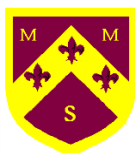




History Curriculum KS1: National Curriculum References

Year A

Term	Unit title	National Curriculum content
Autumn	Homes in the Past [Victorian times] Changes within living memory	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the period studied fits within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods. Identify aspects of change in national life.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, using sources to show that they know and understand key features of studied time periods.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Spring	Toys in the Past Changes within living memory	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the period studied fits within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods. Identify aspects of change in national life.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, using sources to show that they know and understand key features of studied time periods.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Summer	Seaside Holidays in the Past Changes within living memory	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the period studied fits within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods. Identify aspects of change in national life.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, using sources to show that they know and understand key features of studied time periods.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>



History Curriculum KS1: National Curriculum References

Year B

Term	Unit title	National Curriculum content
Autumn	<p>The First World War and Remembrance Day Events beyond living memory that are significant nationally or globally.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the events studied fit within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of storied and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Spring	<p>The Great Fire of London Events beyond living memory that are significant nationally or globally -</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the events studied fit within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of storied and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Summer	<p>Nurturing Nurses The lives of significant individuals in the past. [Edith Cavell, Mary Seacole and Florence Nightingale]</p> <p>Significant historical events, people and places in their own locality.[e.g. Florence Nightingale connection with Claydon House]</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people studied fit within a chronological framework.</p> <p>They should identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of storied and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>

