awareness of the past. Use common words and phrases relating to the passage of time. Know where all people/events studies fit into a chronological framework. Identify similarities/differences between periods. <p>Historical terms:</p> <ul style="list-style-type: none"> Use a wide vocabulary of every day terms. <p>Historical Enquiry - using evidence/communicating ideas.</p> <ul style="list-style-type: none"> Ask and answer questions. Understand about some ways we find out about the past. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Identify different | <p>TO BEGIN DEVELOP THE FOLLOWING SKILLS:</p> <p>Chronological Knowledge and Understanding (including characteristic features of periods):</p> <ul style="list-style-type: none"> Developing an awareness of the past. Use common words and phrases relating to the passage of time. Know where all people/events studies fit into a chronological framework. Identify similarities/differences between periods. <p>Historical terms:</p> <ul style="list-style-type: none"> Use a wide vocabulary of every day terms. <p>Historical Enquiry - using evidence/communicating ideas.</p> <ul style="list-style-type: none"> Ask and answer questions. Understand about some ways we find out about the past. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented <p>Continuity and change (in and</p> | <p>TO FURTHER DEVELOP THE FOLLOWING SKILLS:</p> <p>Chronological Knowledge and Understanding (including characteristic features of periods):</p> <ul style="list-style-type: none"> Developing an awareness of the past. Use common words and phrases relating to the passage of time. Know where all people/events studies fit into a chronological framework. Identify similarities/differences between periods. <p>Historical terms:</p> <ul style="list-style-type: none"> Use a wide vocabulary of every day terms. <p>Historical Enquiry - using evidence/communicating ideas.</p> <ul style="list-style-type: none"> Ask and answer questions. Understand about some ways we find out about the past. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented <p>Continuity and change (in and between periods)</p> <ul style="list-style-type: none"> Identify | <p>Chronological Knowledge and Understanding (including characteristic features of periods):</p> <ul style="list-style-type: none"> Developing an awareness of the past. Use common words and phrases relating to the passage of time. Know where all people/events studies fit into a chronological framework. Identify similarities/differences between periods. <p>Historical terms:</p> <ul style="list-style-type: none"> Use a wide vocabulary of every day terms. <p>Historical Enquiry - using evidence/communicating ideas.</p> <ul style="list-style-type: none"> Ask and answer questions. Understand about some ways we find out about the past. Choose and use parts of stories and other sources to show understanding of concepts. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented <p>Continuity and change (in and between periods)</p> <ul style="list-style-type: none"> Identify similarities/differences | |

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| | <p>ways in which the past is represented</p> <p>Continuity and change (in and between periods)</p> <ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times. <p>Cause and Consequence</p> <ul style="list-style-type: none"> Recognise why people did things. Why events happened and what happened as a result. <p>Similarity/difference (within a period or situation):</p> <ul style="list-style-type: none"> Make simple observations about different types of people/events/belief within a society. <p>Significance of Events/people</p> <ul style="list-style-type: none"> Talk about who was important. E.g in a simple historical account. | <p>between periods)</p> <ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times. <p>Cause and Consequence</p> <ul style="list-style-type: none"> Recognise why people did things. Why events happened and what happened as a result. <p>Similarity/difference (within a period or situation):</p> <ul style="list-style-type: none"> Make simple observations about different types of people/events/belief within a society. <p>Significance of Events/people</p> <ul style="list-style-type: none"> Talk about who was important. E.g in a simple historical account. | <p>similarities/differences between ways of life at different times.</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> Recognise why people did things. Why events happened and what happened as a result. <p>Similarity/difference (within a period or situation):</p> <ul style="list-style-type: none"> Make simple observations about different types of people/events/belief within a society. <p>Significance of Events/people</p> <ul style="list-style-type: none"> Talk about who was important. E.g in a simple historical account. | <p>between ways of life at different times.</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> Recognise why people did things. Why events happened and what happened as a result. <p>Similarity/difference (within a period or situation):</p> <ul style="list-style-type: none"> Make simple observations about different types of people/events/belief within a society. <p>Significance of Events/people</p> <ul style="list-style-type: none"> Talk about who was important. E.g in a simple historical account. | |
| <p>Key Vocabulary</p> <p>National Curriculum and other</p> | <p>Words associated with the passing of time, e.g. modern, new, old, before, after, when parents/carers were young, when grandparents were young. Dirty, clean, broken, dusty, shiny. Artefacts. Sort Timeline</p> | <p>Words associated with the passing of time: old, past, World War 1, First World War, The Great War, 1914-1918, soldiers and nurses, hospitals, trenches, King James 1. Guy Fawkes, Guy Fawkes Friends, Houses of Parliament, cellar, barrel, gunpowder, plot, conspire Diwali, light, Rama and Sita, Resource,</p> | <p>Words associated with the passing of time, e.g. modern, new, old, before, after dirty, clean. Timeline Past History In the past Today Researching/finding out Similar</p> | | |

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| <p>Past History In the past Today Researching/finding out Similar Different Toys, Wind up Batteries Clock work Plastic Wooden Metal Games Board games Counters Dice Hoops Traditions Victorian</p> | <p>artefacts, Timeline, history, in the past, artefacts, sources, photographs, books, spoons, postcards, poems, letters,</p> | <p>Different Words associated with the passing of time, eg Victorian, a very long time ago, before, after, when Words associated with the Crimean War, eg war, Crimea, Scutari, Russia, soldier Words associated with hospitals, eg nurse, doctor, ward, hygiene, disease, germs, wounds A range of adjectives to describe human qualities, eg kind, caring, patient, hard-working, brave. Nurses, Florence Nightingale</p> | | |
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