

St Cuthbert's Catholic Primary School

History Sequential Components, Objectives and Core Knowledge



Toys in the past

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>What are our favourite toys today? I can describe my favourite toys and say how I might find out about toys from the past.</p> <p>Describe their favourite toys. Compare and describe toys today, identifying similarities and differences. Explain how we might find out about the past.</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils appreciate what a timeline is.</p> <p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will create a simple timeline to show the history of toys.</p> <p>Pupils remember parts of stories they have had read to them which involve memories about the past.</p>	<p>Chronology Pupils will describe memories and changes that have happened in their own lives – toys.</p> <p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about toys in the past.</p> <p>Pupils will order some artefacts from the recent past.</p> <p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present,</p>	<p>Chronology Understand that toys have changed over time.</p>	<p>Chronology Recognise that familiar objects (toys) we have today would have been different in the past.</p> <p>Order artefacts from the past onto a timeline.</p> <p>Understand the words past and present when talking toys.</p> <p>Use words and phrases such as old, new, past, future, present,</p>
<p>What toys did our parents and grandparents play with? I can identify toys from the past and compare to toys of today.</p>				
<p>Identify toys that parents and grandparents played with when they were younger Describe how toys are similar or different today to those played with by their grandparents</p>	<p>Pupils recognise that familiar objects we have today would have been different in the past.</p>	<p>future, century, new, decade, newest, oldest, modern, before, after, to show the passing of</p>		<p>decade, modern, before and after to show the passing</p>

<p>How have toys changed over time? I can describe how toys have changed over time. Understand the term decade and build up a chronological understanding of the past. Identify which toys originated from which decade in the past Describe how toys have changed over time making links to production and the advances of technology.</p>	<p>Investigating the past Pupils will observe and handle artefacts and ask simple questions.</p>	<p>time. Investigating the past Pupils will look carefully at pictures and objects to find information and respond to simple questions about the past.</p>	<p>Investigating the past Understand how toys have changed since the Victorian era.</p>	<p>of time. Investigating the past Look carefully at pictures and objects to find information and respond to simple questions about the past.</p>
<p>Which toys were around during the Victorian era? I can identify when the Victorian era came in time and which toys were popular then. Identify when the Victorian era came in time and toys that were popular back then. Understand how materials available and wealth during the Victorian era influenced the toys produced and purchased. Explain how a Victorian toy could be changed and adapted to appeal to children today.</p>	<p>Pupils will suggest how we can find out about the past. Pupils will explore pictures and ask questions e.g. which things are old/ new?</p>	<p>Pupils will identify different ways in which the past is represented. Pupils will ask and answer questions about the past.</p>		<p>Ask and answer questions, ‘Which toys are old? Which are new? How do you know?’</p>
<p>How can we identify toys from the past? I can identify toys from the past and explain how they have changed over time. Identify and describe toys from the past, discussing how to take care of toys. Order examples of toys in chronological order Explain how toys have changed over time.</p>	<p>Thinking like a historian Pupils will consider the differences between toys long ago and now.</p>	<p>Thinking like a historian Pupils will recount historic details from eyewitness account (grandparents), photos and artefacts. Pupils will develop an awareness of the past and comment on how they found out.</p>	<p>Thinking like a historian Identify what has influenced the change in toys over time.</p>	<p>Thinking like a historian Begin to identify and recount historic details from the past from sources.</p>
<p>What are the toys of the future? I can explain how toys have changed since the Victorian era and design a toy for the future. Recall and explain how toys have changed since the Victorian era. Describe and explain what they think toys of the future might be like Design a toy that could possibly be produced in the future.</p>	<p>Communicating Pupils will sort events or objects into groups (then/ now)</p>	<p>Communicating Pupils will use a wide vocabulary of everyday</p>	<p>Communicating Compare a range of present and historical toys.</p>	<p>Begin to understand that an invention can sometimes have a positive effect on an artefact that we use everyday. Communicating Sort objects into groups.</p>

	<p>Pupils will use timelines to order events or objects.</p> <p>Pupils will talk, draw or write about aspects of the past.</p> <p>Pupils begin to use ICT to communicate and understand facts.</p>	<p>historical terms to describe objects in history.</p> <p>Pupils will speak about how we have found out about the past.</p> <p>Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.</p> <p>Pupils will present historical information in independent writing.</p>	<p>Use timelines to order objects.</p> <p>Use a wide vocabulary of everyday historical terms to describe objects.</p> <p>Make labelled drawings to show ideas.</p> <p>Present historical information through independent pictures and writing.</p> <p>Speak about how we have found out about the past.</p>
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Great Fire of London

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>I can describe what London was like in 1666 and make comparisons to today. Understand when 1666 came in time. Make comparisons between London in 1666 and London today Use new knowledge to persuade somebody to time travel back to London in 1666</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils appreciate what a timeline is.</p>	<p>Chronology Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about the Great Fire of London.</p>	<p>Chronology Know when the Great Fire of London Occurred.</p>	<p>Chronology Recognise that familiar objects (fire engine/ hose/ clothing) we have today would have been different in the past.</p> <p>Create a simple timeline to capture events.</p> <p>Remember parts of stories they have read or had read to them which involve memories about the past.</p> <p>Understand the words past and present when talking about an event.</p> <p>Use words and phrases such as old, new, past, future, present, decade, modern,</p>
<p>How did the Great Fire of London start? How far did it spread? I can order events of The Great Fire of London and describe how far it spread. Understand where and when the Great Fire of London started. Order the events of The Great Fire of London Describe how much of London was destroyed by the fire.</p>	<p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will create a simple timeline to capture events of the Great Fire of London.</p> <p>Pupils remember parts of stories they have had read to them which involve memories about the past.</p>	<p>Pupils recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p>		
<p>Why did the fire spread so quickly? I can explain why The Great Fire of London spread so quickly. Examine sources of evidence to understand why the fire spread. Explain some of the reasons why the fire spread so quickly in detail. Describe why the fire went on for so long and how it was eventually stopped</p>	<p>Pupils recognise that familiar objects we have today would have been different in the past.</p>	<p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present, future, century, new, decade, newest, oldest, modern, before, after, to show the passing of time.</p>		
<p>How do we know what happened? I know that historical sources can help me understand what happened in the past. Know how eye-witness accounts and other historical sources of evidence help us understand what happened in the past</p>				

<p>Describe and recite the life of Samuel Pepys using visual prompts Write a diary entry in the role of an eye-witness</p>	<p>Investigating the past Pupils will respond to simple questions about the past.</p> <p>Pupils will observe events and pictures of London before and after the Great Fire and ask simple questions.</p> <p>Pupils will offer an opinion as to why something may have happened in the past and why they know.</p> <p>Thinking like a historian Pupils will begin to identify and recount historic details from the past from sources, e.g. pictures/stories.</p>	<p>Investigating the past Pupils will look carefully at pictures and objects to find information and respond to simple questions about the past.</p> <p>Pupils will identify different ways in which the past is represented.</p> <p>Pupils will ask and answer questions about the past. Pupils begin to understand the reasons why people in the past acted as they did from a range of sources.</p> <p>Pupils will choose and select evidence and say how it can be used to find out about the past.</p> <p>Thinking like a historian Pupils will recount historic details from eyewitness account, photos and artefacts.</p>	<p>Investigating the past Identify why the Great Fire of London spread so quickly.</p> <p>Thinking like a historian Know the impact of the Great Fire of London and the</p>	<p>before and after to show the passing of time.</p> <p>Recognise that stories they have read help them understand the differences that exist between places now and in the past.</p> <p>Investigating the past Look carefully at pictures and objects to find information and respond to simple questions about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, 'What was it like for...?' What happened in the past? How long ago did something happen?</p> <p>Thinking like a historian Recount historic details from eye-witness accounts,</p>
<p>What measures were taken to ensure another similar incident wouldn't happen again? I can describe how the fire was stopped and what measures were put in place so a similar incident wouldn't happen again. Describe how the fire was eventually stopped and measures that were taken to ensure another similar incident wouldn't happen again. Identify key architects involved in the rebuild of London after 1666. Explain how fire safety changed and improved after The Great Fire of London</p>				
<p>What have we learnt about the Great Fire of London? I can recall what I have learnt about the Great Fire of London. Recall how and when the Great fire started. Improve their chronological understanding of the 17th century, ordering events from before, during and after the Great Fire. Write their own 'Great Fire of London' poem</p>				

	<p>Pupils begin to understand that an invention can sometimes have a positive impact on an artefact we use everyday (equipment used by fire-fighters).</p> <p>Pupils talk about people and events they have studied and give reasons for their actions.</p> <p>Pupils consider the differences between long ago and now.</p> <p>Communicating Pupils will sort events or objects into groups (then/ now)</p> <p>Pupils will use timelines to order event.</p> <p>Pupils will tell stories about the past including role-play.</p> <p>Pupils will talk, draw or write about aspects of the past.</p> <p>Pupils begin to use ICT to communicate and understand facts.</p>	<p>Pupils will begin to reflect on the significance of what has been learnt from the past.</p> <p>Pupils will develop an awareness of the past and comment on how they found out.</p> <p>Communicating Pupils will use a wide vocabulary of everyday historical terms to describe people and events in history.</p> <p>Pupils will speak about how we have found out about the past.</p> <p>Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.</p> <p>Pupils will present historical information in a simple non-chronological report, chart, story.</p>	<p>measures taken to ensure it did not happen again.</p> <p>Communicating Know about the causes and impact of the Great Fire of London based on sources of information.</p>	<p>photos and artefacts.</p> <p>Begin to reflect on the significance of what was learnt from the past.</p> <p>Communicating Use a wide vocabulary of everyday historical terms to describe objects, people or events in History.</p> <p>Speak about how we have found out about the past.</p> <p>Present historical information in a simple non-chronological report, independent writing and quiz.</p>
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Women in History

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>Who was Mary Anning and what was her life like? I can identify Mary Anning and sequence events from her life.</p> <p>Identify who Mary Anning was and when she lived. Know where Mary Anning lived and why this was key to her later discoveries. Sequence events from Mary Anning's life</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils appreciate what a timeline is.</p>	<p>Chronology Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about an event.</p>	<p>Chronology Know when Mary Anning and Florence Nightingale achieved their accomplishments.</p>	<p>Chronology Understand the words past and present when telling others about an event.</p> <p>Order a few events and artefacts from the recent past.</p> <p>Create a simple timeline to capture events in the lives of famous people.</p>
<p>What was Mary Anning's most important discovery? I can describe the key discoveries in Mary Anning's life.</p> <p>Describe the key discoveries made by Mary Anning during her lifetime. Identify what was important about each of Mary Anning's major discoveries. Order discoveries in order of importance, and give reasons for these decisions</p>	<p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will create a simple timeline to sequence events from Women in History.</p> <p>Pupils remember parts of stories they have had read or have had read to them to them which involve memories about the past.</p>	<p>Pupils recognise that stories they have read help them understand about the differences that exists between the place in and places in the past (hospitals).</p> <p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present, future, century, new, decade, newest, oldest, modern, before, after, to show the passing of time.</p>		
<p>Why and how is Mary Anning remembered? I can describe why and how Mary Anning is remembered today.</p> <p>Describe how Mary Anning was recognised for her discoveries during her lifetime. Describe how Mary Anning is remembered for her achievements today. Write a letter identifying reasons why Mary Anning should be remembered today</p>	<p>Pupils recognise that familiar objects we have today would have been different in the past.</p> <p>Investigating the past Pupils will respond to simple questions about the past.</p>	<p>Investigating the past Pupils will look carefully at pictures and objects to find information and respond to</p>		
<p>Who was Florence Nightingale and when did she live?</p>				<p>Investigating the past Look carefully at pictures and</p>

<p>I can identify Florence Nightingale and describe some of the events in her life.</p> <p>Identify who Florence Nightingale was and when she lived. Know some details of Florence Nightingale’s life. Know that Florence Nightingale worked in hospitals during the Crimean War Discuss similarities and difference between the lives of Florence Nightingale and Mary Anning</p>	<p>Pupils will observe and handle artefacts and ask simple questions about the past.</p> <p>Pupils will offer an opinion as to why something may have happened in the past and why they know.</p> <p>Pupils will explore events, look at pictures and ask questions, which/ what?</p>	<p>simple questions about the past.</p> <p>Pupils will identify different ways in which the past is represented.</p> <p>Pupils will ask and answer questions about the past.</p>	<p>about the lives of Mary Anning and Florence Nightingale.</p>	<p>objects to find out information and respond to simple questions about the past.</p> <p>Identify different ways in which the past is represented.</p>
<p>How did Florence improve the lives of the soldiers when she arrived in the Crimea?</p> <p>I can compare conditions in hospitals before and after the work of Florence Nightingale.</p> <p>Compare the conditions in hospitals before and after the work of Florence Nightingale. Identify ways in which Florence Nightingale changed conditions in hospitals. Understand why the changes made by Florence Nightingale made hospitals better</p>		<p>Pupils begin to understand the reasons why people in the past acted as they did from a range of sources.</p> <p>Pupils choose and select evidence and say how it can be used to find out about the past.</p>		<p>Ask and answer questions, ‘What was it like for...?’ What happened in the past? How long ago did something happen?</p>
<p>Why and how is Florence Nightingale remembered?</p> <p>Describe how Florence Nightingale was recognised for her achievements during her lifetime. Describe how Florence Nightingale is remembered for her achievements today. Give reasons why Florence Nightingale was an influential woman in history.</p>				<p>Begin to understand the reasons why people in the past acted as they did from a range of sources.</p>
<p>Who was the most influential of these women?</p> <p>Summarise the significance of the lives of Florence Nightingale and Mary Anning reflect on actions during the lives of these two individuals which were ‘influential’ Make a judgement on who they believe was the most ‘influential’ and give reasons for this opinion based on knowledge of the lives of these two women in history. (*pupils will develop understanding of this term throughout the unit.)</p>	<p>Thinking like a historian</p> <p>Pupils will begin to identify and recount historic details from the past from sources, e.g. pictures/ stories.</p> <p>Pupils begin to understand that an invention can sometimes have a positive impact on an artefact</p>	<p>Thinking like a historian</p> <p>Pupils appreciate the people in the past who contributed to national and international achievement.</p> <p>Pupils will recount historic details from eyewitness account photos and artefacts.</p>	<p>Thinking like a historian</p> <p>Compare the achievements of significant women in history – Mary Anning and Florence Nightingale.</p>	<p>Thinking like a historian</p> <p>Appreciate the people in the past who have contributed to National and International achievements.</p>

	<p>we use everyday (hospital/ medicine).</p> <p>Pupils talk about people and events they have studied and give reasons for their actions.</p> <p>Pupils consider the differences between long ago and now.</p> <p>Communicating Pupils will sort events or objects into groups (then/ now).</p> <p>Pupils will use timelines to order events.</p> <p>Pupils will tell stories about the past including role-play.</p> <p>Pupils will talk, draw or write about aspects of the past.</p> <p>Pupils begin to use ICT to communicate and understand facts.</p>	<p>Pupils begin to recognise the significance of what has been learnt from the past.</p> <p>Pupils will develop an awareness of the past and comment on how they found out.</p> <p>Communicating Pupils will use a wide vocabulary of everyday historical terms to describe people and events in history.</p> <p>Pupils will speak about how we have found out about the past.</p> <p>Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.</p> <p>Pupils will present historical information in independent writing.</p>	<p>Communicating Talk about the lives and achievements of Mary Anning and Florence Nightingale.</p>	<p>Recount historic details from eye-witness accounts, photos and artefacts.</p> <p>Begin to reflect on the significance of what has been learnt from the past.</p> <p>Develop an awareness of the past and comment on how they found out.</p> <p>Communicating Use timelines to order events.</p> <p>Tell stories about the past – role-play.</p> <p>Use a wide range vocabulary of everyday historical terms to describe events, objects and people in history.</p> <p>Speak about how they have found out about the past.</p> <p>Make labelled drawings and tables and write sentences, speaking (including</p>
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				<p>drama) and use ICT to begin to show ideas.</p> <p>Present historical information in a simple Non chronological report, independent writing, fact file and quiz.</p>
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The Gunpowder Plot

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>What do we know about Bonfire Night? I can reflect on what I know about Bonfire night. Reflect on their past experiences of Bonfire night. Describe how celebrations during Bonfire night make them feel using their five senses. Describe evidence that shows Guy Fawkes lived in the past.</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils begin to appreciate what a timeline is.</p> <p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will create a simple timeline to capture events of the Gunpowder Plot.</p> <p>Pupils remember parts of stories they have had read to them which involve memories about the past.</p>	<p>Chronology Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about the Gunpowder Plot.</p> <p>Pupils order events of the Gunpowder Plot on a simple timeline.</p> <p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present, future, century, new, decade, newest, oldest, modern, before, after, to show the passing of time.</p>	<p>Chronology Know when the Gunpowder Plot occurred.</p>	<p>Chronology Create a simple timeline to capture events.</p> <p>Remember parts of stories they have read or have had read to them which involve memories about the past.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Order a few events and artefacts from the past.</p> <p>Use words and phrases such as old, new, past, present, before, after.</p>
<p>What was life like in 1605? I can identify how life was different in 1605. Identify how life in 1605 was different to today. Make comparisons between travel, clothing and technology in 1605 and today.</p>				
<p>What was the Gunpowder Plot? I can sequence the events of the Gunpowder Plot Understand and sequence the events of the Gunpowder Plot. Imagine and recreate the experiences of people through the use of drama. Begin to understand the significance of Guy Fawkes and the Gunpowder Plot.</p>				
<p>What was the role of Thomas Percy? I can question the role of Thomas Percy. Match key pieces of evidence with statements about the past.</p>				
<p>Discuss the different roles of some of the plotters in the Gunpowder Plot. Question the actions and the role of Thomas Percy.</p>		<p>Investigate the past Pupils will look carefully at</p>	<p>Investigate the past</p>	<p>Investigate the past</p>

How is the Gunpowder Plot remembered today?
I can describe how the Gunpowder Plot is remembered today.
Understand the significance of the Gunpowder Plot and Guy Fawkes.
Find out about how the Gunpowder Plot is remembered both in the past and today.
Describe why Guy Fawkes could be described as famous and why Bonfire Night is remembered today.

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Investigate the past
Pupils will respond to simple questions about the past.
Pupils will observe events, pictures and artefacts and ask simple questions about the past.
Pupils will offer an opinion as to why something may have happened in the past and why they know.

pictures and objects to find information and respond to simple questions about the past.
Pupils will identify different ways in which the past is represented.
Pupils will ask and answer questions about the past.
Pupils begin to understand the reasons why people in the past acted as they did from a range of sources.
Pupils will choose and select evidence and say how it can be used to find out about the past.

Thinking like a historian

Understand why the Gunpowder Plot failed.

Look carefully at pictures and objects to find out information and respond to simple questions about the past.
Offer an opinion as to why something may have happened in the past and how they know.
Identify different ways in which the past is represented.
Ask and answer questions, 'What was it like for...?'
What happened in the past? How long ago did something happen?
Begin to understand the reasons why people in the past acted as they did from a range of sources.
Choose and select evidence and say how it can be used to find out about the past.

	<p>Thinking like a historian Pupils will begin to identify and recount historic details from the past from sources, e.g. pictures/ stories.</p> <p>Pupils talk about people and events they have studied and give reasons for their actions (Guy Fawkes and Thomas Percy).</p> <p>Pupils consider the differences between long ago and now.</p> <p>Communicating Pupils will sort events or objects into groups (then/ now)</p> <p>Pupils will use timelines to order event.</p> <p>Pupils will tell stories about the past including role-play.</p> <p>Pupils will talk, draw or write about aspects of the past.</p>	<p>Pupils will recount historic details from eyewitness account, photos and artefacts.</p> <p>Pupils will begin to reflect on the significance of what has been learnt from the past.</p> <p>Pupils will develop an awareness of the past and comment on how they found out.</p> <p>Communicating Pupils will use a wide vocabulary of everyday historical terms to describe people and events in history.</p> <p>Pupils will speak about how we have found out about the past.</p> <p>Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.</p> <p>Pupils will present historical information in a simple non-</p>	<p>Thinking like a historian Know the reasons why we are still remember and celebrate Bonfire Night.</p> <p>Communicating Know how and why the Gunpowder plot occurred.</p>	<p>Thinking like a historian Recount historic details from eye-witness accounts, photos and artefacts (sources).</p> <p>Begin to reflect on the significance of what has been learnt from the past. Develop an awareness of the past and comment on how they found out.</p> <p>Talk about some people and events that they have studied and give reasons for their actions.</p> <p>Communicating Use timelines to order events.</p> <p>Tell stories about the past – role-play.</p> <p>Use a wide range of everyday historical terms to describe events, objects and people in history.</p>
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Pupils begin to use ICT to communicate and understand facts.

chronological report, chart, story.

Speak about how they have found out about the past.

Make labelled drawings and tables and write sentences, speaking (including drama) and use ICT to begin to show ideas.

Present historical information in a simple Non chronological report, independent writing, fact file and quiz.

