

# Year 1 History Curriculum

## History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6					
Main Period	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study				
Enquiry Questions	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p>	<p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>				
Chronological Knowledge/ Understanding	<ul style="list-style-type: none"> <li>- Develop an awareness of the past and present.</li> <li>- Use common words and phrases related to the passing of time.</li> <li>- An understanding why putting events in the correct sequence is important for explaining why events took place.</li> <li>- Begin to understand intervals</li> </ul>					<ul style="list-style-type: none"> <li>- An understanding of the <b>duration</b> of British, Local and World History.</li> <li>- An understanding that some events will overlap (<b>concurrency</b>)</li> <li>- Increasingly more confident in using <b>scaling</b> to understand the passing of time for the period they are studying.</li> <li>- Be able to use a wider range of time terms securely</li> </ul>				<ul style="list-style-type: none"> <li>- Able to <b>compare and contrast</b> between different periods</li> <li>- <b>Continuity and change</b>- what stayed the same over the period and what has changed - able to say why this is significant.</li> <li>- Be able to use a wider range of complex time terms securely 'last century', 'decade'.</li> </ul>							
Historical Enquiry / Skills	<ul style="list-style-type: none"> <li>- <b>Ask</b> and answer questions.</li> <li>- Understand some ways we find out about the past.</li> <li>- Choose and use parts of stories and other sources to show understanding of key events.</li> </ul>					<ul style="list-style-type: none"> <li>- Ask valid questions about <b>cause</b> and <b>significance</b> and same and difference. Understand <b>cause and consequence</b>.</li> <li>- What is the same and different between these periods and our world today?</li> </ul>				<ul style="list-style-type: none"> <li>- Know about <b>connections, contrasts</b> and <b>trends</b> over time</li> <li>Make a reasoned justification using a range of sources to answer the <b>enquiry</b> question.</li> <li>- Suggest strategies to help them to answer enquiry questions.</li> </ul>							
Specific skills	<p><b>Extracting</b> - is what children learn from a particular source.</p> <p><b>Evaluating</b> - Is the source of information reliable and valid?</p>					<p><b>Interrogation</b> - what else would the children like to find out?</p>											
Key Threads	Achievements (What is their legacy?)			Society		Settlements		Battles		Entertainment		Diet		Transport		Religion	

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### What's the big picture?

In Early Years the children have begun to develop an awareness of past and present. They have begun to explore the 'key threads' which run throughout our history curriculum; society, entertainment and religion. They are developing an understanding of simple time vocabulary.

Through their exploration of toys, seasons, festivals and themselves they have used simple, physical sources such as photographs and toys to develop their understanding of the past.

### National Curriculum Principles

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time
- Pupils 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.
- Pupils 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
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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
- Significant historical events, people and places in their own locality.

Enquiry questions and knowledge content inspiration taken from Primary History Rocks and Historical Association schemes of work

### Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

[www.mrcarterrocks.wixsite.com/historyrocks](http://www.mrcarterrocks.wixsite.com/historyrocks)

<http://www.starbeck.com/> - Artefacts/loan boxes for topic

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Enquiry Question - What was life like in Howdon/Killingworth 100 years ago?		
Objectives	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can analyse maps of our local area, identifying similarities and differences (change and continuity).</li> <li>I can make predictions about what further changes might be.</li> <li>I can identify houses in the local area, giving reasons why I believe some are older and newer.</li> <li>I can use a census to find a significant individual in our local area.</li> <li>I can begin to use trade directories to identify different job roles. What is the same? Different to day?</li> <li>I can compare my local area, to another near area (Gateshead).</li> </ul>	<p>Geography links and use of sources (Heritage Trail).</p> <p>Society</p> <p>Settlements (buildings)</p>	<p>Heritage trail of the local area. Highlight buildings, parks, rivers, transport, religious buildings. Use this knowledge when studying the Great Fire of Gateshead to compare areas. What's the same/ different?</p> <p>Use maps to look at how 'memory markers' have stayed the same or changed in our local area: roads, rivers, special buildings, favourite park, sweet shop, fields, warehouse, school, industry. What sort of features have survived? Why?</p> <p><b>Historical predictions:</b> Which building might disappear first? Why? Which buildings will be on your oldest maps? Why do you think that? How can you tell if a house is old? Children to locate a range of different types of housing. For example: Grosvenor Gardens, Windsor Close, McNamara Road, Norman Terrace.</p> <p>Introduce older maps, e.g 1898 and spot the difference. What's the same? What's different? Children to identify what's stayed the same? What's new and what's not there anymore. What has been the most surprising/significant change? Why has it changed? What might be future changes?</p> <p>Choose an older house - for example: Bewicke Street. Look at windows, doors and chimney pots to help. Use a trade directory and census to identify trades and a significant individual. Were there any other butchers on Bewicke Street? What was the most common job? What other occupations can you find? What type of people lived there? Rich/poor? Why are men classed as head of the household? How many servants can you spot? How many different nationalities? Use images from Historic England to support.</p>

