

**Topic Question:**

British History

What has changed since our Grandparents were at children?

**National Curriculum Link:**

British History

Changes within living memory

**Enrichment:**

Photographs from parents and grandparents.

Village walk.

**Prior Learning:**

Chronological skills such as being aware of days of the week, months of the year and seasons; being aware that our age is how many years it has been since we were born; looking at baby photos of ourselves and comparing them to what we look like and can do now; awareness of vocabulary such as yesterday, tomorrow, last week, next week; awareness of what year it is.

**Historical Threads**

Church, conflict, monarchy and settlements

Taught through Understanding the world EYFS

**Key Essential Skills and knowledge:**

- develop an awareness of the past
- use common words and phrases relating to the passing of time
- identify similarities and differences between ways of life in different periods.

**Sticky Knowledge for topic:**

- I can use a basic timeline using blocks of ten to show a decade.
- To know that different people grew up at different times and had different childhoods.
- I can sequence events that occur in my life and explain the order.
- I can compare different childhoods: school days, clothes etc.
- I can learn about the past from looking at photographs and real items.
- I can identify the similarities and differences between my own and that of other generations.
- I can ask questions and begin to answer them.

<b>Generic Vocabulary:</b> year, decade, century, 1960's etc, ancient, modern, timeline, date, order.	<b>Topic Vocabulary:</b> me, siblings, parent, Grandparent, Great Grandparent, change, memory & living memory, lifetime, remember.
<b>Sequence:</b> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What is different about the people in my family?</li> <li>• What has happened in my life?</li> <li>• What is the same/different about mine and my parents childhood?</li> <li>• What can we look at about that tells us about childhoods in the past?</li> <li>• Can we use the sources (above) to show similarities and differences between childhoods of the past and now?</li> </ul>	
<b>Thinking Deeper:</b> Would they prefer to be at school when their grandparents were at school or now? Why?	
<b>Possible books/resources:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zc9s6g8">https://www.bbc.co.uk/bitesize/topics/zc9s6g8</a></li> </ul>	
<b>Links:</b> <b>Subject Specific links</b> – Maths: Looking at time periods, lengths of time passed, years, ages; English: Interviewing techniques. <b>Personal development</b> – Developing a sense of their own past and that of their family <b>SMSC</b> – Recognising that society was different for people in the past <b>Cultural Capital</b> – Recognising advances in technology, inventions, education and safety over the years. <b>Careers</b> – Historian, school staff. <b>British Values</b> – Has society improved since their grandparents were children? <b>Equality</b> – Were there any differences between subjects studied for boys and girls when their grandparents were at school? Was that fair? <b>Independence</b> – to enquire and ask questions about points in history. <b>Community</b> – recognise that communities are made up of people of different ages. <b>Outdoor learning</b> – forest school walks around the village to see the old school.	

<b>Year 1 History – Gunpowder Plot</b>		Autumn 2 <sup>nd</sup> Half Term
<b>Topic Question:</b> Why do we remember Guy Fawkes?		
<b>National Curriculum Link:</b> British History Key events, significant people		
<b>Enrichment:</b> Bonfire night experience		
<b>Prior Learning:</b> Some children may know what Bonfire Night is or what they do on Bonfire night. Children may have personal experiences and knowledge to share.		
<b>Historical Threads</b> Church, conflict, monarchy and settlements Taught through Understanding the world EYFS		
<b>Key Essential Skills and knowledge</b> <ul style="list-style-type: none"> <li>• I can learn about events beyond living memory that are significant nationally or globally.</li> <li>• I know where the people and events they study fit within a chronological framework.</li> <li>• I know and understand the history of the UK as a coherent, chronological narrative.</li> </ul>		
<b>Sticky Knowledge for topic:</b> <ul style="list-style-type: none"> <li>• Use a basic timeline using blocks of ten to show a decade.</li> <li>• Guy Fawkes was born in York in 1570.</li> <li>• James I was a protestant.</li> <li>• During this period of history Catholics were treated badly.</li> <li>• Guy Fawkes and the plotters planned to blow up the Houses of Parliament.</li> <li>• Guy Fawkes and others were caught 5<sup>th</sup> November 1605.</li> <li>• Guy Fawkes and others were executed for treason in 1606.</li> <li>• We remember this event every year on 5<sup>th</sup> November with firework displays.</li> <li>• Remember, remember the 5<sup>th</sup> of November Gunpowder, treason and plot I see no reason why gunpowder treason should ever be forgot</li> </ul>		
<b>Generic Vocabulary:</b> year, decade, century, 1960's etc, ancient, modern, timeline, date, order		<b>Topic Vocabulary:</b> Guy Fawkes, Guido, Parliament, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered.
<b>Sequence:</b>		

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb>

- What is a timeline?
- Why the gunpowder plot happen?
- What happened during the gunpowder plot?
- What happened after the gunpowder plot?

