LONGTON LANE PRIMARY SCHOOL **History KS1 CYCLE A**

 *‘Believe and Achieve’*

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| National Curriculum Subject Content* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **1**
* 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] **2**
* 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] **3**
* significant historical events, people and places in their own locality. **4**
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| Year | **What is history?** | **Time Travelling Doctor** |
| 1 | * Put up to three objects in chronological order (recent history).
* Use words and phrases like: old, new, before, after and a long time ago.
* Tell me about things that happened when they were little.
* Recognise that a text that is read to them may have happened a long time ago.
* Know that some objects belonged to the past.
* Retell a familiar story set in the past.
* Explain how they have changed since they were born.
* Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.
* Understand that we have a queen who rules us and that Britain has had a king or queen for many years.
* Begin to identify the main differences between old and new objects, explaining why they were different in the past.
* Explain differences between past/present in their life and that from a different time in history.
* Begin to identify historical landmarks.
* Recall and use specific historical vocabulary accurately (year group key vocabulary).
* Ask and answer questions about old and new objects.
* Answer questions using an artefact/ photograph provided.
* Give a plausible explanation about what an object was used for in the past.
 | * Put up to three objects in chronological order (recent history).
* Use words and phrases like: old, new, before, after and a long time ago.
* Recognise that a text that is read to them may have happened a long time ago.
* Know that some objects belonged to the past.
* Retell a familiar story set in the past.
* Know that a place has changed over time.
* Appreciate that some famous people have helped our lives be better today.
* Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.
* Begin to identify the main differences between old and new objects, explaining why they were different in the past.
* Tell us about an important historical event that happened in the past.
* Explain differences between past/past in their life and that from a different time in history.
* Recall and use specific historical vocabulary accurately (year group key vocabulary).
* Ask and answer questions about old and new objects.
* Answer questions using an artefact/ photograph provided.
* Give a plausible explanation about what an object was used for in the past.
* Carry out some research on a famous person in history.
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|  | **What is history?** | **Time Travelling Doctor** |
| 2 | * Use phrases and words like: ‘before’, ‘after’, ‘**past’, ‘present’,** ‘then’ and ‘now’ accurately.
* Use a range of appropriate words and phrases to describe events/people in the past.
* Sequence a set of events in chronological order and give reasons for their order.
* Sequence events about their own life.
* Begin to remember significant dates from events throughout history.
* Explain how their local area was different in the past.
* Recount some interesting facts from a historical event, such as where the ‘Fire of London’ started.
* Explore things that are different in their life from that in a specific period of history.
* Explain why their locality is associate with a special historical event.
* Know who will succeed the queen and how the succession works.
* Recall and use specific historical vocabulary accurately (year group key vocabulary).
* Answer questions by using a specific source, such as an information book.
* Explain why eye-witness accounts may vary.
 | * Use phrases and words like: ‘before’, ‘after’, ‘**past’, ‘present’,** ‘then’ and ‘now’ accurately.
* Use a range of appropriate words and phrases to describe events/people in the past.
* Sequence a set of events in chronological order and give reasons for their order.
* Begin to remember significant dates from events throughout history.
* Recall specific places, people and facts linked to historical events.
* Recount and sequence the life of someone famous from Britain who lived in the past.
* Recount some interesting facts from a historical event, such as where the ‘Fire of London’ started.
* Explain why Britain has a special history by naming some famous events and some famous people.
* Explore things that are different in their life from that in a specific period of history.
* Explain why someone in the past acted the way they did.
* Recall and use specific historical vocabulary accurately (year group key vocabulary).
* Answer questions by using a specific source, such as an information book.
* Research the life of a famous person from the past using different resources.
* Explain why eye-witness accounts may vary.
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**CHRONOLOGICAL UNDERSTANDING KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY**