

Key Stage 1: History: Unit 1

Our units are flexible across the year so there is more continuity with our theme overviews.



Enquiry: <i>What does it take to be a great explorer? SUMMER TERM Y1</i>																										
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 timesThe achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorerThe accomplishments of Amy JohnsonWhy Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that timeWhat Christopher Columbus succeeded in doing during his expeditionsWhy Christopher Columbus was able to accomplish what he didWho Neil Armstrong was and what he achieved in 1969What the ‘space race’ was during the 1960sThe particular challenges that will be faced by explorers to MarsThe personal qualities that most explorers must have in order to succeed <p>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 lifeevents beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none">PhotographsFilmsPaintingsWoodcut printsLettersMaps <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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>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’. 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Key Stage 1 History: Unit 2

Enquiry: <i>Who is the greatest history maker? AUTUMN TERM Y1</i>																										
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 1605Why Guy Fawkes and his conspirators planned to blow up ParliamentHow this failed attempt is commemorated each yearWhy Guy Fawkes can be considered a significant person in historyWhat Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O’Malley and Elizabeth I achieved in their life timesHow the accomplishments of these people compare with each otherWhich 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>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 achievementsevents beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">PhotographsPaintingsStatuesSculptureMapsMuralsBuildingsEngravingsBooks <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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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	working with additional adults where appropriate and a holistic approach to assessing achievement.	<ul style="list-style-type: none">Compare and contrasted characters from stories including important figures from the past.
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Key Stage 1 History: Unit 3

Enquiry: *Why was Charles sent to prison? SPRING TERM Y1*

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 EuropeThe countries that made up the AlliesThe countries that made up the Central PowersSome of the ways that life changed for people living in Britain during the warThe main methods of communication in Britain at the time of the First World War and how they compare with todayWhy messenger pigeons were so important to the Allies during the First World WarHow horses were used during the First World War and why they were so significant to the war effortThe ways in which many other animals were used as part of the war effortHow animals are used in a variety of roles today in the military and in rescue and support services <p>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">PhotographsPostersMemorial sculpturesMapsTelegramsNewspapers<i>Pathe Newsreel</i> films <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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: <i>Why do we know so much about where Sappho used to live? SUMMER TERM Y2</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">Where the remains of the ancient Roman city of Pompeii can be found todayWhat the Roman empire was and the lands it once coveredWhy the Romans built a huge empireWhy the city of Pompeii was important to the RomansWhat an archaeologist doesSome important artefacts that have been discovered at Pompeii by archaeologistsWhat these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor peopleWhy the city of Pompeii was destroyed in AD 79The difference between primary and secondary sources of evidence of this eventHow archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyedWhy the bodies of many people who died at Pompeii were preserved and how they have since been restored <p>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">PhotographsPaintingsSculpturesMapsFrescosDrawingsMosaicsAnimated filmsArtistic reconstructions <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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: <i>How do our toys and games compare with those of children in the 1960s? AUTUMN TERM Y2</i>																										
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 timeWhy dividing up time into periods helps in the study of HistoryHow to construct a simple timeline of significant events in British historySome of the important events which occurred during the decade of the 1960sHow to construct a timeline of the main events of the 1960sWhy some of these events were of great significanceWhich were the most popular games and toys of the 1960sHow these toys and games compare with popular toys and games todaySome of the reasons for the similarities and differences they observeHow the invention of Tim Berners-Lee in 1989 led to a great change in toys and gamesWhat the term ‘continuity and change’ means in historySome of the significant memories and experiences of adults alive today who lived through the 1960s <p>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 lifethe lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none">PhotographsMusicToysGamesFilmsOral historiesTelevision shows <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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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	<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>	<ul style="list-style-type: none">• 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: <i>Why is the history of my locality significant? SPRING TERM Y2</i>																										
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 1803-1815What happened at the Battle of Trafalgar in 1805The achievements of Lord Horatio NelsonWhy Dartmoor Prison was built during the Napoleonic warsThe 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 1927Why this artefact is so importantWho Neanderthals wereWhat 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 IHow Francis Drake managed to circumnavigate the world 1577-1580Why King Phillip of Spain sent the Spanish Armada to invade England in 1588The actions that Francis Drake took that contributed to defeating the Spanish Armada <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none">PhotographsPaintings and portraitsStatuesLettersArtefactsMapsPropaganda postersFilm <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>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>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</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> <p>An historically significant place:</p> <ul style="list-style-type: none">Describe why Britain went to war with Napoleon 1 in 1803Describe what happened at the Battle of Trafalgar in 1805Explain why Lord Horatio Nelson became a national hero after the battleDescribe what happened at the Battle of Waterloo in 1815Explain why the Duke of Wellington became a national hero after the battleExplain why Dartmoor Prison was built during the Napoleonic warsDescribe the living conditions of the men who were imprisoned there <p>An historically significant event:</p> <ul style="list-style-type: none">Describe what was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927Explain why this artefact is so importantDescribe who Neanderthals wereDescribe and suggest reasons for the kind of life Neanderthals would have lived around Kents Cavern 40,000 years ago <p>An historically significant person</p> <ul style="list-style-type: none">Describe why Francis Drake was very important to Queen Elizabeth IDescribe how Francis Drake managed to circumnavigate the world 1577-1580Explain why King Phillip of Spain sent the Spanish Armada to invade England in 1588Describe the actions that Francis Drake took that contributed to defeating the Spanish Armada <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none">Understand the historical concept of significance and explain why each of the places, individuals and events they have studied are so important to the local area <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils:</p> <ul style="list-style-type: none">Learned what becoming a ‘history maker’ involvesLearned about the achievements of some great explorers in the pastLearned why Pompeii is such an important archaeological siteLearned why Britain fought the First World War and how this affected people <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 thingsExamined and talked about images of familiar situations in the past
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<ul style="list-style-type: none">significant historical events, people and places in their own locality.	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.	<ul style="list-style-type: none">Examined artefacts from the past commenting on similarities and differences to modern day equivalentsHeard and discussed accounts of the past involving people, places and events through storytelling and role playWere supported to organise events using basic chronologyRecognised that things happened before they were born
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