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Enquiry Question - How has transport evolved to become so significant?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can <u>apply</u> and <u>use</u> key historical vocabulary correctly to describe the passing of time.</li> <li>I can <u>sequence</u> a timeline to show that events happen in chronological order.</li> <li>I can understand that events in my own life have happened in chronological order.</li> <li>I can use sources to make simple inferences, suggesting why certain items are linked to an individual.</li> <li>I can identify that people have lived in the distant past.</li> <li>I can suggest why certain items are linked to an individual.</li> <li>I realise life was different for different people in history.</li> <li>I can begin to identify which achievements were more significant and give a reason why.</li> <li>I can begin to answer a simple enquiry using selected sources as evidence.</li> <li>I can begin to form an opinion with reasoned evidence.</li> <li>I can begin to <u>ask</u> historically valid questions about objects and knowledge.</li> <li>I can <u>attempt</u> to make historical predictions.</li> </ul>	<ul style="list-style-type: none"> <li>I know who George Stephenson was.</li> <li>I understand where Stephenson fits into the wider chronology of history, considering duration and placement.</li> <li>I can explain the achievements of George Stephenson and events were important.</li> <li>I can identify why the Rocket was so significant at the time.</li> <li>I can identify the significance of The Rocket for future trains.</li> <li>I can identify changes in railways and trains over time.</li> <li>I can identify the impact of Stephenson locally, nationally and internationally</li> </ul>	<p>Achievements - of significant individuals / events</p> <p>Transport</p>	<p><b>PRE LEARNING</b> Key vocab - 'past' and 'yesterday' and 'today' 'long ago' Look at a range of photos - are they from today or past and yesterday in school. Children should be able to put events in their lives in a chronological order, starting with the earliest. Being born, crawling, walking, etc. Using words 'before' 'after' 'then' 'now.' Create a timeline of life events, putting them in chronological order.</p> <p><b>Who was George Stephenson?</b> - provide a suitcase with objects relevant to him: railway tracks, clothing, gas lamp. Explain lots of things have happened in the past and things were different - list things didn't have. Children can guess who it belongs to. Are they from our time or past? How do they know? Go through key events in Stephenson's life - note lengths of period and how far away George's life was to ours. Look at a timeline of Stephenson's events/ achievements- compare with duration of own timeline - how is his longer and have more events on it. Will our timeline grow to be as long?</p> <p><b>What did George Stephenson do?</b> List achievements highlight WHY each one is so important: first engine, safety lamp, building Stockton to Darlington and Manchester to Liverpool railways, winning the steam race, advising others.</p> <p><b>Transport</b> ~ Horse and Cart, boats, car - old and new. Has transport always been the same in the past? Investigate new forms of transport in the locality such as new roads, buses and how and why this impacted the local area. What could they now do, they couldn't before? Look at photos of later methods of transport (boats and trains). Why might these methods have superseded earlier forms? Provide children with a range of scenarios and which method of transport would be most suitable - moving a large load, wanting to travel a long distance, wanting to move a large number of people. Can children assess positives and negatives of transport use e.g. not carrying much, poor comfort when travelling, etc. Can children begin to place on a timeline transport that existed with the last 100 years ago?</p>