**Thinking Deeper:**

Was the gunpowder plot a set up?

**Possible books/resources:**

- <https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb>
- Topy and Tim's Bonfire Night
- The Gunpowder Plot by Liz Gogerly

**Links:**

**Subject Specific links** – Maths: Looking at periods of time and how many years ago;; Geography: Locating London/Houses of Parliament on a map and that it is the capital city of England; locating York on a map and knowing it is our closest city.

**Personal development** – to be aware that events in the past have significance on today's society; to develop a sense of empathy for those who were affected by these tragic events.

**SMSC** – Jobs and roles from the past - what do we think of them? Would you want to do that today? Right and wrong apply this to their own lives.

**Cultural Capital** – establishment of bonfire night across the country.

**Careers** – Historian, jobs in parliament.

**British Values** – Rules and laws that were developed as a result of these events.

**Equality** – Were the Protestant s and Catholics treated fairly? What happened to the plotters as a result of these actions? Was this fair?

**Independence** – to enquire and ask questions about points in history.

**Community** – recognise that communities are made up of people with different views.

**Outdoor learning** – bonfire night experiences, forest school fires

<b>Year 1 History – Toys/Transport</b>		Spring 1 <sup>st</sup> Half Term
<b>Topic Question:</b> How have toys and transport changed over time?		
<b>National Curriculum Link:</b> World History Changes within living memory		
<b>Enrichment:</b> 20 <sup>th</sup> Century toys; photographs from parents and grandparents to make a timeline Visit– Air museum/Railway museum (Year A?)		
<b>Prior Learning:</b> Chronological skills such as being aware of days of the week, months of the year and seasons; being aware that our age is how many years it has been since we were born; looking at baby photos of ourselves and comparing them to what we look like and can do now; awareness of vocabulary such as yesterday, tomorrow, last week, next week; awareness of what year it is.  <b>Historical Threads</b> Church, conflict, monarchy and settlements Taught through Understanding the world EYFS		
<b>Key Essential Skills and knowledge:</b> <ul style="list-style-type: none"> <li>• I know that objects reflect the era in which they were made</li> <li>• I know that changes occur over time</li> <li>• I can consider specific changes within an historical context</li> </ul>		
<b>Sticky Knowledge for topic:</b> <ul style="list-style-type: none"> <li>• I can use a basic timeline using blocks of ten to show a decade.</li> <li>• Toys have changed over time.</li> <li>• Transports changed over time.</li> <li>• In the past, toys were made of wood and metal – plastic had not been invented yet.</li> <li>• In the past, toys with moving parts were mechanical – you had to move a part of the toy to make another part move.</li> <li>• Now we have electricity, many modern toys are electronic and move/function when you turn them on.</li> <li>• George Stephenson built an early steam engine called ‘The Rocket’.</li> <li>• In 1871 people used penny farthing bicycles.</li> <li>• Amelia Earhart was the first woman to fly solo across the Atlantic Ocean in 1932.</li> <li>• Neil Armstrong was one of the first people on the moon in 1969.</li> </ul>		
<b>Generic Vocabulary:</b> year, decade, century, 1960’s etc, ancient, modern, timeline, date, order		<b>Topic Vocabulary:</b> Living memory, beyond living memory, same, different, moving parts, material,

	electronic, Penny farthing, longboat, cart, Amelia Earhart, locomotive.
<b>Sequence:</b> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• What was a longboat?</li> <li>• What was a horse and cart used for?</li> <li>• What was a penny farthing?</li> <li>• How did the steam locomotive change lives?</li> <li>• Who flew the first plane?</li> </ul>	
<b>Thinking Deeper:</b> How will transport have changed in the future?	
<b>Possible books/resources:</b> <ul style="list-style-type: none"> <li>• The Lost Toy Museum</li> <li>• Bob, Man On The Moon</li> <li>• Little People – Neil Armstrong</li> <li>• Emma Jane’s Aeroplane</li> <li>• Little people – Amelia Earhart</li> <li>• The Train Ride</li> <li>• Mrs Armitage on Wheels</li> </ul>	
<b>Links:</b> <b>Subject Specific links</b> – Maths: Looking at time periods, lengths of time passed, years, ages; English: Interviewing techniques. <b>Personal development</b> – Developing a sense of their own past and that of their family <b>SMSC</b> – Recognising that transport was different for people in the past. <b>Cultural Capital</b> – Recognising advances in technology, inventions, education and safety over the years. <b>Careers</b> – Historian, engineer <b>British Values</b> – Has transport improved since their grandparents were children? <b>Equality</b> – Were there any differences between who was able to drive in the past? <b>Independence</b> – to enquire and ask questions about points in history. <b>Community</b> – recognise that local communities have experienced changes in transport over time. <b>Outdoor learning</b> – re-enact stories, paper aeroplanes, provision areas outside	

<b>Year 1 History – Explorers</b>		Spring 2 <sup>nd</sup> Half Term
<b>Topic Question:</b> World History Who Was the Greatest Explorer?		
<b>National Curriculum Link:</b> Lives of significant Individuals		
<b>Enrichment:</b> Music - <a href="https://www.youtube.com/watch?v=R-K9N_mF-hk">https://www.youtube.com/watch?v=R-K9N_mF-hk</a> Portrait gallery of explorers		
<b>Prior Learning:</b> Children have talked about famous people in reception and know what being famous means. Children have learned about pirates in Reception and talk about journeys and voyages. Children know the difference between fact and fiction from stories.		
<b>Historical Threads</b> Church, conflict, monarchy and settlements Taught through Understanding the world EYFS		
<b>Key Essential Skills and knowledge:</b> <ul style="list-style-type: none"> <li>• I can put up to five objects or events in chronological order and use words and phrases like old, new, and a long time ago.</li> <li>• I can appreciate that some famous people have helped our lives be better today.</li> <li>• I recognise the difference between past and present in their own and others' lives. I know and recount episodes from stories about the past.</li> <li>• I use stories to encourage children to distinguish between fact and fiction.</li> </ul>		
<b>Sticky Knowledge for topic:</b> <ul style="list-style-type: none"> <li>• I can use a basic timeline using blocks of ten to show a decade.</li> <li>• To know what an explorer is and why they explore.</li> <li>• To know about some of the Arctic explorers throughout history, focusing on Ernest Shackleton in particular.</li> <li>• To know his story and use this to describe the different things he might have seen as he discovered different places around the Arctic.</li> <li>• Christopher Columbus was a navigator who discovered a sailing route to America while searching for a route to the Far East.</li> <li>• Christopher Columbus proved that the Earth wasn't flat.</li> </ul>		
<b>Generic Vocabulary:</b> year, decade, century, 1960's etc, ancient, modern, timeline, date, order		<b>Topic Vocabulary:</b> Antarctic, different, explorer, voyage, Ernest Shackleton, exploration, discovery,

	unknown, sailor, Captain, location, travelled, Christopher Columbus
<b>Sequence:</b> <ul style="list-style-type: none"> <li>• What is a timeline? Use a basic timeline using blocks of ten to show a decade.</li> <li>• What does an explorer do?</li> <li>• Why do we remember Ernest Shackleton?</li> <li>• Why do we remember Christopher Columbus?</li> <li>• What is so important about Shackleton and Columbus' journeys?</li> <li>• What does it take to be a great explorer?</li> </ul>	
<b>Thinking Deeper:</b> What does it take to be a great explorer? What is there to explore now?	
<b>Possible books/resources:</b> <a href="https://www.youtube.com/watch?v=R-K9N_mF-hk">https://www.youtube.com/watch?v=R-K9N_mF-hk</a> <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a> Shackleton's Journey by William Gill Little People – Ernest Shackleton A Picture Book of Christopher Columbus by John Wallner	
<b>Links:</b> <b>Subject Specific links</b> – Geography: mapping skills and world geography, Maths: co-ordinates. <b>Personal development</b> – Developing a sense of their own past and that of their family. <b>SMSC</b> – Recognising that society was different for people in the past. <b>Cultural Capital</b> – Recognising advances in technology, inventions, education and safety over the years. <b>Careers</b> – Historian, engineer, explorer <b>British Values</b> – Has society improved since Shackleton/Columbus were explores? <b>Equality</b> – Were explorers of the past always men? <b>Independence</b> – to enquire and ask questions about points in history. <b>Community</b> – recognise that expeditions became communities of people. <b>Outdoor learning</b> – what was it like in an explores camp in the past?	

<b>Year 1 History – Dinosaurs</b>	Summer Term
<b>Topic Question:</b> Do dinosaurs still live on Earth?	
<b>National Curriculum Link:</b> World History Changes Beyond Living Memory	
<b>Enrichment:</b> Fossil finding Visit – beach trip	
<b>Prior Learning:</b> Children have used resources to learn about the past. Children have used words to describe the past- long ago, grandparents. Children have answered simple questions about the past (family context). Children have understood when events happened, today, yesterday, morning (Chronology).  <b>Historical Threads</b> Church, conflict, monarchy and settlements Taught through Understanding the world EYFS	
<b>Key Essential Skills and knowledge:</b> <ul style="list-style-type: none"> <li>• I can use understand and use vocabulary such as: a long time ago; in the prehistoric times.</li> <li>• I can show some understanding of how people find out about the past.</li> <li>• I can show some understanding of how evidence is collected to make historical facts.</li> <li>• I understand and can use vocabulary such as reason and event to explain what happened to the dinosaurs.</li> </ul>	
<b>Sticky Knowledge for topic:</b> <ul style="list-style-type: none"> <li>• I can use a basic timeline.</li> <li>• I know most dinosaur fossils have been found in the deserts of North America, China and Argentina.</li> <li>• I understand that deserts keep fossils from being covered in plant matter, so they are preserved well.</li> <li>• I can name some dinosaurs: Tyrannosaurus Rex, Velociraptor, Spinosaurus, Stegosaurus, Parasaurolophus, Triceratops, Brachiosaurus, Oviraptor.</li> <li>• I know that dinosaurs and mammals evolved in the Triassic Period and dinosaurs became extinct at the end of the cretaceous period.</li> <li>• I know why Mary Anning is significant because she discovered lots of fossils and even a complete dinosaur skeleton.</li> <li>• I know that the word dinosaur means ‘terrible lizard’.</li> </ul>	

<b>Generic Vocabulary:</b> year, decade, century, 1960's etc, ancient, modern, timeline, date, order	<b>Topic Vocabulary:</b> Palaeontologist, bones, fossils, footprints, prehistoric, extinct, omnivore, herbivore, carnivore, excavate.
<b>Sequence:</b> <ul style="list-style-type: none"> <li>• What is a timeline? Use a basic timeline.</li> <li>• What were dinosaurs? When did dinosaurs live? What was planet Earth like when dinosaurs were alive?</li> <li>• What did dinosaurs look like?</li> <li>• What did dinosaurs eat?</li> <li>• Why did dinosaurs become extinct?</li> <li>• How do we know that dinosaurs existed?</li> </ul>	
<b>Thinking Deeper:</b> Could dinosaurs live on earth with humans? Where would be the best environment for them?	
<b>Possible books/resources:</b> <ul style="list-style-type: none"> <li>• Stone Girl, Bone Girl by Laurence Anholt</li> <li>• Harry and the Bucketful of Dinosaurs by Ian Whybrow</li> <li>• Mad About Dinosaurs by Giles Andreae (in verse)</li> <li>• How Did the Dinosaurs Get to the Museum? Jessie Hartland (Link to Bog Baby)</li> </ul>	
<b>Links:</b> <b>Subject Specific links</b> – Maths: Looking at time periods, lengths of time passed, years, ages; Science: herbivore, omnivore, carnivore. <b>Personal development</b> – Developing a sense of their own past and that of their family. <b>SMSC</b> – Recognising that society was different for people in the past. <b>Cultural Capital</b> – Recognising advances in technology, inventions, education and safety over the years. <b>Careers</b> – Historian, Palaeontologist <b>British Values</b> – Has society improved since the times of Mary Anning? <b>Equality</b> – Did Mary Anning have the same opportunities as others? <b>Independence</b> – to enquire and ask questions about points in history. <b>Community</b> – are there any members of the community who have made any finds? <b>Outdoor learning</b> – fossil finding beach trip, outdoor provision areas?	