

History Year 1 Autumn 2		Learning in this topic: Knowledge of Chronology Children to gain an understanding of life now compared with life over 400 years ago. What happened on the 5 th November? Look at the difference between objects that Guy Fawkes could have used when he lived compared with what he might have used today. Children will learn the key facts about the Gunpowder plot as well as the chronology. 1. Robert Catesby Starts the Plot. 2. Digging the Tunnel. 3. Gunpowder in the Cellar. 4. Lord Monteagle’s Letter. 5. Guy Fawkes in the Cellar. 6.The Search for the Plotters		
NC objectives covered: To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past. To find out about events beyond living memory that are significant nationally. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally. To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally.	Knowledge of Historical Terminology Past, present, primary sources –proclamation, letter, signed confession, secondary sources- photos and videos of how people celebrate bonfire night. Knowledge of Historical Enquiry: using evidence and communicating ideas 1. Robert Catesby Starts the Plot- Who were the plotters? Why did the plotters hate King James 1? How were they going to carry out their plot? 2. Digging the Tunnel- How were they going to get the gunpowder into Parliament? Discuss tunnel. Thomas Percy (King’s Bodyguard) rented the cellar under H of P 3. Gunpowder in the Cellar- Know that Guy Fawkes was the Gunpowder expert, he pretended to be a servant of Thomas Percy, so he could move the gunpowder. 4. Lord Monteagle’s Letter- the letter was anonymous, but from one of the plotters. Who is Lord Monteagle? Brother-in-law of Robert Catesby. What were the consequences of him receiving the letter? 5. Guy Fawkes in the Cellar- Guy Fawkes is the gunpowder expert, plotters found out about the letter, they decided to go ahead with the plot. Guy Fawkes discovered in cellar- What were the consequences of the capture of GF? 6. The Search for the Plotters- Torture of GF to give names up, signed confession, search for the rest of the plotters. King’s proclamation to search for Thomas Percy.			
Prior Knowledge needed: Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They develop their own narratives and explanations by connecting ideas or events.	Knowledge of Interpretations of History Do they think the plotters were bad people? Were they justified in their plot against the King? How the Gunpowder Plot has had an impact on national life in the present day- how it is still celebrated. Was James 1 a popular king? Children explore key aspects of James 1 rule. Was he liked by all of his citizen? Explore his behaviour and policies towards Catholics.			
Curriculum Concepts and Themes: Celebrations English history Chronology Life style	Curriculum Skills Progression: <ul style="list-style-type: none"> • Compare aspects of the present with the past and describe simple similarities and differences. • Give reasons for and describe changes that have taken place within living memory (linked to national life). • Talk about events, places and people beyond living memory • Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Place objects, people and events beyond own experiences in time order. • Talk about events and the lives of people beyond living memory. • Talk about similarities and differences between my life and that of others. • Describe similarities and differences between the lives of people. • Talk about important people beyond living memory using a range of historical vocabulary (National and International achievements). 	Direct links to made other subjects:	English- Speaking and Listening, Reading and Writing Science- Light and Dark	
Inspirational Start: Look at videos of exploding fireworks. Photographs of people celebrating Bonfire Night. What are they doing and why?	Mid-way Milestone: How are the plotters going to get the gunpowder to the Houses of Parliament ready for the opening of Parliament by the King on 5 th November?	Extraordinary End: Understand how and why the plot failed- King James 1 decided every year the country will celebrate the failed treason attempt. “Remember, remember, the 5 th November”		

History Year 1 Spring 1		Learning in this topic:			
Topic Key Question: Do you play with the same kind of toys your Grandparents played with?		Knowledge of Chronology Starting with themselves in the present, Children look back to their parents, grandparents and further back in time to explore chronology. What do they play with? What did their parents/ Grandparents play with? Time lines- past-present-future then, before, now 20 th century/ 21 st century Victorian- Edwardian-modern-future			
NC objectives covered:	To learn about changes within living memory. To understand some of the ways in which we find out about the past. To use sources to ask and answer questions. To know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. To develop an awareness of the past, using common words and phrases relating to the passing of time.	Knowledge of Historical Terminology Use words related to the passing of time (today, now, modern, then, before, after, past, present, future, old, older, oldest, new, newer, newest) Knowledge of Historical Enquiry: using evidence and communicating ideas Find out/research about toys from today (present), using primary sources . Use primary and secondary sources as evidence to find out about toys from the past. Use sources to help answer questions about toys from the past. What material are they made from? How do they work?			
	<ul style="list-style-type: none"> • Knowledge of past/present. • Knowledge of a key historical event: why we celebrate Bonfire night. • Knowledge of sources of information from the past (pictures, historical maps/drawings, written sources). • Chronology (making a timeline of events) and an association with chronological vocabulary. 	Knowledge of Interpretations of History Did all Victorian children play with the same kind of toys? Why not? What did they play with and why were there differences? (rich and poor families, girl and boy toys). Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events Recognise that toys have changed over time and explain how this has impacted on the toys we play with today. Compare similar toys from different times- identify similarities and differences (as well as the same) and explain how and why toys have changed over time (invention of new materials, technology-electricity, safety issues, attitudes- girl/boy toys.) Think about what toys will be like in the future.			
Curriculum Concepts and Themes:	Societal class Lifestyle Comparisons of toys over time Chronology Primary sources Secondary sources	Curriculum Skills Progression:	Compare aspects of the present with the past and describe simple similarities and differences. Give reasons for and describe changes that have taken place within living memory. Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc Place objects, people and events beyond own experiences in time order. Talk about the lives of people beyond living memory. Talk about similarities and differences between my life and that of others.	Direct links to made other subjects:	English- Speaking and Listening, Reading and Writing Science- materials, technology, forces
Inspirational Start: After Christmas, children to bring in a favourite toy to discuss, describe and write about.		Mid-way Milestone: Bring in modern toys to compare with toys from their parents, grandparents and Victorian childhoods. Research showing comparisons between past and present.		Extraordinary End: Visit from Cannock Chase Museum for Toy workshop.	

