

Key Stage 1: History: Unit 1

Enquiry: *What does it take to be a great explorer?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> What an explorer does both in the past and in modern times The achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that time What Christopher Columbus succeeded in doing during his expeditions Why Christopher Columbus was able to accomplish what he did Who Neil Armstrong was and what he achieved in 1969 What the ‘space race’ was during the 1960s The particular challenges that will be faced by explorers to Mars The personal qualities that most explorers must have in order to succeed <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory and, 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. 	<ul style="list-style-type: none"> Photographs Films Paintings Woodcut prints Letters Maps <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. 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Key Stage 1 History: Unit 2

Enquiry: *Who is the greatest history maker?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times How the accomplishments of these people compare with each other Which they consider having made the most significant contribution as a 'history maker' What perspective means when it comes to judging people and events in history <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 3

Enquiry: *Why was Charles sent to prison?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies during the First World War How horses were used during the First World War and why they were so significant to the war effort The ways in which many other animals were used as part of the war effort How animals are used in a variety of roles today in the military and in rescue and support services <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Posters Memorial sculptures Maps Telegrams Newspapers <i>Pathe Newsreel</i> films <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 4

Enquiry: *Why do we know so much about where Sappho used to live?*

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<ul style="list-style-type: none"> Where the remains of the ancient Roman city of Pompeii can be found today What the Roman empire was and the lands it once covered Why the Romans built a huge empire Why the city of Pompeii was important to the Romans What an archaeologist does Some important artefacts that have been discovered at Pompeii by archaeologists What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people Why the city of Pompeii was destroyed in AD 79 The difference between primary and secondary sources of evidence of this event How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed Why the bodies of many people who died at Pompeii were preserved and how they have since been restored <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Paintings Sculptures Maps Frescos Drawings Mosaics Animated films Artistic reconstructions <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 5

Enquiry: *How do our toys and games compare with those of children in the 1960s?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> Some of the ways in which historians divide up time Why dividing up time into periods helps in the study of History How to construct a simple timeline of significant events in British history Some of the important events which occurred during the decade of the 1960s How to construct a timeline of the main events of the 1960s Why some of these events were of great significance Which were the most popular games and toys of the 1960s How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences they observe How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games What the term 'continuity and change' means in history Some of the significant memories and experiences of adults alive today who lived through the 1960s <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> Photographs Music Toys Games Films Oral histories Television shows <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify and describe some of the ways in which historians divide up time Suggest reasons why dividing up time into periods helps in the study of History Construct and describe a simple timeline of significant events in British history Describe some of the important events which occurred during the decade of the 1960s Construct and describe a timeline of the main events of the 1960s Suggest reasons why some of these events were of great significance Identify, observe and describe the most popular games and toys of the 1960s Compare and contrast these toys and games with popular toys and games of today Suggest reasons for the similarities and differences observed Describe what Tim Berners-Lee invented in 1989 Explain why this invention led to a great change in toys and games Describe what the term 'continuity and change' means in history Describe some of the significant memories and experiences of adults that they have interviewed about their experiences of the 1960s <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Describe and explain some other ways in which the invention of the internet, wi-fi and 'smart connectivity' has changed people's lives since the 1960s <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils:</p> <ul style="list-style-type: none"> Studied people and events that lived and occurred in prehistoric periods (BC) e.g., Ancient Egypt and AD e.g., Pompeii and the First World War Learned why some people and events in history are considered more important or significant than others – e.g., Marie Curie and the First World War <p>In Nursery and Reception pupils:</p> <ul style="list-style-type: none"> Created their own personal timeline for their lives so far Were introduced to people in stories about the past who did important things and are remembered today Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Were supported to organise events using basic chronology Recognised that things happened before they were born
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Key Stage 1 History: Unit 6

