

HISTORY – Connected Curriculum Key Learning – KS1 Overview

From The National Curriculum in England – framework document 2013

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Why do we play...? Changes within living memory: childhood and technology – toys and stories Perspectives: Cultural and Social Significant individuals: Ole Kirk Christensen and LEGO Sources: Older relatives and children, adults, toys, colour photographs, stories set in the past, Magic Granddad programme Org and Comm: Timelines, open and closed questions,</p>	<p>Hello I'm new here.</p>	<p>What can learn about our world from stories?</p>	<p>Starry Night</p>	<p>Why is water so precious? Supplying water to the home. Clean water Significant individuals – John Snow and others</p>	<p>Where could we go for a great day out? Why did an old woman of 84 years walk 300 miles from Newlyn in Cornwall to London? Story of The Great Exhibition 1851 London and the Crystal Palace, Prince Albert & Queen Victoria How could people from here go to The Great Exhibition? Could children like us have had a school trip to The Great Exhibition? Thomas Cook, Richard Branson</p>

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	<p>interviewing a visitor, recording an interview – sound, video, photographs, notes and drawings</p> <p>Assembly with toys and stories shown</p> <p>What toys do all children play with?</p>					
Y2-6	<p>Geography and History in the news – Ongoing Learning Unit - Chronological understanding, using timelines relevant to news story chosen</p>					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Can Party Food be Healthy?</p>	<p>Pride in Place What happened in London in the summer of 1666? What happened after 1666? Why should we know about the Fire of London? Was any one person to blame for the burning of the City of London? Significant individual: Samuel Pepys, Christopher Wren Famous local people, events</p>	<p>What is the best way for Mrs Armitage travel? Henry Ford Changing designs of cars</p>	<p>Where do bong trees grow?</p>	<p>What makes us like other animals? Significant individuals Jane Goodall and Charles Darwin</p>	<p>How did families have fun in the past? Changes within living memory visits to the seaside George & Robert Stephenson and The Rocket; local railway builders</p>
EYFS-Y6	<p>The Ancient Greeks – Whole School Learning Unit (suggested use Olympics year i.e. every four years) What do we already know about sporting events and Ancient Greece? Framing questions for research Timelines Reading images – What can we learn from historical evidence? Research allotted area of Ancient Greece What is the legacy of the Ancient Greeks? Study of a Greek myth Presenting research findings</p>					



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The Global Dimension – Whole School Learning Unit (can be used at your discretion. You may choose to revisit every 3-4 years)

The focus subjects of this Learning Unit are History, Geography, Citizenship

This is intended to provide a launch pad for adding a global dimension to your existing curriculum.

Further opportunities to explore and provide experiences in this subject area