



KEY STAGE 1



History

	Key Stage One SKILLS
Chronological understanding	<ul style="list-style-type: none"> → Fit people/events into chronological framework → Use a range of vocabulary to talk about the passing of time → Ask and answer questions about the past → Sequence events/objects in chronological order → Sequence artefacts closer together in time → Place an event on a timeline showing periods in history - identifying as 'a very long time ago' → Recognise that their own lives are different from lives of people in the past
Knowledge and understanding of the past	<ul style="list-style-type: none"> → Use a range of sources to begin to understand features of periods studied → Show knowledge and understanding of aspects of the past beyond living memory → Recall correctly some events from a unit studied → Identify similarities and differences between ways of life at different times → Sequence events related to the life of a famous person → Identify at least one reason why a famous person from the past is remembered
Historical Interpretation	<ul style="list-style-type: none"> → Describe similarities and differences between old/new artefacts → Explain what they have learnt about the past using a variety of means → Find answers to simple questions about the past from sources → Ask similar questions using parts of stories and other sources
Historical enquiry	<ul style="list-style-type: none"> → Describe and sort things that are from the past → Communicate and tell stories about what they have learned in a variety of ways → Gather information from written and visual accounts, and e-learning, and discuss their effectiveness → Observe and handle sources of information to answer questions about the past on the basis of simple observations - <i>who, what, why, how where?</i> → Use time related vocabulary and everyday historical terms
Organisation and communication	<ul style="list-style-type: none"> → Describe objects, people or events in history, communicating their ideas in a variety of ways → Write simple stories and recounts about the past → Use timelines to order events or objects or place significant people → Sort events/objects
Vocabulary	Century, chronological order, living memory, remembers, memories, opinion, fact, source, interpret, enquire/enquiry, impact, research, evidence, experts, significant, recent, lifetime



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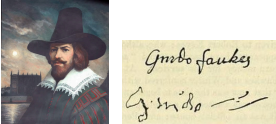


National Curriculum:

- ❖ 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.

TOPIC	National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Enquiry	Vocabulary	Resources:
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Year A

<p>What is celebrated and why?</p> <p>Events beyond living memory - The Gunpowder Plot</p>  	<p><i>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]</i></p>	<p>Chronological knowledge: 13th April 1570 Guy Fawkes is born. 24th March 1603 King James I becomes King of England. May 1604 The group begin to plot against King James I. March 1605 The plotters rent a cellar under the Houses of Parliament. 26th October 1605 Lord Monteagle, who is a Catholic, receives an unsigned letter that warns him not to go to the opening of Parliament on the 5th November. 5th November 1605 Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards. 31st January 1606 Guy Fawkes is executed.</p> <p>Content knowledge: The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne. A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder. King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.</p>	<p>Why did Guy Fawkes try to blow up the Houses of Parliament?</p> <p>Why were they plotting?</p> <p>Who was involved with the plot?</p> <p>How was the plot stopped?</p> <p>Why do we celebrate Bonfire Night?</p>	<p>Gunpowder plot, monarch, Catholic, Protestant, traitor, treason, executed, Parliament, government, houses of parliament, plot</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb</p> <p>Planning from rising stars - https://www.risingstars-uk.com/media/Rising-Stars/Files/27063-Voyagers-sampler-V3-(2).pdf</p>
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<p>Our Families</p> <p>Changes in Living Memory.</p>	<p>Children talk about past and present events in their own lives and family members.</p> <p>Changes in Living Memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Chronological knowledge:</p> <p>Birthdates Marriage dates. Significant events during lifetime.</p> <p>Content knowledge: 1960–2020, through the decades. Music, fashion, Technology, schooling, political events.</p>	<p>Who is in your family?</p> <p>Who are your parents?</p> <p>Where did they come from/live?</p> <p>Who were their parents?</p> <p>Did your parents have brothers and sisters?</p> <p>What did they do for jobs?</p>	<p>Family Parents Grandparents Siblings Marriage/married Born Died Children Cousins Death</p>	<p>https://www.fashiongone.com/fashion-through-the-decades/</p> <p>https://mylearningworld.com/how-has-education-changed-over-the-last-100-years/</p> <p>https://www.britannica.com/story/history-of-technology-timeline</p>
<p>Seaside</p> <p>Significant individual (local area): Mary Anning</p> 	<p><i>Significant historical events, people and places in their own locality.</i></p>	<p>Chronological knowledge:</p> <p>1799- Mary is born 1810-11 Discovery of the Ichthyosaur 1837 Queen Victoria comes to the throne 1847 Mary dies</p> <p>Content knowledge:</p> <p>Mary Anning was a famous English fossil hunter. She lived in Lyme Regis by the coast near the English Channel. This coast is called the Jurassic Coast. She helped to prove that dinosaurs existed by finding fossils. She found the most complete fossil - an Ichthyosaurus.</p> <p>Mary lived during a time when people did not believe that dinosaurs existed. It was also a time when women were not taken seriously.</p>	<p>Who was Mary Anning?</p> <p>What did she do that was special?</p> <p>What were her barriers? Why?</p> <p>What was she like as a person that helped her succeed?</p> <p>How do we know about Mary Anning?</p> <p>Why should she be remembered?</p>	<p>century coast dinosaur: . discovery: . existed fossil Jurassic Coast palaeontology prehistoric Victorian Ichthyosaurus</p>	<p>https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/zng7qwx</p> <p>Planning support: https://www.keystagehistory.co.uk/keystage-1/our-standing-lessons/mary-anning/</p> <p>https://www.maidenbowerininfantschool.org.uk/mary-anning-1/</p>



