



KS1 goals

- 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

	TERM 2	TERM 4	TERM 6
YEAR 1	<p>My Family History</p> <p>What was life like when our Grandparents were children?</p> <ol style="list-style-type: none"> 1 To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood. 2 To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s. 3 To be able to identify and describe similarities and differences between the toys we play with now and toys in the 1950s and 1960s. 4 To be able to identify and describe similarities and differences between shops today and those when our grandparents were children. 5 To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience. 6 To use my knowledge of Grandad's school to take part in a role play. <i>(Spend a day at Grandad's school)</i> 	<p>The Greatest Explorers</p> <p>Who are the greatest explorers and what did they do?</p> <ol style="list-style-type: none"> 1 To learn about what explorers did in history and do now, and explain their achievements. 2 To learn about the life of Ibn Battuta and why his travels are important. 3 To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer. 4 To understand why Roald Amundsen reached the South Pole before Captain Scott. 5 To know and understand Sunita Williams' achievements as an explorer. 6 To consider who is the greatest explorer and be able to explain the reasons. <i>(Design a memorial to the greatest explorer)</i> 	<p>Great Inventions: The first flight</p> <p>How did the first flight change the world/ why were the Rainhill trials important?</p> <ol style="list-style-type: none"> 1 To know and understand why the Wright brothers wanted to fly and be able to recount the main events in the story. 2 To know what early aeroplanes were like, and be able to compare them to modern aircrafts. 3 To understand the importance of the aeroplane. 4 To know what happened at the Rainhill Trials. 5 To understand why the Rainhill Trials were an important event in railway history. 6 To understand how important events can be commemorated. <i>(Design a commemorative train)</i>
TRIPS/VISITS	<p>Elderly visitor to talk about life as a child</p> <p>Visit an old school room??</p>		
RESOURCES	<p>Old toys</p> <p>Old household objects</p> <p>Old food packets</p> <p>Toy making resources</p> <p>Books re toys and shops from the past</p>		
CROSS CURRICULAR LINKS	<p>Literacy - Old Bear stories, writing about old toys, favourite toys</p>		



	TERM 2	TERM 5	TERM 6
YEAR 2	<p>Bonfire Night and The Great Fire of London</p> <p>Should we celebrate Bonfire Night/ Did the Great Fire make London a better or worse place?</p> <ol style="list-style-type: none"> To understand what the Gunpowder Plot was. To understand why Guy Fawkes took the action he did in 1605. To understand how bonfire night has changed over the years, and why it is still celebrated. To know what happened during the Great Fire of London. To understand why the fire spread so quickly. To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire. 	<p>Holidays</p> <p>How have seaside holidays changed over time?</p> <ol style="list-style-type: none"> To know what seaside holidays were like when our grandparents were children. Use photographs to provide information about seaside holidays in the recent past. Use sources such as souvenirs to provide information about seaside holidays in the recent past. Use stories to provide information about seaside holidays in the recent past. To understand the diversity of holiday experiences from when our grandparents were younger. To use our knowledge of the seaside in the past to create our own reconstruction. <p><i>(Create a pop-up seaside from the 1950s)</i></p>	<p>Our Local Heroes</p> <p>Who are our local heroes and why should we remember them?</p> <ol style="list-style-type: none"> To understand what makes a hero, and identify some local heroes from the past. To use an image as a source to find out about a person in the past. To use an object as a source to find out about a person in the past. To use a document as a source to find out about a person from the past To be able to use a visit or visitor to find out about a local hero. To decide who our greatest local hero is. <p><i>(Create a mini museum dedicated to your local heroes)</i></p>
TRIPS/VISITS	<ul style="list-style-type: none"> Firefighter visit - fire safety in the present day Great Fire of London Day (life in 1666) - baking bread, quill writing, showing how the fire spread quickly 		
RESOURCES	Baking ingredients, quills, ink		
CROSS CURRICULAR LINKS	<p>Literacy</p> <ul style="list-style-type: none"> Toby and the Great Fire of London (retelling the story) Samuel Pepys' diary entry (GFOL recount) Fire poetry <p>Art/DT</p> <ul style="list-style-type: none"> Silhouette landscape Making tudor houses 		



HISTORICAL KNOWLEDGE	YEAR 1	YEAR 2	Exceeding KS1 Expectations
<p>Constructing the past</p> <p>Know where people and events fit within a chronological framework.</p> <p>Pupils study historical periods, some of which they will study more fully later.</p>	<p>Identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p><i>E.g. Recall some events and people associated with the Gunpowder Plot.</i></p>	<p>Briefly describe the features of particular themes, events and people from family, local, national and global history.</p> <p><i>E.g. Retell the story of the Gunpowder Plot.</i></p>	<p>Explain a range of features covering family, local, national and global history and draw a range of conclusions.</p> <p><i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i></p>
<p>Sequencing the past</p> <p>Know where people and events fit within a chronological framework.</p>	<p>Depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p><i>E.g. Put the main features of cooking in chronological order on a timeline.</i></p>	<p>Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p><i>E.g. Select a range of cooking methods and foods to place on a timeline.</i></p>	<p>Give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.</p> <p><i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i></p>
<p>Sequencing the past</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p> <p><i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i></p>	<p>Understand securely and use a wider range of time terms.</p> <p><i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p>	<p>Use more complex time terms, such as 'BCE'/'AD' and period labels and terms.</p> <p><i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i></p>

HISTORICAL CONCEPTS	YEAR 1	YEAR 2	Exceeding KS1 Expectations
<p>Change and Development</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p>	<p>Identify a few similarities, differences and changes occurring within a particular topic.</p> <p><i>E.g. Identify differences and similarities between early and modern aeroplanes.</i></p>	<p>Identify independently a range of similarities, differences and changes within a specific time period.</p> <p><i>E.g. Recognise differences in aeroplanes from different decades.</i></p>	<p>Describe independently and accurately similarities, differences and changes both within and across time periods and topics.</p> <p><i>Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i></p>
<p>Cause and effect</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Identify at least one relevant cause for, and effect of, several events covered.</p> <p><i>E.g. Identify an effect of the Gunpowder Plot.</i></p>	<p>Identify a few relevant causes and effects for some of the main events covered.</p> <p><i>E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i></p>	<p>Comment on a few valid causes and effects relating to many of the events covered.</p> <p><i>E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).</i></p>
<p>Significance and interpretations</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Can consider one reason why an event or person might be significant.</p> <p><i>E.g. Explain why we remember a particular explorer.</i></p>	<p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p><i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i></p>	<p>Provide some valid reasons for selecting an event, development or person as significant.</p> <p><i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.</i></p>

HISTORICAL ENQUIRY	YEAR 1	YEAR 2	Exceeding KS1 Expectations
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<p>Planning and carrying out a historical enquiry</p> <p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Ask and answer a few valid historical questions.</p> <p><i>E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.</i></p>	<p>Plan questions and produce answers to a few historical enquiries using historical terminology.</p> <p><i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i></p>	<p>Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.</p> <p><i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i></p>
<p>Using sources as evidence</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p>Extract information from several different types of source including written, visual and oral sources and artefacts.</p> <p><i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i></p>	<p>Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p> <p><i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>Critically evaluate the usefulness of sources and parts of sources to answer historical questions.</p> <p><i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i></p>