

## Landgate School Key Stage 1 History Long Term Planning

<b>Key Stage 1</b>		<b>Key stage 1 Intent:</b> Learners will have opportunities to learn about changes within living memory, including aspects of change in national life. Events beyond living memory that are significant including nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life in different periods and significant historical events, people and places in our local area. Learner will have the opportunity to work as young historians.	
		<b>Key Stage Opportunities:</b> Learners access the curriculum through strategies including role play, stories, ICT input (Videos, Google Earth, and websites), sensory experiences, exploring artefacts and external visits. Learning through play in Key Stage one increases learner's engagement and allows the theme to be fully explored and embedded into the wider curriculum.	
		<b>Year A</b>	<b>Year B</b>
<b>Key Focus:</b>		<u>Changes within living memory</u> <u>Family History</u>	<u>Changes within living memory</u> <u>Toys</u>
<b>Vocabulary and Knowledge:</b>		<b>Then, now, past, present, change</b> <ul style="list-style-type: none"> <li>• Develop understanding of changes over time</li> <li>• Describe how their life is different to when their parents/grandparents were younger.</li> <li>• Explain how we can find out about the past.</li> <li>• Use words relating to the passing of time</li> </ul>	<b>Toys, old, new, same, different, past, present, change</b> <ul style="list-style-type: none"> <li>• Explain what they know about toys today.</li> <li>• Explain how we can find out about the past.</li> <li>• Describe features of different toys.</li> <li>• Recognise old and new toys.</li> <li>• Use words relating to the passing of time</li> </ul>
<b>Focus 1</b>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time</li> <li>• Fit people/ events into chronological framework</li> <li>• Identify similarities/differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time</li> <li>• Fit people/ events into chronological framework</li> <li>• Identify similarities/differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>

	<b>Opportunities:</b>	<p>Communicate about changes          Compare my life to that of my parents grandparents          A day in the life – clothes/ food/toys/ school          Interview parents /grandparents          Visitors to school</p>	<p>Investigate a range of old and new toys          Compare toys now to old toys          Create a timeline of toys          Visit a toy museum</p>
	<b>Key Focus:</b>	<p><u>Significant historical events</u>  <u>How we remember</u></p>	<p><u>Significant historical events</u>  <u>The Great fire of London</u></p>
<b>Focus 2</b>	<b>Vocabulary and Knowledge:</b>	<p><b>War, remembrance, poppies, peace, Europe, home front, women's land army, trenches, front line</b></p> <ul style="list-style-type: none"> <li>To gain understanding of what life was like during the war and what/ why we remember.</li> <li>Begin to understand about some of the key events and countries involved in the First World War.</li> <li>Begin to understand what life was like for some men, women and animals involved in the First World War.</li> <li></li> <li>Understand some ways we find out about the past</li> </ul>	<p><b>London, fire, burning, Samuel Pepys, Pudding Lane, diary, bakers</b></p> <ul style="list-style-type: none"> <li>Understand some of the key events of the Great Fire of London and communicate them.</li> <li>Understand why the Great Fire of London spread and eventually stopped.</li> <li>Show awareness of how London has changed, including its buildings, people and transport.</li> <li>Understand some ways we find out about the past</li> </ul>

	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Recall key facts about the First World war</li> <li>Recall key facts about the life of Walter Tull and why he is significant in history.</li> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Explain what happens on Remembrance Day and why it is marked</li> <li>Fit people/ events into chronological framework</li> <li>Identify similarities/differences between periods</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Identify different ways in which past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people/ events into chronological framework including those previously studied</li> <li>Identify similarities/differences between London then and now. Think about the fire service now.</li> <li>Ask and answer questions about the fire</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Identify different ways in which past is represented, look at pictures, diary extracts etc</li> <li>Explain that we know about the Great Fire because of Samuel Pepys' diary.</li> </ul>
	<b>Opportunities:</b>	Investigate historical sources related to ww1 and 2 Visit a war memorial Investigate why poppies are sold	Investigate historical sources related to the great fire of London Role play Timelines of events Visit a fire station or fire engine to visit school
	<b>Key Focus:</b>	<u>Significant people</u> <u>The History of Florence Nightingale (Timeline)</u>	<u>Significant people</u> <u>Great Explores</u>
<b>Focus 3</b>	<b>Vocabulary and Knowledge:</b>	<b>Nurse, care, war, significant, Florence Nightingale, Mary Seacole, Edith Cavell, hospital, injured</b> <ul style="list-style-type: none"> <li>Begin to understand what makes a person significant in history.</li> <li>Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today.</li> <li>Know about some of the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.</li> </ul>	<b>Voyage, expedition, journey, significant, mission, Ibn Battuta, Christopher Columbus, Neil Armstrong, Robert Falcon Scott</b> <ul style="list-style-type: none"> <li>Talk about what they know about the great explorers studied.</li> <li>Know how some of these great explorers have helped us to understand more about the world and beyond.</li> <li>Talk about the differences and similarities in the experiences of the great explorers studied.</li> <li>Have an understanding of the chronology of the historical periods in which the explorers lived.</li> </ul>

