

## History Year 1

<p>Know and understand the history of these islands</p>	<ul style="list-style-type: none"> <li>• Changes within living memory: Mr Straw's House</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality: Aviation Pioneers, including significant local events, people and places</li> <li>• Changes within living memory: Seaside</li> </ul>
<p>Know and understand significant aspects of the history of the wider world</p>	<ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality: Aviation Pioneers, including significant local events, people and places</li> </ul>
<p><b>These are National Curriculum statements</b></p>	<p><b>These can be used on curriculum star grids</b></p>
<p>Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> <li>• Sequence images of themselves as a baby, toddler and infant and describe differences</li> <li>• Use simple timelines to sequence processes and events within own experience</li> <li>• Retell a familiar historical story, in chronological order</li> <li>• Use clues to recognise that a story happened a long time ago</li> </ul>
<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> <li>• Use words and phrases, such as 'old' 'new' 'a long time ago' 'before' and 'after' with accuracy</li> <li>• Refer to period detail in images</li> <li>• Confidently identify old and new objects and explain some similarities and differences, recognising that life was different in the past</li> </ul>
<p>Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p>	<ul style="list-style-type: none"> <li>• Describe how features of life today differ from the past referring to subject-specific detail</li> </ul>
<p>Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p>	<ul style="list-style-type: none"> <li>• Understand how familiar objects have changed over time</li> </ul>
<p>Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p>	<ul style="list-style-type: none"> <li>• Make connections between a significant historical event and the history of the local area</li> <li>• Make connections between significant people in history, relating to aviation, and significant local people</li> </ul>
<p>Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> <li>• Know that familiar events, like a birthday, can be represented in different ways</li> <li>• Understand that we have different views of familiar events and cannot always know, or remember, what happened in the past</li> </ul>

<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><i>All children will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available.</i></p>	<ul style="list-style-type: none"> <li>• Ask a relevant question about a history topic</li> <li>• Use information in a source provided to demonstrate understanding of a key feature of an event</li> </ul>
<p>Note connections, contrasts and trends over time</p>	
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> <li>• Write simple captions or sentences to annotate images, showing awareness of features from the past and differences to today</li> <li>• Describe a sequence of historical events using simple sentences, which contain period-specific detail</li> </ul>
<p>Greater Depth</p>	<ul style="list-style-type: none"> <li>• Independently make connections and apply ideas from previous learning or own knowledge</li> </ul>
<p>Key Themes</p>	<ul style="list-style-type: none"> <li>• Aviation</li> <li>• Legacy</li> </ul>
<p>Diversity</p>	<ul style="list-style-type: none"> <li>• Comparing the stories of the Wright Brothers, Amy Johnson and Bessie Coleman and the differences and similarities in the challenges they faced, based on gender and ethnicity.</li> </ul>

<p><b>Defined End Point</b></p>
<p>Have a secure and detailed knowledge of what life was like in the past in the time periods studied, showing understanding of the meaning of 'past' and 'present'. This must partly be in the context of local history.</p>

Key Stage 1 National Curriculum Subject Content  
Key Stage 2 National Curriculum Subject Content  
Aims of the National Curriculum

Area of Study and Key Figures	Themes	
	Chronology / Enquiry	Aviation
Mr Straw's House Mr Straw	past present future	
Aviation Pioneers  The Wright Brothers Amy Johnson Bessie Coleman Douglas Bader	yesterday today tomorrow lifetime timeline same similar different change significant	aviation local impact Doncaster Finningley Vulcan Royal Air Force Pioneer engineer aeroplane inventor crew airport runway kite helicopter rocket balloon glider
The Seaside  Queen Victoria		

Ideas for Historical Enquiry Questions		
Mr Straw's House	Aviation Pioneers with Local History	Oh, I do Like to Be Beside the Seaside!
<p>What should Grandma buy to make her life in the cottage easier?</p> <p>Would you choose to play with toys from the past or present?</p>	<p>How were the experiences of the Wright Brothers, Amy Johnson and Bessie Coleman the same and how were they different?</p> <p>Are the planes at Doncaster airport the same as the planes that the Wright Brothers and Amy Johnson used?</p> <p>Who would you rather have flown with?</p>	<p>How does a day at the seaside today compare with a day at the seaside in the past (specific time period)?</p>