



Highlight by topic

Year 1 Autumn - Tales As Old As Time/Night and Day

Year 1 Spring – Dawn of the Dinosaurs/Brilliant Bristol

Year 1 Summer – 10, 000 Leagues Under the Sea/The Times They Are A' Changing

History

Year 1

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry and Communication
<ul style="list-style-type: none"> • Know about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)- * Awareness of oral storytelling and stories passed down through generations (including favourite stories from own families); * Toys throughout time study (Victorians)-knowledge that some objects belong to the past. • Know about events beyond living memory that are significant nationally or globally- * The Gunpowder Plot-recognise that we celebrate certain events because of what happened many years ago and think about why people in the past acted as they did; * Victorian childhood-discuss differences between their lives and the lives of children from another time in history; * Talk about and describe an important historical event that happened in the past. 	<ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality- * Study of <u>Blackbeard the Pirate</u> (Music link); * Study of significant Bristolian-<u>Hyacinth Hall</u> (link to school and comparison to Victorian times and now). • Know about the lives of significant individuals in the past who have contributed to national and international achievements- * Study of <u>Mary Anning</u>; * Study of <u>Brunel</u>; * Appreciate how some famous people have helped our lives be better today (describe significant people from the past). 	<ul style="list-style-type: none"> • Develop common words and phrases relating to the passing of time, e.g., old, new, a long time ago- * <u>Personal changes</u>-how have we grown? • Develop vocabulary of everyday historical terms- * Use 'before' and 'after' correctly; * Begin to identify objects from the past and say the main differences between old and new objects; * Ask and answer questions about old and new objects, e.g., what was this used for?

Challenge

Year 1	<ul style="list-style-type: none"> • Put up to 5 objects/events in chronological order (recent history); • Explain why certain objects were different in the past; • Explain why someone in the past acted in the way they did; • Can children say why they think a story was set in the past/why 	<ul style="list-style-type: none"> • Can they find out more about a famous person from the past and carry out some research on them? 	<ul style="list-style-type: none"> • Understand some of the ways in which we learn about the past- * Answer questions using a range of artefacts/photographs; * Give examples of things that are different in their life from that of their Grandparents when they were young.
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Highlight by topic

Year 2 Autumn – Explorers

Year 2 Spring - Cities

Year 2 Summer – Artists/Castles

History

Year 2

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry and Communication
<ul style="list-style-type: none"> • Know about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)- * Find out something about the past/ their <u>local area</u> by talking to an older person. • Know about events beyond living memory that are significant national-ly or globally- * <u>The Great Fire of London</u>-comparing London in the past to the present day; * Describe historical events-why did it happen? What were the effects of the Great Fire of London? Does it deserve the name 'Great'? * Historical timeline of different <u>artists</u> and exploring art from different time periods (recreating a variety of historical art); * <u>Ancient Greece</u>-what was life like then and where do Greek myths and legends come from? 	<ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality- * Explain how their <u>local area</u> was different in the past using photographs, pictures and artefacts. • Know about the lives of significant individuals in the past who have contributed to national and international achievements- * Looking at <u>significant explorers</u> from different times in history-Ernest Shackleton; * Research the life of a famous Briton from the past using different resources to help them; * Recount the life of someone famous from Britain who lived in the past , giving attention to what they did earlier and what they did later; * Comparing Ranulph Fiennes to Steve Backshall (different lifestyles); * Sequence a set of events in chronological order and give reasons for the order. 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time confidently- * Recount changes that have occurred in their own lives. • Use a wide vocabulary of everyday historical terms- * Use words and phrases like...'before', 'after', 'then', 'now', 'before I was born', 'when I was younger', etc; * Use 'past' and 'present' accurately. • Ask and answer questions about the past- * <u>Castles</u>-differences in aspects of life...How castles were built/features of a castle; castle hierarchy (Kings and Queens); comparing the life of a page to our own life; * Understand that we have a Queen who rules us and that Britain has had a King or Queen for many years; * Answer questions by using a specific source, such as an information book.

Challenge

Year 2	<ul style="list-style-type: none"> • Explain why eye-witness accounts may vary and compare two versions of an event; • Ask questions such as...'What was it like for people?', 'What happened?', 'How long ago?' • Label timelines with words or phrases such as...'past', 'present', 'older' and 'newer'. 	<ul style="list-style-type: none"> • Sequence events about the life of a famous person; • Sequence a set of objects in chronological order and give reasons for their order. 	<ul style="list-style-type: none"> • Understand some of the different ways in which the past is represented- * Say at least two ways they can find out about the past, for example, books and the Internet.
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