

History Curriculum Coverage: KS1

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for LKS2

Year 1	National Curriculum Objective	Knowledge/Activity	Vocab
Autumn One What can we find in the woods?	FALLOW		
Autumn Two Is the sky always blue?	Learn 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	<ul style="list-style-type: none"> HOOK – show videos of exciting wind related weather, tornados, cyclones, hurricanes etc Explain that this historical person was responsible for creating a scale that measured the wind. Ask the children to describe the type of weather conditions that involve wind. Introduce Francis Beaufort – (add to timeline) You tube have two videos that are ok for KS1 and explain the scale. Children to understand why the scale was important to sailors but how it has impacted upon modern life when weather forecasts are told. Children to sequence pictures or draw the scale. (see pintrest/TES) also if you google kids Beaufort scale, there are many ideas on images for this search. 	Wind speed Beaufort scale Cyclone Hurricane Tornado
Spring one Where can we sail in our galleon? <i>Refer back to Francis Beaufort – He was in the Navy looked at in the splendid skies topic</i>	Learn about the lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none"> Make a list of all the sailors, explorers and pirates that the children have come across – talk about what they know and allow them time to read and share their posters with each other. Create a time line Marco Polo, Columbus, Francis Drake, Walter Raleigh, Nelson, Captain Cook, Blackbeard, Grace Darling, Ellen Mcarthur. Provide mini fact files on these characters and ask the children to sequence them – or use an active 	Christopher Columbus Grace Darling Captain Cook Source Evidence Timeline

		<p>learning strategy to collect facts for their chosen person, and create a 'top trump' style fact card.</p> <ul style="list-style-type: none"> Focus upon one famous sea explorer (Columbus or Cook). Work in pairs to find out where they sailed what they discovered, what they brought back and their impact on what we know about today. (consider learning through drama, hot seating, treasure hunt of facts) <p>Pirate Focus – Using a range of sources find out about different pirates. Were they all men? How did they become pirates? Children to design a wanted poster for Blackbeard or a pirate of their choice</p>	
<p>Spring Two</p> <p>Do all animals have fur?</p>	FALLOW		
<p>Summer One</p> <p>What can we find in our local area?</p>	<p>Significant historical events, people and places in their own locality</p> <p>Learn about changes within living memory and where appropriate how this changed national life – The Mills.</p>	<ul style="list-style-type: none"> Invite a visitor in to talk about how Shirland has changed over the years. Look at pictures of buildings in the past and compare them to today – old chemists and boots for example. Talk about separate shops like bakers and butchers and how supermarkets have emerged. Look at and find out about the school. When was it built? What was it like? What can you still see today? How has it changed? Why was it built? Look at photographs of the old infants and junior schools. Walk to the old junior site which is now houses and compare the buildings. Discuss how both sites used to be separate schools. <p><i>The old junior building was the Edward Revell Primary school. Built in 1637, rebuilt in 1830, improved in 1853 and</i></p>	<p>Thatch</p> <p>Stone</p> <p>Cobbles</p> <p>Wooden beams</p> <p>Chimneys</p> <p>Stone sills</p> <p>Leaded windows</p> <p>Victorian</p> <p>Old</p> <p>Modern</p> <p>Compare</p>

		<p><i>enlarged in 1876. Derbyshire County Council bought the school after the second world war and built new premises at a site quarter of a mile away in 1964.</i></p> <p>Add to the timeline.</p> <p>Also discuss how school has changed e.g. single desks, strict teaching, no technology etc.</p>	
Summer Two Farm to fork	Fallow		
Year 2	NC Objective	Activity	Vocabulary
Autumn One What do minibeasts look like?	FALLOW		
Autumn Two What would you find in space?	<p>Learn about events beyond living memory that are significant nationally or globally</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Learn about changes in living memory</p>	<ul style="list-style-type: none"> Find out about Buzz Aldrin and Neil Armstrong. Learn about astronauts, what their job is, what it's like to work in space, special clothing and food, etc. Listen to and discuss the stories of astronauts making comparisons between past astronauts and current astronauts Tim Peake. Make flip books all about astronauts. Children could make finger puppets or dramatize the moon landing and video it. Using a range of space themed date marked sequencing cards, organise them into sequence of events. Display this is a creative way (timeline mobiles) Discuss what space travel might look like in the future. 	<p>Buzz Aldrin</p> <p>Neil Armstrong</p> <p>Tim Peake</p> <p>Past</p> <p>Future</p> <p>Sequence</p>
Spring One What happens in our capital city?	<p>Learn about events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality (UK)</p>	<ul style="list-style-type: none"> Find out about the Great Fire of London. (Google: lots of video clips) – History and events are discussed through English, and activities are literacy linked see separate planning – That the fire led to houses being built differently, street design, the 	<p>Pudding Lane</p> <p>Thomas Fariner</p> <p>1666</p> <p>Fire Breaks</p> <p>Syphons</p> <p>Samuel Pepys</p>

