

History Year 1/2

Key Threshold Concepts	Steps in Historical Enquiry
<ul style="list-style-type: none"> The past is a different place to the present. 	<ul style="list-style-type: none"> Ask a question Carry out research using a range of sources Make a judgment based on your research Communicate your answer

Key Skills				
Knowledge	Interpretations	Historical Judgments	Use of Sources	Written Communication
<ul style="list-style-type: none"> I can use common words and phrases to describe the past (people and events) I can use historical vocabulary to describe the past (people and events) I can put artefacts and events into chronological order 	<ul style="list-style-type: none"> I can identify differences between their lives and the lives of people in the past I can recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> I can share basic opinions about the past. 	<ul style="list-style-type: none"> I can ask questions to help understand about the past <i>e.g. What was it like for.... What happened? Why did.....?</i> I can use sources to answer simple questions about the past I can use sources to explain and describe an understanding of events 	<ul style="list-style-type: none"> I can include relevant information in my writing

Vocabulary Y1 /2 Generic		
today	living memory	remember
yesterday	inventions	memories
tomorrow	year	ancient
past	decade	
present	century	
future	older generation	

Key Knowledge

1. Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

Throughout all themes, ensure children have opportunities to compare the themes in relation to three generations, ideally creating a timeline of 60/70 years. This allows for comparisons that are more effective.

How has modern times affected the way families shop?	Did children have more fun in the 1900s?	How has technology changed our lives?	How has transport changed over time?	Were holidays more exciting in the past?
<ul style="list-style-type: none"> • I know the similarities and differences between shops in the local area now and in the past • I know the differences between how people went shopping in the past and present • I know the changes in lifestyle and how this impacted on shopping • I know how advertising and branding has changed • I know why the way people shop has changed 	<ul style="list-style-type: none"> • I know the similarities and differences between toys, schooling, living conditions and pastimes now and in the past • I know how lifestyles have changed • I know how technology has changed and its impact on toys/pastimes 	<ul style="list-style-type: none"> • I know how technology is used to communicate with others e.g. – writing, talking, music and video, photographs • I know who Tim Berners-Lee is and why he is famous. • I know what life was like for people before and after the invention of the internet • I know how the internet has helped people • I know how technology has affected people lifestyles, work and past times. 	<ul style="list-style-type: none"> • I know how people travelled in the past • I know the advantages and disadvantages of travelling by horse and cart, car, train, aeroplane • I know about how the aeroplane developed • I know how transport became more effective/reliable • I know the advantages of reliable transport • I know how The Wright Brothers and Amy Johnson developed air travel 	<ul style="list-style-type: none"> • I know how holidays have changed over time • I know how people travelled to the seaside • I know how changes in transport helped people travel to the seaside • I know who Grace Darling was and what she did

Vocabulary

produce goods shopkeeper customer import local advertise high street market larder	plastic metal wooden electrical clockwork battery powered modern	communicate internet computer lifestyle email inventor invention Tim Berners-Lee	aeroplane train steam train bus horse and cart Penny Farthing The Wright Brothers Amy Johnson	sea bathing bathing machines Punch and Judy promenade Victorian Grace Darling
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2. Events beyond living memory that are significant nationally or globally		3. 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 <i>Throughout all studies, ensure children have opportunities to identify and understand the significant impact the individual had on others and their legacy.</i>	4. Significant historical events, people and places in their own locality
Why did Guy Fawkes want to kill the king?	What was the Great Fire of London and how did it impact on others?	Significant Individuals	Local History
<ul style="list-style-type: none"> • I know what happened on 5th November • I know who Guy Fawkes was and what he did • I know why King James I ordered Guy Fawkes to be killed 	<ul style="list-style-type: none"> • I know what the Stuart houses were made of • I know how the fire started • I know why the fire spread so quickly • I know how and why the houses were rebuilt 	<ul style="list-style-type: none"> • I know who they were and why they are well known <ul style="list-style-type: none"> ➤ Tim Berners-Lee ➤ Grace Darling ➤ Guy Fawkes and King James I ➤ Neil Armstrong ➤ The Wright Brothers ➤ Amy Johnson ➤ Queen Victoria ➤ Christopher Columbus 	<ul style="list-style-type: none"> • I know what Thurnscoe's high street looked like 100 years ago • I know what buildings there were in Thurnscoe in the past • I know which are old and new buildings in Thurnscoe • I know what older/newer buildings were built out of
Vocabulary			
The Gunpowder Plot House of Parliament Catholic Protestant traitor gunpowder King James Guy Fawkes	St Paul's Cathedral eye witness Puddling Lane flammable bakery leather buckets fire hook drought Samuel Pepys King Charles II	Covered through other units	modern stone terraced