Enquiry: *Why is the history of my locality significant?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<p>An historically significant place:</p> <ul style="list-style-type: none"> Who Britain was fighting during the Napoleonic War 1803-1815 What happened at the Battle of Trafalgar in 1805 The achievements of Lord Horatio Nelson Why Dartmoor Prison was built during the Napoleonic wars The living conditions of the men who were imprisoned there <p>An historically significant event:</p> <ul style="list-style-type: none"> What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927 Why this artefact is so important Who Neanderthals were What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago <p>An historically significant person</p> <ul style="list-style-type: none"> Why Francis Drake was very important to Queen Elizabeth I How Francis Drake managed to circumnavigate the world 1577-1580 Why King Phillip of Spain sent the Spanish Armada to invade England in 1588 The actions that Francis Drake took that contributed to defeating the Spanish Armada <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> 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 significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Photographs Paintings and portraits Statues Letters Artefacts Maps Propaganda posters Film <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History

Enquiry: *How did people enjoy themselves at London frost fairs?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> That funfairs have been part of the life of Britain for 800 years How people enjoy themselves at modern funfairs How Charles Dickens enjoyed visiting Victorian funfairs such as the one each year at Greenwich Why Londoners were able to organise frost fairs on the River Thames on fourteen occasions between 1608 and 1814 What made the London Frost Fair of 1684 very special The kind of activities that were organised on the ice during London frost fairs What these activities tell us about how people lived in Britain at the time How these activities compare with those at modern fun fairs <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Paintings and portraits Drawings Diaries Maps Etchings Engravings Posters Tickets <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History

Enquiry: *How do we know so much about what happened in the Great Fire of London?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> The probable cause of the Great Fire of London in 1666 What living conditions in London were like for most people in 1666 How these conditions enabled the fire to spread so quickly Some of the main events that occurred during the fire The main effects of the fire on the city The distinction between primary and secondary sources of evidence of the fire Why some sources of evidence of the fire are more reliable and trustworthy than others Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire The main actions that were taken to control the fire Why the fire took so long to extinguish What might have been done to control the fire earlier <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Paintings and portraits Drawings Monuments Diaries Artefacts Maps Etchings Modern interpretations of events such as animations and graphic novel panels <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History

Enquiry: *Why did Delia buy a new hat?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> When the Edwardian period of British history was and who was the monarch at the time That there were extremes of wealth and poverty in Britain during the Edwardian era Who people referred to as aristocracy were in Edwardian Britain How life for the aristocracy compared with people in the working classes Who emigrants were Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times Why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912 What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 The difference between primary and secondary accounts of what occurred How to create timeline with an equidistant scale of the events of the last 24 hours of the Titanic Which event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Paintings and portraits Drawings Monuments Diaries Artefacts Maps Etchings Modern interpretations of events such as animations and graphic novel panels <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> <tr> <td>Empathise</td> <td>Placing yourself in another's position to better understand their motives, decisions and actions</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	'Say what you see'. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Recall that the Edwardian period of British history was between 1901-1910 and the monarch was King Edward VII Identify and describe the extremes of wealth and poverty in Britain during Edwardian times Identify and describe who people referred to as aristocracy were Compare and contrast the life of the aristocracy with people in the working classes Describe who an emigrant is compared with an immigrant Explain why so many working class emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times Explain why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912 Describe what occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 Describe the difference between primary and secondary accounts of what occurred Sequence events along a timeline with an equidistant scale of the events of the last 24 hours of the Titanic Select the event along the timeline which they feel was of the greatest significance in the eventual sinking of the Titanic and suggest reasons why <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand the different ways in which the sinking of the Titanic had such a huge impact on the village of Addergoole in Ireland <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils:</p> <ul style="list-style-type: none"> Have explored the concept of historical <i>significance</i> Have constructed a timeline Learned that the achievements of some individuals, places and events in history are considered more significant than others Have learned about significant people, places and events in their locality <p>In Nursery and Reception pupils:</p> <ul style="list-style-type: none"> Were introduced to people in stories about the past who did important and memorable things Examined artefacts from the past Heard and discussed accounts of the past involving people, places and events through reading stories
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