

Year 1/2 – Cycle A – History (Childhood History)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Aspects of everyday life include houses, jobs, objects, transport and entertainment. <i>Describe an aspect of everyday life within or beyond living memory.</i> Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. <i>Create stories, pictures, independent writing and role play about historical events, people and periods.</i> Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. <i>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</i> Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. <i>Use a range of historical artefacts to find out about the past.</i> Historical sources include artefacts, written accounts, photographs and paintings. <i>Express an opinion about a historical source.</i> Identifying similarities and differences helps us to make comparisons between life now and in the past. <i>Identify similarities and differences between ways of life within or beyond living memory.</i> A person who is historically significant has made big changes in their lifetime, has been a good or bad role 	<ul style="list-style-type: none"> An artefact is an object from the past and they inform us about how people used to live. The stages of human life are: baby, toddler, child, teenager, adult and elderly – they all have different needs, responsibilities and lifestyles. A coronation is a ceremony where the crown is placed on the head of the new King or Queen. The way people use land changes over time – e.g. in the 1950s there were fewer cars, so fewer roads were needed. Victorian times is when Queen Victoria was Queen. 	<p>Artefact, childhood, housewife, museum, past, present, today, Victorian</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> I can explain that an artefact is an object from the past and they inform us about how people used to live. I can list the stages of human life being: baby, toddler, child, teenager, adult and elderly. I can identify that all the stages have different needs, responsibilities and lifestyles. I can explain that a coronation is a ceremony where the crown is placed on the head of the new King or Queen. I can describe using an example that the way people use land changes over time – e.g. in the 1950s there were fewer cars, so fewer roads were needed. I can identify that Victorian times is when Queen Victoria was Queen.

<p>model, were known in their lifetime, made people's lives better or worse or changed the way people think. <i>Understand the term significant and explain why a significant individual is important</i></p> <ul style="list-style-type: none"> • Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. <i>Describe changes within or beyond living memory.</i> • Significant historical events include those that cause great change for large numbers of people. <i>Describe a significant historical event in British history.</i> • Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <i>Order information on a timeline.</i> 		
<p style="text-align: center;">Prior Learning</p>	<p style="text-align: center;">Key Question(s):</p>	<p style="text-align: center;">Future Learning</p>
<ul style="list-style-type: none"> • Stories, books and pictures are used to help people to find out about people and events from the past. • Words that help us to describe the passage of time include yesterday, last week, before and then. • Objects from the past can look different to objects from the present. • Some people in history are significant because they did important things that changed the world or how we live. • The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. 	<ul style="list-style-type: none"> • What is an artefact and why are they used? • What are the stages of human life? Are all the stages the same? • What is a coronation? • Has the way that land is used changed between now and the 1950s? Can you provide an example? • Why is the period between 1837 and 1901 called the Victorian times? 	<ul style="list-style-type: none"> • Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological. • A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years. • Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. • A viewpoint is a person's own opinion or way of thinking about something. • A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

- Stories, or narratives, can tell us about important things that happened in the past.

- Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
- Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.
- Important individual achievements include great discoveries and actions that have helped many people.
- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

