



History Subject Content at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- ♣ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ Significant historical events, people and places in their own locality.



Key Stage 1

History

Long Term Plan

Year A Autumn (2022-2023)

Year B Autumn (2023-2024)

Let's find out about the past of Stoke St Michael or Croscombe

Content

Significant historical events, people and places in their own locality. Find out about the quarrying and mills in this area and when and why children from Stoke St Michael and Croscombe had to work in these quarries and mills.

Let's have a look at a significant individual who travelled to space

Content

-The lives of significant individuals in the past who have contributed to national and international achievements. Learn about Neil Armstrong, Buzz Aldrin and Tim Peake.
-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Moon landings and space travel.

Skills

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
-Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
-Use a wide vocabulary of everyday historical terms
-Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events.
-Understand some of the ways in which we find out about the past; identify different ways it is represented.

Let's find out about Nelson Mandela's Life Story in South Africa
Let's find out about Black History (Black History Month = October)

Content

-The lives of significant individuals in the past who have contributed to national and international achievements. Learn about Nelson Mandela, Walter Tull, Rosa Parks etc.
-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Nelson Mandela. Timeline of recent changes 1900 - 2020

Skills

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
-Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
-Use a wide vocabulary of everyday historical terms
-Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events.
-Understand some of the ways in which we find out about the past; identify different ways it is represented.



Key Stage 1			History			Long Term Plan					
Year A	Spring	(2022-2023)	Year B	Spring	(2023-2024)						
<p>Let's find out about Kings and Queens of the Past</p> <p>Content</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally or globally -Understand what a monarch is and how the title of king or queen is inherited -The lives of significant individuals in the past who have contributed to national/international achievements – William the Conqueror, Richard 111, Queen Victoria, Elizabeth 1 <p>Skills</p> <ul style="list-style-type: none"> -Develop an awareness of the past, using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms -Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past; identify different ways it is represented. 			<p>Let's find Investigate Victorian Toys for Historical Clues.</p> <p>Who were Florence Nightingale and Edith Cavell?</p> <p>Content</p> <p>Know where the lives of significant individuals: Florence Nightingale and Edith Cavell fit in with a chronological framework and identify differences and similarities between ways of life in Victorian times compared to now in the context of finding out about Victorian Toys.</p> <p>Skills</p> <ul style="list-style-type: none"> -Develop an awareness of the past, using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms -Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past; identify different ways it is represented. 								



Key Stage 1		History		Long Term Plan	
Year A	Summer	(2022-2023)	Year B	Summer	(2023-2024)
<p>Let's find out about Famous Pirates</p> <p>Who Was Christopher Columbus?</p> <p>Content</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally or globally -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods -Compare Christopher Columbus to our prior learning of Neil Armstrong <p>Skills</p> <ul style="list-style-type: none"> -Develop an awareness of the past, using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms -Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past; identify different ways it is represented. 			<p>Let's find out about The Great Fire of London</p> <p>(Fire is very hot and dangerous!)</p> <p>Content</p> <p>Events beyond living memory that are significant nationally or globally: The Great Fire of London</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: King Charles 11 – What did King Charles do when the fire broke out in pudding Lane? London then and now!</p> <p>Fire fighters then and now – what was it like to be a fire fighter in 1666?</p> <p>Skills</p> <ul style="list-style-type: none"> -Develop an awareness of the past, using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms -Ask and answer q's, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past; identify different ways it is represented. 		