Explorers

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>What is an explorer? I can explain what an explorer is. Explain what an explorer is and what they do. Discuss the transport and equipment needed to explore different parts of the world; begin to recognise that these have changed over time. Order some significant explorers on a timeline and identify continents to which they travelled.</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils will appreciate the difference between long ago and very long ago.</p>	<p>Chronology Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about an event.</p>	<p>Chronology Know when the achievements of Christopher Columbus, Captain Cook and Neil Armstrong occurred in History.</p>	<p>Chronology Create a simple timeline to capture events.</p> <p>Remember parts of information texts they have read or had read to them which involve memories of the past.</p>
<p>Who was Christopher Columbus? I can say who Christopher Columbus was and recall key facts about him. Identify when Christopher Columbus lived, and some key facts about him. Explain where and how Christopher Columbus travelled and what his aims were.</p>	<p>Pupils will create a simple timeline to sequence events from famous explorers.</p> <p>Pupils remember parts of stories they have had read or have had read to them which involve about the past.</p> <p>Pupils recognise that familiar objects we have today would have been different in the past.</p>	<p>Pupils will order a few events and artefacts from the past.</p> <p>Pupils recognise that stories they have read help them understand about the differences that exists between the place in and places in the past.</p>		<p>Understand and use words past and present when telling others about an event.</p>
<p>What did Christopher Columbus discover? I can describe what Christopher Columbus discovered on his voyages. Describe what Columbus discovered on his voyages to the Americas. Describe the impact of Columbus' discoveries and what things he brought back to Europe. Say whether they think Columbus' discovery of the Americas was a good/bad thing and give reasons for this</p>	<p>Pupils appreciate what a timeline is.</p>	<p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present, future, century, new, decade, newest, oldest, modern, before, after, to show the passing of time.</p>		<p>Order a few events and artefacts from the recent past.</p> <p>Use words and phrases such as old, new, past,</p>

<p>Who was Captain James Cook? I can describe Captain Cook's voyages and explain why he went on them. Identify when Captain James Cook lived, and know some key facts about his life (including local significance). Know the three main voyages Captain Cook went on, and the reasons for these. Know some key places explored/discovered by Captain Cook.</p>	<p>Investigating the Past Pupils will respond to simple questions about the past.</p> <p>Pupils will observe and handle artefacts and ask simple questions about the past.</p> <p>Pupils will offer an opinion as to why something may have happened in the past and why they know.</p>	<p>Investigating the past Pupils will look carefully at pictures and objects to find information and respond to simple questions about the past.</p> <p>Pupils will identify different ways in which the past is represented.</p>	<p>Investigating the past Know the achievements of Christopher Columbus, Captain Cook and Neil Armstrong and how exploration has changed over time.</p>	<p>present, before, after. Investigating the past Look carefully at pictures and objects to find out information and respond to simple questions about the past.</p>
<p>How do Captain Cook's discoveries compare to the achievements of Christopher Columbus? I can compare Captain Cook's discoveries to those of Christopher Columbus. Explain the impact of Cook's first voyage. Make comparisons between journeys that Captain James Cook made and what that journey would look like today. Identify key differences between the impact of the voyages of Columbus and Captain Cook</p>	<p>Pupils will explore events, look at pictures and ask questions, which/ what?</p>	<p>Pupils will ask and answer questions about the past.</p> <p>Pupils begin to understand the reasons why people in the past acted as they did from a range of sources.</p>		<p>Offer an opinion as to why something may have happened in the past and how they know.</p>
<p>Who was Neil Armstrong? I can find out about Neil Armstrong and describe the impact his landing on the moon had. Find out who Neil Armstrong was and why he is remembered today. Describe Neil Armstrong's landing on the moon and the impact this had on the world. Compare the exploration of Captain James Cook, Christopher Columbus and Neil Armstrong. Compare how life in Columbus and Cook's time was different to the 1900s.</p>		<p>Pupils choose and select evidence and say how it can be used to find out about the past.</p>		<p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, 'What was it like for...?' What happened in the past? How long ago did something happen?</p> <p>Begin to understand the reasons why</p>

<p>Who was the greatest explorer? I can describe who I think was the greatest explorer.</p> <p>Understand the impact of world exploration and how exploration has developed over time. Describe who they think was the greatest explorer.</p>	<p>Thinking like a historian Pupils will begin to identify and recount historic details from the past from sources, e.g. pictures/stories.</p> <p>Pupils begin to understand that an invention can sometimes have a positive impact on an artefact we use everyday (changes in equipment used for exploring)</p> <p>Pupils talk about people and events they have studied and give reasons for their actions.</p> <p>Pupils consider the differences between long ago and now.</p>	<p>Thinking like a historian Pupils appreciate the people in the past who contributed to national and international achievement.</p> <p>Pupils will recount historic details from eyewitness account, photos and artefacts.</p> <p>Pupils begin to recognise the significance of what has been learnt from the past.</p> <p>Pupils will develop an awareness of the past and comment on how they found out.</p>	<p>Thinking like a historian Recognise and identify how exploration has changed over time.</p>	<p>people in the past acted as they did from a range of sources.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Thinking like a historian Recount historic details from eye-witness accounts, photos and artefacts (sources).</p> <p>Begin to reflect on the significance of what has been learnt from the past. Develop an awareness of the past and comment on how they found out.</p> <p>Talk about some people and events that they have studied and give reasons for their actions.</p> <p>Begin to understand that an invention can</p>
<p>Which modern explorers are we aware of today? I can identify modern explorers today and describe what they have done.</p> <p>Describe how exploration has changed over time. Identify examples of exploration today.</p>				

