



History KS1

National Curriculum Statements

- 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.

	Knowledge	Skills	Vocabulary
A	<p>To know about significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Castles - compare Mow Cop and Stafford castle. <p>To know changes within living memory.</p> <ul style="list-style-type: none"> • History of toys - compare Grandparents toys and toys of today. <p>To know about events beyond living memory that are nationally or globally significant.</p> <ul style="list-style-type: none"> • The Great Fire of London. <p>To know about 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.</p> <ul style="list-style-type: none"> • Women who changed the world - Florence Nightingale and Mary Seacole. 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To be able to identify past events, present events, older and newer. • To place artefacts on a timeline. • To recognise that their own lives are different from the lives of people in the past. <p><u>Investigate and Interpret the past</u></p> <ul style="list-style-type: none"> • To use artefacts, pictures, stories, online sources etc. to find out about the past. • To answer questions based on simple observation. • To identify some of the different ways that the past is represented 	<p><u>Communicate Historically</u></p> <p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my grandparents were children • years • living memory • significant • local/locality • invention <p><u>Castles</u> Castle Turret Rampart Drawbridge Tower Moat Folly</p>

Mow Cop
Stafford

Toys

Parents
Grandparents
Great-grandparents
Materials
Technology
Wood
Plastic
New
Old
Skipping ropes
Spinning top
Rocking horse

Great Fire of London

Fire
Samuel Pepys
London
The Monument
Baker
River Thames
Diary
Smoke
Leather buckets
Fireman
Buns
Bread
The Tower of London
axe
King Charles II
escaping

Women who changed the world

Florence Nightingale
Mary Seacole
Care
Hospital
Medal
Lady of the lamp

			<p>Injured Cleaning Soldier Crimean War Charity Red Cross Battle Nurse Dolls Travel Jamaica</p>
B	<p>To know about significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Pottery - Wedgwood, Middleport <p>To know changes within living memory.</p> <ul style="list-style-type: none"> • My family with a focus on Grandparents and their lives. • Family Trees. <p>To know about events beyond living memory that are nationally or globally significant.</p> <ul style="list-style-type: none"> • WWII - Planes (Spitfires) and the Anderson Shelters. <p>To know about 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.</p> <ul style="list-style-type: none"> • Queens - Queen Elizabeth I and Queen Victoria. 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To sequence events and historical figures on a timeline. • To recount changes that have occurred in their own lives. • To use dates where appropriate, as well as everyday terms about the passing of time. <p><u>Investigate and the interpret the past</u></p> <ul style="list-style-type: none"> • To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for? 	<p><u>Communicate Historically</u> Use words and phrases such as:</p> <ul style="list-style-type: none"> • topic vocabulary in context • nationally • globally • international • achievement • timeline • artefacts • observation • Similar/different • Source • Reason • Connection • Research • Question <p><u>Pottery</u> Wedgwood Josiah Wedgwood Stoke-on-Trent Fine china Clay</p>

			<p>Middleport William Leigh Frederick Rathbone Burgess Burleigh Kiln Furnace Victorian Potbank</p> <p><u>My Family</u> Parents Mum Dad Grandparents Grandad Grandma Family tree</p> <p><u>WWII</u> Aeroplane Spitfires Reginald Mitchell Wings Propeller Design Stoke-on-Trent Anderson Shelters Corrugated steel/iron Gardens</p> <p><u>Queens</u> Queen Victoria Queen Elizabeth I Queen England Ireland Monarch United Kingdom Throne</p>
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