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** | | |
| 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. |
|  | **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. |

**CHRONOLOGICAL UNDERSTANDING KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY**