

## Year 1 and 2 History

<b>Questions to Develop Children's Spirituality in History:</b>	Is history always accurate? Does it depend on who tells the story? How important is it that we learn about the past? If history is in the past why do we need to know about it now? What difference does it make to know about history, is there a difference to how you are with other people? What would you like people to remember about you?
<b>Development of the child:</b>	Self-awareness, reasoning, open-mindedness, appreciation and questioning.

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<p><b>Topic:</b> The Great Fire of London (Y1/2) 'Fire Fire'  <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>  <b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know about past and present events in their own lives.</li> <li>• Know about the life history of other people familiar to them.</li> <li>• Know about significant past and present events important to them.</li> <li>• Know about the concept of old and new</li> <li>• Be aware of time through the sequence of events and are becoming familiar with the language of time. E.g. through pictorial representation of the daily routine and significant events (Christmas, Chinese New Year)</li> <li>• Know about different features in photographs and video clips of places during different periods of time.</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond living memory.</p>	<ul style="list-style-type: none"> <li>• Know where London is located on a map of the UK.</li> <li>• Know what London was like before the <b>Great Fire of London</b>- contrasts over time.</li> <li>• Know when and where the Great Fire of London occurred.</li> <li>• Know what London was like in 1666. E.g. houses made from wood, close together, poor living conditions.</li> <li>• Know that the fire spread and why. E.g. houses close together, made from wood, firefighters had poor equipment and couldn't put the fire out.</li> <li>• Know who Samuel Pepys was and why his diary was so important.</li> <li>• Know that we understand events that occurred during the Great Fire of London from eyewitness statements.</li> <li>• Know that in 1666 London experienced a huge fire.</li> </ul> <p style="text-align: center;"><b>What was London like before and after the fire?</b></p>

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<p><b>Topic:</b> Looking at the way birthdays are celebrated today and the past (Family Album)</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b></p> <p><b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Be able to talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy the same things and are sensitive to this.</li> <li>• Know about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Show interest in the lives of people familiar to them</li> <li>• Know about day to day life and share their experience with others.</li> <li>• Know about birthdays and how everyone celebrates them (or not)</li> <li>• Know about things that are special to them, to enable them to talk about memories and experiences.</li> <li>• Know the concepts of old and new in relation to their own experiences.</li> <li>• Know the life history of other people and ask questions.</li> <li>• Be aware of time through the sequence of events. E.g. the difference between them now and as babies, days of the week, daily timetable and life cycles.</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>A study of changes within living memory on people who are familiar to them.</p>	<ul style="list-style-type: none"> <li>• To know and say how they have changed over time</li> <li>• To identify others from looking at similar features from the past and today.</li> <li>• To order photographs chronologically of a familiar adult from a baby to today</li> <li>• To identify and explain change over time</li> <li>• To know where people and events fit into a chronological order (passing of time before/after/a long time ago)?</li> </ul>

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- To look at other sources we can use to imagine what life might have been like then?
- To create a timeline of local/national events that have occurred within the last 8 years
- To know what has changed and what has stayed the same
- To know the difference between gifts received in the past to those of the present.
- To know about birthdays and how people celebrate them (or not)

How have family celebrations changed over time?

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<p><b>Topic:</b> The place where I live <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> <b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy the same things and are sensitive to this.</li> <li>• Know about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Know about the lives of people familiar to them</li> <li>• Know about day to day life and share their experience with others.</li> <li>• Know about birthdays and how everyone celebrates them (or not)</li> <li>• Know about things that are special to them, to enable them to talk about memories and experiences.</li> <li>• Know and understand the concepts of old and new in relation to their own experiences.</li> <li>• Know about the life history of other people and ask questions.</li> <li>• Know how to be aware of time through the sequence of events. E.g. the difference between them now and as babies, days of the week, daily timetable and life cycles.</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>A study of significant places in their own locality.</p>	<ul style="list-style-type: none"> <li>• To know the name of the place where I live?</li> <li>• To know the name of the school that I go to?</li> <li>• To know what my home/school looked like in the past and today and make comparisons</li> <li>• To know what my area/home/school have been like a long time ago</li> <li>• To know how to find out about what our area/home/school was like in the past</li> <li>• To know what looking at our area in the past tells us about what life might have been like in the past</li> <li>• To know what our playground looked like in the past</li> <li>• To know what games children played in the past</li> <li>• To know what playground equipment children use today and what they used in the past.</li> </ul>

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What has stayed the same and what has changed over time at our school?	
<p><b>Topic:</b> Explorers <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> <b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to use stories with a specific focus on time</li> <li>• Know that some activities can be timed to encourage children to experience the passing of time. E.g. lunch, school start, snack time</li> <li>• Know about objects, events and significant events that happened in the past and ask simple questions look at books and use the world wide web to find out information</li> </ul>
<p><b>National Curriculum Objectives</b></p> <p>To look at events beyond living memory that are significant nationally or globally and significant individuals in the past who have contributed to national and international achievements. for example, Christopher Columbus and Neil Armstrong,</p>	<p><b>Key Knowledge and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• To know the distinction between present and past in their own and other people's lives (e.g. Christopher Columbus).</li> <li>• To know some similarities and differences between ways of life in different periods (e.g. Helen Sharman, Neil Armstrong and Christopher Columbus).</li> <li>• To know the significance of the achievements of key people in the past e.g. Helen Sharman, Neil Armstrong, Christopher Columbus.</li> <li>• To know that there were indigenous people already inhabiting the lands that Christopher Columbus 'discovered'.</li> <li>• To know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> <li>• To know the difference between the past and the present in their own and other people's lives by: making simple comparisons and recognising features of events (such as the first moon landing).</li> <li>• To know that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>• To know simple stories accurately and suggest why people and events were important.</li> <li>• To know about the past in show this in different ways (speaking, role-play, drawing and writing)</li> </ul>

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- To know historical concepts and use them to make simple connections and draw contrasts (such as between explorers and themselves).
- To know about the past through observing a range of sources, such as pictures, films and written sources.
- To begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...'
- To begin to understand and form simple reasoning as to why people in the past acted as they did from a range of sources '...I thought this.... but now I have listened to the story and looked at the picture I think this...'

**Why were the achievements of Helen Sharman, Neil Armstrong and Christopher Columbus significant?**

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<p><b>Topic:</b> Buckets and Spades (Y1/2)  <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>  <b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know and talk about features in photographs of places during different periods of time and make comparisons between things that are the same and things that are different.</li> <li>• Know about specific places and understand how it was different in the past. E.g. a holiday environment</li> <li>• Know and compare changes in significant places locally. E.g. local park, shops, new houses.</li> </ul>
<p><b>National Curriculum Objectives</b></p> <p>A study of events beyond living memory that are significant nationally or globally</p>	<p><b>Key Knowledge and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• To know the distinction between present and past in their own and other people's lives (e.g. leisure and tourism in Victorian times) – including:             <ul style="list-style-type: none"> <li>• How the seaside holiday begun</li> <li>• Clothing – different styles, including changing machines</li> <li>• Travel to and from the seaside (How we travel on holidays today and how people travelled to and from holiday in the past</li> <li>• The Penny Lick</li> <li>• Seaside activities - shows</li> <li>• Seaside equipment and the materials they were made from – bucket and spade, flip flops,</li> </ul> </li> </ul>

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- To know some similarities and differences between ways of life in different periods (e.g. seaside resorts now and then).
- To know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...).
- To know the difference between past and present in their own and other people's lives by Using and making simple comparisons. E.g. aspects of leisure such as ice creams and the penny lick.
- To know that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
- To begin to use some simple historical concepts such as now/then and same/different.
- To know and understand about the past and show this in different ways (speaking, role-play, drawing and writing).
- To know and understand historical concepts and use them to make simple connections and draw contrasts (e.g. between the Victorians and themselves).
- To know about the past through observing and handling a range of sources, such as pictures and written sources.
- To begin to understand the reasons why people in the past acted as they did by using a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).

How have holidays changed since the Victorian times?