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			<p><b>Introduce Stephenson’s Rocket</b> - Look at changes they made, making it quicker, more efficient and how the design was used as the basis for most steam engines for a long time. Compare how trains have changed, writing basic facts - much bigger, quicker; used electricity - easier and quicker; magnets - quieter and quicker.</p> <p>Explore why George Stephenson is important in our area- why our school was named after him. Known as ‘Father of the railways’. George helped develop some of the first proper railways, ideas then taken to different parts of the world. Without him, we might not have railways as they are today. Because of railways, lots of areas grew for a number of different reasons e.g. mining easier and cheaper travel, places like Redcar and Saltburn became popular holiday towns. Can they see any places or railway stations still there today? Are they still relevant today?</p> <p>Refer back to enquiry question -Children to write their response to this question, providing justification. Ensure they understand ‘significance’</p>
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Enquiry Question - What impact did the Great Fire of Gateshead have on our locality?			
Objectives	Suggested enquiry specific ‘I can’ statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can show knowledge and aspects of the past beyond living memory, identifying characteristic features of a period.</li> <li>I can place Victorian England and 1854 on a timeline of British history</li> <li>I can show understanding that the past has been interpreted in different ways.</li> <li>I can begin to realise that there are reasons why people acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify characteristics of Victorian England in 1854.</li> <li>I can assess the achievements of Victorian England, justifying which I believe to be most significant.</li> <li>I can compare and contrast the housing of Victorian Britain with today.</li> <li>I can identify similarities and differences in British</li> </ul>	<p>Maps</p> <p>Timelines</p> <p>Artefacts</p> <p>Significant individual</p> <p>Significant event</p> <p>Settlements</p>	<p>Go on a Heritage trail and compare Howdon to Gateshead past and present.</p> <p>Identify when Victorian England was in comparison to history studied to date.</p> <p>Explore and compare Victorian society, buildings (<i>Industrial Revolution - more materials, varied use of bricks, less symmetry, more intricate and bold designs, porches, bay and sash windows, incorporation of tiles, stained glass, dates and names added into brick work, patterned brick designs and headers, multiple chimneys, slate-tiled roofs. Surtrees house in Newcastle - an example of housing from the period</i>) and types of entertainment (toys) with modern day.</p> <p><b>Story of The Great Fire of Gateshead</b> Main characters involved- Charles Bertram, Robert Pattinson, Alexander Dobson, James Mather. Why did the fire spread so disastrously?- Fire started in Worsteds factory of Wilson and Sons. In the immediate vicinity was Bertam’s Bond Warehouse</p>

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<ul style="list-style-type: none"> <li>• I can select and combine information from different sources.</li> <li>• I can give reasons for and results of changes.</li> </ul>	<p>Society.</p> <ul style="list-style-type: none"> <li>• I can compare fire engines and equipment to today, identifying similarities and differences.</li> <li>• I recognise there may be different viewpoints about what or who caused the fire.</li> <li>• I can recognise Charles Bertram as significant, giving reasons.</li> <li>• I can recall the key events of the Great Fire of Gateshead.</li> </ul>	<p>Society - Victorians - explore entertainment (toys)</p> <p>Transport (fire engines and use of railway)</p> <p>Achievements</p>	<p>used to store thousands of tons of sulphur, nitrate or soda. Was in part a double fire proof structure with a metal structure and every precaution against fire at the time. Despite this - the intense heat caused sulphur to ignite, melt and stream. Huge blocks of masonry, timber and red hot metal were catapulted into the air cascading down onto people and property. The flames spread over a wide area, starting new fires - small alleys and close vicinity of buildings (really emphasise this point and will be useful for London study next year). Private engine from nearby barracks fought strenuously to beat back fire. No town fire brigade! As soon as could, calls for help went out to surrounding towns and cities. Fire engines sent from Durham, Hexham, Carlisle, Morpeth and Berwick (by rail). Floating engines from South Shields and Sunderland were dispatched and another 3 engines from Sunderland. All property destroyed bar 1. Buildings began to be blown up in fire's path by Army Sappers and Miners - bringing it under Control.</p> <p>Explore viewpoint of significant individuals</p> <p>Create a timeline of events - What did people do first? 6/10/1854 between 12:00 - 1:00am fire raged quickly out of control. 3am - whole range was one immense range of sheet of fire. 3:10am popping sounds from Bertam's then warehouse blasted apart.</p> <p>Artefacts - Fire fighter equipment, artefacts, photographs and written accounts (including newspaper reports) from the period</p>
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