<u>History</u>		<u>Year 1</u>	<u>Summer 2</u>
Topic Key Question: Did Grace Darling's heroism change seaside safety?			
NC objectives covered:	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. the lives of significant individuals in the past who have contributed to national and international achievements. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 		
Prior Knowledge needed:	<ul style="list-style-type: none"> Knowledge of past/present. Knowledge of a key historical event: Guy Fawkes and why we celebrate Bonfire night. Knowledge of sources of information from the past (the warning letter sent to Lord Montague, King's proclamation to search for Thomas Percy, signed confession, pictures, historical maps/drawings). Chronology (making a timeline of events) and an association with chronological vocabulary. Toys from the past (Victorian). The Seaside and its changes over time (Geography link). 		
Curriculum Concepts and Themes:	<ul style="list-style-type: none"> Chronology. Lifestyle. Comparing and contrasting how Grace Darling had an impact on our lives today. Life of Grace Darling- a significant individual and her link with the R.N.L.I. History of the Seaside and sea safety/rescue (starting from the Victorian era). 		
Learning in this topic:	<p>Knowledge of Chronology Children to discuss their experience of being at the seaside. Was this the same for their parents/grandparents? Look at photographs to compare. Introduce the idea of sea rescue. Show them a picture of a modern-day sea rescue, then show them the picture of 'Grace Darling and her father going to the rescue of the Forfarshire steamer' (1838) and discuss the differences. Learn about GD and the infamous rescue and chronologically timeline the events.</p> <p>Knowledge of Historical Terminology: Words and phrases associated with the passing of time, e.g. Victorian, a very long time ago, before, after, when, dates, in order, past, earliest, now, today, furthest, R.N.L.I., rescue, famous, heroism, wrecked steamship Forfarshire.</p> <p>Knowledge of Historical Enquiry: using evidence and communicating ideas</p> <p>What was life like for GD? Compare pictures of Victorian dress, transport and seaside activity to nowadays. Why do we remember her? Based on images of Victorian memorabilia commemorating the heroism of GD, pupils make their own item to celebrate the rescue. Due to GD living in a lighthouse, look at lighthouses past and present and why they are significant in sea safety (pictures and videos). Pharos of Alexandria (or the Lighthouse of Alexandria)- 1 of the 7 ancient wonders of the world (first lighthouse and 1 of the tallest buildings in the world- at least 100m high. 250 BC). What is the R.N.L.I. and how is it linked to GD (founded in 1824). For example, values of courage, trustworthiness, selflessness and dependability-run by volunteers (GD committing an act of bravery). What do we do at the seaside now and how could the R.N.L.I. help us?</p> <p>Knowledge of Interpretations of History</p> <p>Why did Grace Darling capture the attention of Victorian Britain? Was her heroic act usual for a woman in the Victorian era? Would you find women in the R.N.L.I. today?</p> <p>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events. Children will make judgements and draw conclusions in relation to the topic question and how GD had an impact on modern day life. Did GD's heroism change seaside safety (The R.N.L.I. rely on public donations/GD brought the issue to consciousness of the wider population). Talk about how people become famous now and how people all over the world find out what is happening in the news due to the internet and social media. Compare this to how people found out about Grace and how she became famous. Read the letter</p>		
Curriculum Skills Progression:	<ul style="list-style-type: none"> Compare aspects of the present with the past and describe simple similarities and differences. Give reasons for and describe changes that have taken place within living memory (linked to national life). Talk about events, places and people beyond living memory Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. Place objects, people and events beyond own experiences in time order. Talk about events and the lives of people beyond living memory. Talk about similarities and differences between my life and that of others. Describe similarities and differences between the lives of people. Talk about important people beyond living memory using a range of historical vocabulary (National and International achievements). 		
Direct links made to other subjects:	<p>Speaking and listening: hot seating, story map the events of the rescue, retell rescue through drama.</p> <p>English: diary entry, hot-seating, non-fiction writing and reading about the seaside.</p> <p>Art: memorabilia commemorating heroism (medal), lighthouse building/constructing.</p> <p>Geography- beside the seaside.</p> <p>Maths: developing the idea of chronology and how long ago these events were in comparison to other historical events. Ordering significant dates.</p>		
Inspirational Start: (hook to capture the imagination)	<ul style="list-style-type: none"> R.N.L.I. rescue boat being launched-where do the children think it is going and why? Examples of sources on the tables for the children to ask questions to initiate and develop thinking skills. Use of question stems: who, what, why, how and when. 		
Mid-way Milestone:	<p>Why is Grace Darling important to the R.N.L.I.?</p>		
Extraordinary End: (a recognised end point to work towards)	<p>A themed (seaside) dress up day, possibly with some Victorian games. Raise money for the R.N.L.I. (optional).</p>		