		<p>start of the fire service. Introduce the diarist Samuel Pepys.</p> <ul style="list-style-type: none"> • Remembrance Day is a significant event that needs to have a lesson devoted to it. • Bonfire Night: Time spent on sequencing the events that took place on the 5th November. Making links to important buildings and Guy Fawkes 	Significant
<p>Spring Two</p> <p>What happened on the Titanic?</p>	<p>Learn about events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality (UK)</p>	<ul style="list-style-type: none"> • Find out how the Titanic was built and what happened. Why didn't it reach America? • Order the events from the ship being built in April 1908-09 until it sank in 1912. • Discuss the different classes of passenger on-board. • Retell the story via role-play, puppets and drama activities. • Write quiz type questions and have a class quiz on the facts. 	<p>Titanic</p> <p>Lifeboat</p> <p>Lifebelt</p> <p>Propeller</p> <p>Iceberg</p> <p>New York</p> <p>Atlantic</p> <p>First class</p> <p>Second class</p> <p>Third class</p> <p>Carpathia</p>
<p>Summer One</p> <p>How can we build a fortress?</p>	<p>Learn about events beyond living memory that are significant nationally or globally</p>	<ul style="list-style-type: none"> • Look at a range of castles throughout history. From the earliest Saxon ditch and rampart castles to later motte and bailey castles and later stone castles. • Order the castles from oldest to newest and explain their sequence. Check with the children that their sequence is correct, on basis did they make their judgements? • Children to draw and label the key parts of a stone build castle. Use captions to explain the key vocabulary – Use active learning here to explore the vocab. (E.g. In teams, run and fetch a word, return to the team, they check on a diagram of a castle what it is, and then stick the correct word to its corresponding definition on a word bank sheet) <p><i>(additional/optional) TUNNELS – Simplify the story of the Great Escape. World War 2. Explain that men who were</i></p>	<p>Rampart</p> <p>Motte and Bailey</p> <p>Stone</p> <p>Turrets</p> <p>Towers</p> <p>Gatehouse</p> <p>Drawbridge</p> <p>Moat</p> <p>Portcullis</p> <p>Dungeon</p> <p>Keep</p> <p>Barbican</p> <p>Battlements</p> <p>Arrow slits</p>

		<p><i>held captive as prisoners escaped by tunnelling out. The tunnels were nick named 'Tom Dick and Harry' so that they could talk about them without being found out. Talk about how they stopped the tunnels collapsing with bed boards, and how they disposed of the earth. Could be used as a story time.</i></p>	
<p>Summer Two</p> <p>Staying healthy</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<ul style="list-style-type: none"> • Compare hospitals and nurses today and in Florence Nightingale's time. • Find out about Florence Nightingale's life and achievements • Look at the timeline of events and discuss some of the key events in Florence's life. Explain the conditions at Scutari hospital and how Florence improved these. • Find out more about Florence Nightingale by using books and the internet. • Act out scenarios from the hospital, taking turns to play injured soldiers and Florence Nightingale. • Show ch information about Mary Seacole and discuss the challenges Mary faced. Discuss how she overcame these challenges and what this tells us about her personality and character. Explain how Mary's actions had a positive impact on nursing today. • Identify similarities and differences between the two nurses. • Create fact files or posters about the nurses. 	<p>Florence Nightingale Mary Seacole</p> <p>Crimean war world war 1 soldiers significant</p>