Communicating

Pupils will sort events or objects into groups (then/ now).

Pupils will use timelines to order events.

Pupils will tell stories about the past including role-play.

Pupils will talk, draw or write about aspects of the past.

Pupils begin to use ICT to communicate and understand facts.

Communicating

Pupils will use a wide vocabulary of everyday historical terms to describe people and events in history.

Pupils will speak about how we have found out about the past.

Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.

Pupils will present historical information in independent writing.

Communicating

Know and talk about the achievements of Christopher Columbus, Captain Cook and Neil Armstrong.

sometimes have a positive impact on an artefact that we use today.

Communicating

Use timelines to order events.

Tell stories about the past.

Use a wide range of everyday historical terms to describe events, objects and people in history.

Speak about how they have found out about the past.

Make labelled drawings and write sentences, chart, speaking and use ICT to begin to show ideas.

Present historical information in a simple Non chronological report, independent writing, fact file and quiz.

Comparing Queens

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y1 On-going key objectives/ end points	Y2 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>What is a monarch? I can describe the role of a monarch. Know what a monarch is and describe the role of a monarch. Name the three monarchs that will be the focus of this unit: Elizabeth I, Queen Victoria and Elizabeth II and know the order in which they reigned.</p>	<p>Chronology Pupils will use words to show the passing of time.</p> <p>Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will create a simple timeline to sequence events from famous explorers.</p>	<p>Chronology Pupils will appreciate the difference between long ago and very long ago.</p> <p>Pupils will understand and use the words past and present when telling others about an event.</p>	<p>Chronology Know when the reigns of Queen Elizabeth I, Queen Victoria and Elizabeth II occurred in history.</p>	<p>Chronology Appreciate the difference between long ago and very long ago.</p> <p>Create a simple timeline to capture events.</p>
<p>Who is Queen Elizabeth II? I can sequence the life of Queen Elizabeth II and describe her significance as a British monarch. Understand that the title of King or Queen is inherited. Using a family tree; recognise that Elizabeth II succeeded the throne from her father, and that her oldest son will be the next British monarch. Know some key facts about the life of Elizabeth II and sequence these in chronological order. Describe why Elizabeth II is a significant/important British monarch.</p>	<p>Pupils remember parts of stories they have had read or have had read to them to them which involve about the past.</p> <p>Pupils recognise that familiar objects we have today would have been different in the past (Victorian era).</p>	<p>Pupils will order a few events and artefacts from the recent past.</p> <p>Pupils recognise that stories they have read help them understand about the differences between Queens in the past and present.</p>		<p>Remember parts of stories they have read or had read to them which involve memories of the past.</p> <p>Understand and use words past and present when telling others about an event.</p>
<p>Who was Queen Victoria and what is she remembered for? I can identify reasons why Queen Victoria is remembered as significant monarch. Describe who Queen Victoria was and know some key facts about her reign. Identify reasons why Queen Victoria is a significant monarch Compare the reigns of Queen Victoria and Elizabeth II</p>	<p>Pupils appreciate what a timeline is.</p>	<p>Pupils will use words and phrases such as; old, new, earliest, latest, past, present, future, century, new, decade, newest, oldest, modern, before, after, to show the passing of time.</p>		<p>Order a few events from the past.</p> <p>Use words and phrases such as old, new, past, present, before, after to show the passing of time.</p>

