History Topic Planning Cycle B KS1

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|  | Term 1  Night Time, Fright Time  **Kings And Queens** | Term 2  Polar Explorers  **Significant Explorers** | Term 3  Seasons | Term 4  Home Sweet Home | Term 5  Minibeasts | Term 6  Wish You Were Here?  **Travel and Transport** |
| National Curriculum | Changes within living memory.  The lives of significant individuals (Richard 3rd, Queen Elizabeth 1st, Queen Victoria). | The lives of significant individuals (Idn Battuta, Matthew Henson, Felicity Aston). |  |  |  | Changes within living memory.  Events beyond living memory (first flight).  The lives of significant individuals. |
| **Sticky Knowledge**  Chronology and Causation | To appreciate the difference between long and and very long ago. | Remember parts of stories they have read or have had read to them which involve memories about the past. |  |  |  | Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past. |
| **Sticky Knowledge**  Historical Significance and Interpretation | To begin to reflect on the significance of what has been learn from the past. | To be able to talk about some people and events that they have studied and the reasons for their actions. |  |  |  | To begin to understand that an invention can have a positive impact on an artefact we use everyday. |
| **Sticky Knowledge**  Historical Enquiry | Choose and select evidence and say how it can be used to find out about the past. | Understand some ways we find out about the past. |  |  |  | Recognise the importance of basing ideas on evidence. |
| Vocabulary | Monarch, kings, queen, heir, crown, parliament, reign, rule, Tudor, Elizabethan, Victorian | Arctic, Antarctica, exploration, voyage, astronaut, polar, North Pole. Significant, commemoration. |  |  |  | Travel, transport, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train, engineer, locomotive, coal wagon, invention, Stephenson’s Rocket, Industrial Revolution, hot air balloon, aeroplane, , Wright Flyer. |
| Prior Knowledge | Talk about the lives of people around them and their roles in society. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |  |  |  | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| Prior Skills |  |  |  |  |  |  |
| Session Overview | 1. The role of a monarch. 2. Significant British monarchs. 3. Family Trees/ chronology 4. Richard III 5. A medieval banquet/ comparing past and present. 6. Comparing Elizabeth I and Queen Victoria. | 1. What makes someone a significant person? 2. Idn Battuta 3. Matthew Henson 4. Felicity Aston   **Composite Task:**  How could these people be remembered? |  |  |  | 1. How has transport changed? 2. Early travel: The Viking Longboats. 3. A history of cars. 4. George Stephenson and the trains. 5. A history of flight. 6. Comparing the past, present and future. |

History Topic Planning Cycle A KS1

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|  | Term 1  Me  **Local History Study** | Term 2  London  **The Great Fire of London** | Term 3  Is there anyone out there?  **Neil Armstrong** | Term 4  Forests | Term 5  Walk the Plank | Term 6  African Adventure |
| National Curriculum | Significant historical events, people and places in their own locality. | Events beyond living memory that are significant nationally. | The lives of significant individuals. |  |  |  |
| **Sticky Knowledge**  Chronology and Causation | Know that the toys that their parents and grandparents played with are different from their own.  Know the difference between their school days and that of their grandparents.  Begin to know what a timeline is by looking at a timeline over the past 10 years. | Know where the events studied fit into a timeline. | Create a simple timeline to capture recent events. |  |  |  |
| **Sticky Knowledge**  Historical Significance and Interpretation | To identify similarities and differences between different times. | Recount historic events from eyewitness accounts. | To be able to talk about some people and events that they have studied and give reasons for their actions. |  |  |  |
| **Sticky Knowledge**  Historical Enquiry | Respond to questions about the past.  Observe and handle artefacts and ask questions about the past. | Offer an opinion as to why something may have happened in the past and why they know. | Find answers and respond to simple questions about the past. |  |  |  |
| Vocabulary | Decade, Victorian, glass, plastic, wood, computer, blackboard, chalk, whiteboard | Pudding Lane, London. River Thames, Tower of London, St Paul’s Cathedral, the city wall, 1666, Thomas Farriner, King Charles II, Samuel Pepys/John Evelyn |  |  |  |  |
| Prior Knowledge | Talk about the lives of people around them and their roles in society. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |  |  |  |  |
| Prior Skills |  |  |  |  |  |  |
| Session Overview | 1. What was school like when our parents came to school? Changes in technology. 2. What was school like when our grandparents came to school? Invite grandparents in to discuss their experiences. 3. Chronology. Sort pictures/ artefacts from school (toys) from past fifty years. 4. Look at photographs of Kingswood School from Victorian times. Are these older than our grandparents? How do we know? 5. **Composite Task**   Create a class museum about schools in the past. | 1. When was the Great Fire of London and what happened? 2. How did the fire start and why did it burn? 3. How do we know what happened? 4. How did they try to stop the fire? 5. What happened to the people who lost their homes in the fire? 6. Why is the Great Fire of London significant? | **Significant Explorers**  Lesson 5: Neil Armstrong |  |  |  |