		<ul style="list-style-type: none"> <li>Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.</li> </ul>	<ul style="list-style-type: none"> <li>Recall some key facts about the experiences of the great explorers.</li> </ul>
	<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate about what they know about Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>Communicate about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>Fit people/ events into chronological framework</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Understand some ways we find out about the past</li> <li>Identify different ways in which past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people/ events into chronological framework</li> <li>Identify similarities/differences between periods</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Understand some ways we find out about the past</li> <li>Identify different ways in which past is represented</li> </ul>
	<b>Opportunities:</b>	<p>Sequence/ timeline  The life of Florence Nightingale and how she contributed to our nation's achievements. Compare with, Mary Seacole and Edith Cavell.  Create a timeline for the period.  Role play  Visit a hospital and compare how nursing has changed</p>	<p>Sequence/timelines  Listen to stories  Role play  Find out about the lives of the explores and compare to own lives</p>
	<b>Key Focus:</b>	<u>Local History</u> <u>School/ Bryn</u>	<u>Local History</u> <u>Wigan</u>
<b>Focus 4</b>	<b>Vocabulary and Knowledge:</b>	<p><b>Before, after, past, present, then, now, change, School, Bryn, Local area, war</b></p> <ul style="list-style-type: none"> <li>To gain understanding of what life in the past</li> <li>Begin to understand some of the key events in the local area</li> <li>Understand how war affected the lives of people in the local area</li> </ul>	<p><b>past, present, then, now, change, Wigan, town, mines, industry</b></p> <ul style="list-style-type: none"> <li>To gain understanding of what life in the past in Wigan</li> <li>Begin to understand some of the key events from Wigan in the past</li> <li>Begin to understand how the key events affected the lives of people in the area</li> </ul>

	<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate about some of the key events in the local area</li> <li>Communicate about how war affected the lives of people in the local area</li> <li>Fit people/ events into chronological framework</li> <li>Identify similarities/differences between periods</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions about history in the local area</li> <li>Understand some ways we find out about the past</li> <li>Identify different ways in which past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Communicate about some of the key events from Wigan in the past</li> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people/ events into chronological framework in relation to other areas covered</li> <li>Ask and answer questions about the history of Wigan</li> <li>Identify different ways in which past is represented</li> </ul>
	<b>Opportunities:</b>	<p>The concept of the school and of a school's history / Bryn</p> <p>Local history – three sisters, train station, significant historical events, people and places in their own locality.</p> <p>Local visitors to talk about the war and local history</p> <p>Visit the grave yard and look at headstones</p> <p>Visit the Ashton war memorial</p>	<p>Coat of arms – Wigan</p> <p>Coal Industry</p> <p>George Formby</p> <p>Wigan life museum</p> <p>Visit to areas of Wigan including Wigan cenotaph</p>
<b>Focus 5</b>	<b>Key Focus:</b>	<p><u>Significant Global events</u></p> <p><u>Christopher Columbus (Timeline)</u></p>	<p><u>Significant Global events</u></p> <p><u>Travel and Transport</u></p>
	<b>Vocabulary and Knowledge:</b>	<p><b>Voyage, significant, New World, travel, explorer</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the history of where he travelled and how it has influenced Britain and the wider world.</li> <li>Have an understanding of the chronology of the historical periods in which the Christopher Columbus lived.</li> </ul>	<p><b>Bicycle, penny farthing, horse and carriage, boat, Viking long boat, steam train, car, bus, aeroplane, hot air balloon, Wright brother, George Stephenson</b></p> <ul style="list-style-type: none"> <li>Begin to understand the ways in which travel and transport has changed throughout history.</li> <li>Know about the inventions of cars, trains and aeroplanes.</li> <li>Know some of the significant people involved in the development of different types of transport.</li> <li>Understand some ways we find out about the past</li> <li>Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</li> </ul>

	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Communicate about what they know about the Christopher Columbus</li> <li>Recall some key facts about the Christopher Columbus</li> <li>Order events into a timeline</li> <li>Ask and answer questions related to Christopher Columbus and the time period</li> </ul>	<ul style="list-style-type: none"> <li>Communicate about what they know about the inventions of cars, trains and aeroplanes.</li> <li>Communicate about the differences between old and new transport</li> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people/ events into chronological framework</li> <li>Identify similarities/differences between transport in the past and now</li> <li>Ask and answer questions</li> </ul>
	<b>Opportunities:</b>	Sequence/ timeline Key points- sailed the sea, discovered America. Adventures/ food Daily life.	Investigate historical sources related to travel and transport Role play Timelines of events Compare old and new transport/ ways to travel Visit the British Commercial Vehicle Museum at Leyland
<b>Focus 6</b>	<b>Key Focus:</b>	<u>Life in different periods</u> <u>Victorians</u>	<u>Life in different periods</u> <u>Tudors</u>
	<b>Vocabulary and Knowledge:</b>	<b>Monarch, Queen, Victorian, old, new</b> <ul style="list-style-type: none"> <li>Know key facts about the Victorian Period</li> <li>Know some key facts about Queen Victoria</li> <li>Begin to understand the differences and similarities in the lives of the Victorians compared to life now</li> </ul>	<b>Monarch, Queen, Elizabethan, Tudor, old, new</b> <ul style="list-style-type: none"> <li>Know some key facts about Tudor Period</li> <li>Know some key facts about Elizabeth I</li> <li>Know about the differences and similarities in the lives of the Tudor compared to life now</li> </ul>
	<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate about what they know about the Victorian Period</li> <li>Communicate about the differences and similarities in the lives of the Victorians compared to life now</li> <li>Recall some key facts about Queen Victoria.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate about what they know about the Tudor Period</li> <li>Communicate about the differences and similarities in the lives of the Tudor compared to life now</li> <li>Recall some key facts about Elizabeth I</li> <li>Choose and use from stories and other sources to show understanding</li> <li>Use wide vocabulary of everyday historical terms</li> </ul>

			<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>
	<b>Key opportunities:</b>	Queen Victoria Religion Daily life Changes/ Industry Role play Investigate artefacts Watch video clips	Elizabeth 1 Civilisation Parliament and peasantry. Daily Life - Lancaster castle/ Rufford old hall/ v's streets