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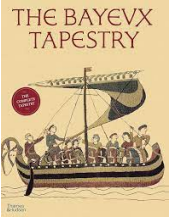

Year B

<p>Farming through the ages. 1800s - present.</p> 	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>Chronological knowledge: 1908-NFU was formed. 1892-First gasoline powered tractor invented. 1700s-1800s British Agricultural Revolution 1800s-1900s Evolution of Equipment and Technology</p> <p>Content knowledge: Farming has changed dramatically over thousands of years, but particularly during the industrial revolution. Larger population demand on food and other farmed products has risen and the way farmers have worked the land has had to change to meet demands. Climate change and ecological impacts has also changed the way in which farming has had to adapt to change including the welfare of the animals they rear. Farmers unions protect workers and managers from exploitation.</p>	<p>How has farming changed? Who and what did the work? What was grown or reared? How has machinery changed? What animals and crops were farmed during...? What is the farmer's union and why was it formed?</p>	<p>Farming Farmers Dairy Horsepower Machinery Crops Labourers Victorian. Edwardian. Livestock.</p>	<p>Subject knowledge: BBC Bitesize https://www.bbc.co.uk/bitesize/articles/z97qqr</p> <p>Planning support: https://www.rhet.org.uk/media/1471/farming-through-history.pdf https://www.youtube.com/watch?v=v7QrvJua2uE https://www.bbc.co.uk/bitesize/articles/zm9r4xs https://www.aboutbritain.com/articles/life-on-a-victorian-farm.asp</p>
<p>Significant individuals- Queen Elizabeth II</p> 	<p><i>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</i></p>	<p>Chronological knowledge: 1926- Princess Elizabeth is born. 1947- Princess Elizabeth gets married 1977-Silver Jubilee 2022- Queen Elizabeth dies</p> <p>Content knowledge: Queen Elizabeth II was born in 1926 and became queen when her father died in 1947. She was the longest ruling British monarch and died in 2022. She had 4 children and 8 grandchildren at the time of her death. She was head of state for 15 countries in the commonwealth. She married Prince Phillip who was from Greece.</p>	<p>Who was Queen Elizabeth? Who were her father and mother? When did she become Queen? How many years did she reign? How old was she when she became queen? Who did she marry? How many children did she have? How many countries did she rule? What were her hobbies/interests? Where does she live?</p>	<p>Queen King Coronation Jubilee Monarch Prince Princess Head of State Commonwealth Palaces King George Prince Phillip State Orb Sceptre Crown Throne Corgis Horses London Carriage Castles</p>	<p>https://www.royal.uk/the-king https://www.twinkl.co.uk/resource/t-t-252064-ks1-queen-elizabeth-ii-powerpoint https://www.bbc.co.uk/bitesize/articles/z3gcr2p https://www.youtube.com/watch?v=liW_ejcONUQ</p>



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<p>Historical Event- Battle of Hastings.</p>  	<p><i>significant historical events, people and places</i></p>	<p>Chronological knowledge: 1064 Harold Godwinson's boat is shipwrecked in Normandy. 25th December 1066 William marches through England after capturing the city of London and is crowned King of England. 6th January 1066 Harold Godwinson is crowned King. 5th January 1066 King Edward - known as Edward the Confessor - dies. 14th October 1066 The Battle of Hastings commences. King Harold is killed. 1065 Harold returns to England after swearing an oath of allegiance to William 25th September 1066 Harald Hardrada's army are defeated at the Battle of Stamford Bridge. 27th September 1066 William of Normandy arrives in Sussex January 1066 William of Normandy and Harald Hardrada plan their invasions to reclaim the throne after news of Harold's coronation.</p> <p>Content knowledge:</p> <p>The Battle of Hastings^[a] was fought on 14 October 1066 between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson, beginning the Norman Conquest of England. It took place approximately 7 mi (11 km) northwest of Hastings, close to the present-day town of Battle, East Sussex, and was a decisive Norman victory.</p>	<p>Which countries were involved in the Battle of Hastings? Who was the lead on each side? Who won the Battle? How long did it last? What started the battle? How did the battle change England?</p>	<p>Bayeux Tapestry Fleet Army Invasion Throne Battle Allegiance oath Shipwrecked Crowned Normandy Stamford Bridge</p>	<p>https://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-a-bey-and-battlefield/history-and-stories/what-happened-battle-hastings/</p> <p>https://www.youtube.com/watch?v=Zsazz-35ss8</p> <p>https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history/the-battle-of-hastings</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-william-the-conqueror/zmj9g7h</p>
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