<p>What was life in Britain like during Queen Victoria's reign? I can describe what life was like during the reign of Queen Victoria.</p> <p>Describe aspects of life in Victorian England (clothing, housing, transport, school) Identify differences between the lives of rich and poor people during Victorian times. Understand that lots of things in Britain changed during the reign of Queen Victoria.</p>	<p>Investigating the past</p> <p>Pupils will respond to simple questions about the past.</p> <p>Pupils will observe and handle artefacts and ask simple questions about the past.</p> <p>Pupils will offer an opinion as to why something may have happened in the past and why they know.</p> <p>Pupils will explore events, look at pictures and ask questions, which/ what?</p>	<p>Investigating the past</p> <p>Pupils will look carefully at pictures and objects to find information and respond to simple questions about the past.</p> <p>Pupils will identify different ways in which the past is represented.</p> <p>Pupils will ask and answer questions about the past.</p> <p>Pupils begin to understand the reasons why people in the past acted as they did from a range of sources (Queens).</p> <p>Pupils choose and select evidence and say how it can be used to find out about the past.</p>	<p>Investigating the past</p> <p>Identify what life was like during the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.</p>	<p>Investigating the past</p> <p>Look carefully at pictures and pictures of objects to find out information and respond to simple questions about the past.</p> <p>Offer an opinion as to why something may have happened in the past and how they know.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, 'What was it like for...?' What happened in the past? How long ago did something happen?</p> <p>Begin to understand the reasons why people in the past acted as</p>
	<p>Thinking like a historian</p> <p>Pupils will begin to identify and recount historic details from the past from sources, e.g.</p>	<p>Thinking like a historian</p> <p>Pupils appreciate the people in the past who contributed to</p>		<p>they did from a range of sources.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>

<p>Who was Queen Elizabeth I and what is she remembered for? I can describe who Queen Elizabeth was and why she is remembered. Ask and answer questions about a portrait of Elizabeth I, thinking about what they tell us about her. Describe who Queen Elizabeth was, and know some key facts about her reign. Compare what pupils know about Elizabeth I and Queen Victoria Explain why Elizabeth was a significant monarch and how she is remembered.</p>	<p>differences between rich and poor. Pupils talk about people and events they have studied and give reasons for their actions (Queens). Pupils consider the differences between long ago and now.</p>	<p>national achievement. Pupils will recount historic details from eyewitness account, photos and artefacts. Pupils begin to recognise the significance of what has been learnt from the past.</p>	<p>Thinking like a historian Recognise similarities and differences between Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.</p>	<p>Thinking like a historian Appreciate the people in the past who have contributed to National and International achievements. Recount historic details from eye-witness accounts, photos and artefacts (sources). Begin to reflect on the significance of what has been learnt from the past.</p>
<p>What was life like in Britain during Queen Elizabeth I's reign? I can describe what life was like in Britain during Queen Elizabeth I's reign. Describe aspects of life in Tudor England (clothing, housing, food, entertainment) Recognise differences between the lives of rich and poor people during Tudor times. Compare aspects of life during the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II</p>		<p>Pupils will develop an awareness of the past and comment on how they found out.</p>		<p>Develop an awareness of the past and comment on how they found out.</p>
<p>How were the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II the same or different? I can compare the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. Recall key knowledge about the lives of each queen, identifying similarities and differences Describe why each Queen is significant (what they are remembered for) Describe aspects of life in Elizabethan and Victorian England, recognising some similarities and</p>				<p>Talk about some people and events that they have studied and give reasons for their actions. Begin to understand that an invention can</p>

<p>differences between them and how these are the same/different to today.</p>	<p>Communicating Pupils will sort events or objects into groups (then/ now).</p> <p>Pupils will use timelines to order events.</p> <p>Pupils will tell stories about the past including role-play.</p> <p>Pupils will talk, draw or write about aspects of the past.</p> <p>Pupils begin to use ICT to communicate and understand facts.</p>	<p>Communicating Pupils will use a wide vocabulary of everyday historical terms to describe people and events in history.</p> <p>Pupils will speak about how we have found out about the past.</p> <p>Pupils will make labelled drawings and write sentences, speaking (including drama) and use ICT to begin to show ideas.</p> <p>Pupils will present historical information in independent writing.</p>	<p>Communicating Know why Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were remembered.</p>	<p>sometimes have a positive impact on an artefact that we use today.</p> <p>Communicating Use timelines to order events.</p> <p>Tell stories about the past.</p> <p>Use a wide range of everyday historical terms to describe events, objects and people in history.</p> <p>Speak about how they have found out about the past.</p> <p>Make labelled drawings and write sentences, speaking and use ICT to begin to show ideas.</p> <p>Present historical information in a simple Non chronological report, independent writing, fact file and quiz.</p>
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