Teaching Ideas

Year 1/2 – Cycle A – History (School Days)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Aspects of everyday life include houses, jobs, objects, transport and entertainment. <i>Describe an aspect of everyday life within or beyond living memory.</i> Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. <i>Create stories, pictures, independent writing and role play about historical events, people and periods.</i> Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. <i>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</i> Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. <i>Use a range of historical artefacts to find out about the past.</i> Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. <i>Describe important events in the school's history.</i> Identifying similarities and differences helps us to make comparisons between life now and in the past. <i>Identify similarities and differences between ways of life within or beyond living memory.</i> 	<ul style="list-style-type: none"> Past describes (last, ago) a time before the present which is happening now and the future describes what hasn't happened yet (next). The Industrial Revolution is where new machines were invented and factories were build. It made the United Kingdom a very powerful and rich country. Classrooms during the Victorian era were different to now – the teachers used a blackboard and wrote with chalk, the children wrote on slates with slate pencils – equipment. Teachers were very strict in Victorian times. They expected children to behave well and be clean and tidy – punishing children who misbehaved or didn't work hard enough. Samuel Wilderspin was a teacher and founder of infant education. He believed that children should enjoy school and be happy – invented the playground. 	<p>Arithmetic, cane, centenary, chronological, dunce's cap, invention, monarch, punishment, strict</p> <hr/> <p>I can statements:</p> <ul style="list-style-type: none"> I can explain the difference between past and future. I can describe what happened during the Industrial Revolution and what that meant for the United Kingdom. I can explain the difference between classrooms (specifically equipment) during Victorian times and now. I can explain what teachers looked for and how they acted during Victorian times. I can briefly explain who Samuel Wilderspin was and what he believed in.

<ul style="list-style-type: none"> • Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. <i>Identify some key features of a significant historical event beyond living memory.</i> • A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <i>Understand the term significant and explain why a significant individual is important</i> • Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. <i>Describe changes within or beyond living memory.</i> • Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <i>Order information on a timeline.</i> 		
<p style="text-align: center;">Prior Learning</p>	<p style="text-align: center;">Key Question(s):</p>	<p style="text-align: center;">Future Learning</p>
<ul style="list-style-type: none"> • Stories, books and pictures are used to help people to find out about people and events from the past. • Words that help us to describe the passage of time include yesterday, last week, before and then. • Objects from the past can look different to objects from the present. 	<ul style="list-style-type: none"> • What is the difference between the past and the future? • What happened during The Industrial Revolution? What did that mean for the United Kingdom? • What differences are there between classrooms during the Victorian era and now (equipment)? • What were teachers like during Victorian times? 	<ul style="list-style-type: none"> • Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological. • A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years.

- Some people in history are significant because they did important things that changed the world or how we live.
- The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.

- Who was Samuel Wilderspin? What did he believe in?

- Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.
- A viewpoint is a person's own opinion or way of thinking about something.
- Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.
- A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.
- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.
- Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
- Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.
- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

Teaching Ideas

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Year 1/2 – Cycle B – History (Movers and Shakers)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. <i>Describe the everyday lives of people in a period within or beyond living memory.</i> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological. <i>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</i> A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years. <i>Use the historical terms year, decade and century.</i> Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. <i>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</i> A viewpoint is a person's own opinion or way of thinking about something. <i>Use historical sources to begin to identify viewpoint.</i> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. <i>Describe, in</i> 	<ul style="list-style-type: none"> Historically significant people have made big changes in their lifetime, made a lot of people's lives better or worse, changed the way people think, their ideas are still used today and/or they were a very good or bad role model. Significant people fit into categories such as; activists, explorers, scientists, artists or monarchs. A memorial is made to remind people of a significant person or event – they can include statures, monuments, plaques or stamps. A year is 365 days, a decade is 10 years and a century is 100 years. Significant means that something is important – significant person is someone important. 	<p>Discover, invent, monument, plaque, protest, significant, statue</p> <hr/> <ul style="list-style-type: none"> I can explain different factors of what historically significant people have made. I can describe the categories which significant people fit into. I can explain what a memorial is. I can describe what is meant by a year, a decade and a century. I can explain what significant means and what a significant person is.

