

History Overview Y1/2

Cycle A

National Curriculum:

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.

Pupils should be taught about:

- 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
- The lives of significant individuals in the past who have contributed to national and international achievements. Some of these should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Pupils will understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and begin to discern how and why contrasting interpretations of the past have been constructed.

Pupils will understand historical concepts such as chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and effect and significance.

Pupils will use these concepts to make connections, draw contrasts and ask questions.

| Topic | Key Skills | Key Knowledge | Key Vocabulary |
|---|--|---|--|
| Victorians | <ul style="list-style-type: none"> • I can ask and answer questions about school life in Victorian times • I can use a range of sources to understand key features of Victorian life for children • I can identify different ways in which Victorian life is represented • I can research significant Victorian people to find out more about their lives • I understand and use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; • I can use a simple timeline to show when events happened from most recent to furthest in the past • I can sequence events on a timeline • I understand that some objects belong to the past and can begin to explain why • I can give a plausible explanation about what an object was used for in the past. | <ul style="list-style-type: none"> • I know the differences between the lives of children now and in Victorian times understand that we have a queen who rules us and that Britain has had a king or queen for many years. • I know that the Victorian era is named after Queen Victoria. • I can recount parts of the life of Queen Victoria and what she did earlier and what she did later. • I can explain how new laws started to change the lives of children in Victorian times • I know what Florence Nightingale did and how it changed hospitals and nursing • I can explain why Florence Nightingale is a significant figure • I can explain why Britain has a special history by naming some famous events and some famous people from the Victorian era | Before; after; past; present; then; now Timeline; sequence; recent; Artefact; Victorian; Queen Victoria; empire; school; blackboard; chalk; slate; dunce cap; ink well; Mangle; posser; Prince Albert; coronation; Florence Nightingale; Scutari; |
| Do we like to be by the seaside? | <ul style="list-style-type: none"> • I understand and use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; • I can use a variety of sources to find out about how seaside towns have changed over time • I understand that some objects belong to the past and can begin to explain why • I can give a plausible explanation about what an object was used for in the past. • I can identify the differences between seaside resorts in the past and now. • I can explain why these changes took place | <ul style="list-style-type: none"> • I know why seaside resorts became popular in the past • I know how UK seaside resorts have changed over time • I know and can retell the story of Grace Darling and say why she is famous | Holiday; steam train; spa; Funicular; bathing machines; |

History Overview Y1/2 Cycle B

National Curriculum:

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.

Pupils should be taught about:

- 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

Pupils will understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and begin to discern how and why contrasting interpretations of the past have been constructed.

Pupils will understand historical concepts such as chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and effect and significance.

Pupils will use these concepts to make connections, draw contrasts and ask questions.

| <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some of these should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality. | | | |
|---|--|---|---|
| Topic | Key Skills | Key Knowledge | Topic |
| How people like Rosa Parks make the world safer | <ul style="list-style-type: none"> I can ask and answer questions I can answer questions by using a specific source, such as an information book. I know about the different ways we find out about the past | <ul style="list-style-type: none"> I know who Rosa Parks is and why she is famous I know who Nelson Mandela is and why he is famous I understand that life was different for people of colour in the past I understand the actions of Rosa Parks and people like her changed attitudes and beliefs I know the significance of Rosa Parks and Nelson Mandela's actions and how it changed attitudes | Segregation; apartheid Discrimination Inequality |
| Why are ipads more fun than the toys my grandparents had? | <ul style="list-style-type: none"> I can ask and answer questions I can find out about the past by asking an older person I can identify old and new things from photographs and in pictures I understand and use words and phrases like: before I was born, when I was younger. I understand and use words and phrases like: old, new and a long time ago. I can talk about things that happened when I was little. I can put up objects in chronological order (recent history). I can identify the main differences between old and new objects | <ul style="list-style-type: none"> I know how I have changed since I was born. I know how my local area was different in the past. I know the similarities and differences between my life and that of my grandparents when they were young | Clockwork; battery; electrical; Tin; metal; plastic; wooden; Blackboard; chalk; |