<p><i>simple terms, the importance of local events, people and places.</i></p> <ul style="list-style-type: none"> • Historical models, such as Dawson’s model and diamond ranking, help us to organise and sort historical information. <i>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</i> • Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. <i>Describe how an aspect of life has changed over time.</i> • Important individual achievements include great discoveries and actions that have helped many people. <i>Describe and explain the importance of a significant individual’s achievements on British history.</i> • A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. <i>Sequence significant information in chronological order.</i> 		
<p style="text-align: center;">Prior Learning</p>	<p style="text-align: center;">Key Question(s):</p>	<p style="text-align: center;">Future Learning</p>
<ul style="list-style-type: none"> • Aspects of everyday life include houses, jobs, objects, transport and entertainment. • Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. • Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. • Historical artefacts are objects that were made and used in the past. The 	<ul style="list-style-type: none"> • What statements do Historically significant people and their actions match? • What categories do Significant people fit into? • What is a memorial? How can they be represented? • What is meant by a year, a decade or a century? • What does significant or a significant person mean? 	<ul style="list-style-type: none"> • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. • Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. • Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and

shape and material of the object can give clues about when and how it was made and used.

- Historical sources include artefacts, written accounts, photographs and paintings.
- Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.
- A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.
- Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.
- Significant historical events include those that cause great change for large numbers of people.
- Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.

- Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.
- Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.
- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change.
- Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.
- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.
- National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality.
- Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.
- Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
- The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.
- Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created building and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

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| | | <ul style="list-style-type: none">• Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Georgian calendar. |
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Teaching Ideas		

Year 1/2 – Cycle B – History (Magnificent Monarchs)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. <i>Describe the everyday lives of people in a period within or beyond living memory.</i> Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. <i>Describe the hierarchy of a past society.</i> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. <i>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</i> A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years. <i>Use the historical terms year, decade and century.</i> Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. <i>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</i> 	<ul style="list-style-type: none"> A monarchy is a country that has a King or Queen as head of state. The King or Queen is known as the monarch. Elizabeth II was the longest reigning British monarch until she died in 2022. The monarch today is Charles III. The power of the monarchy has changed over time, in the past they had absolute power but today there is a constitutional monarchy (they are controlled by parliament and the government). Royal residencies include palaces, castles and stately homes. Some are used for official royal business and some are holiday or private homes. Many are tourist attractions. Royal portraits show a monarch in the way they wish to be seen – they show their power and personality. 	<p>Absolute power, AD (anno Domini), feudal system, government, head of state, hierarchy, monarch, parliament, reign, sovereign, Spanish Armada</p> <hr/> <ul style="list-style-type: none"> I can explain what a monarchy/ monarch is. I can describe Elizabeth II as being the longest reigning monarch and that the current monarch is Charles III. I can describe the difference between the power that monarchs used to have and what they now have. I can describe what royal residencies consist of and what they are used for. I can explain what royal portraits are used for.

- A viewpoint is a person's own opinion or way of thinking about something. *Use historical sources to begin to identify viewpoint.*
- A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. *Describe what it was like to live in a different period.*
- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. *Explain why an event from the past is significant.*
- Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. *Use historical models to make judgements about significance and describe the impact of a significant historical individual.*
- Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. *Describe how an aspect of life has changed over time.*
- Important individual achievements include great discoveries and actions that have helped many people. *Describe and explain the importance of a significant individual's achievements on British history.*
- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. *Sequence*

<p><i>significant information in chronological order.</i></p>		
<p>Prior Learning</p>	<p>Key Question(s):</p>	<p>Future Learning</p>
<ul style="list-style-type: none"> • Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. • Aspects of everyday life include houses, jobs, objects, transport and entertainment. • Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. • Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. • Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. • Historical sources include artefacts, written accounts, photographs and paintings. • Identifying similarities and differences helps us to make comparisons between life now and in the past. • Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, 	<ul style="list-style-type: none"> • What is a monarchy? • Who is Elizabeth II? • How has the power of the monarchy has changed over time? • What are Royal residencies? What are they used for? • What are Royal portraits representing? 	<ul style="list-style-type: none"> • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. • Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. • Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. • Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. • Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. • Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.

the people and places involved and the consequences of the event.

- A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.
- Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.
- Significant historical events include those that cause great change for large numbers of people.
- Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change.
- Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.
- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.
- Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.
- Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.
- Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.
- Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
- The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.
- Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.
- Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the

		present day. The year AD 1 marks the birth of Christ in the Georgian calendar.
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Teaching Ideas		