

History Key Stage 1

Great Fire of London Events beyond living memory	Key Question How will we find out more about the great fire of London? Lines of enquiry To understand ways that we know about the past. ✓ Who was Samuel Pepys? ✓ What can we learn about events in the past from historical diaries? ✓ Why did the fire start? How do we know? ✓ What happened day-by-day in the Great Fire of London? ✓ How might we share our learning about the Great Fire of London? ✓ How do we know what houses looked like in 1666? ✓ What were the main features of houses in London before the Great Fire? ✓ Why did Tudor builders use materials like wood, thatch, wattle and daub in many buildings? ✓ How must it have felt to be caught up in the Great Fire of London? ✓ How do we record information differently now compared to 1666? Key Vocabulary ○ Primary source. A diary is a primary source about what happened in the past ○ Evidence. Clues to what happened in the past ○ Samuel Pepys – a diarist from the past ○ Thatch, wattle and daub – materials used in the construction of tudor houses ○ Quill – a writing instrument from the past When – Chronology and links to other periods to be considered ✚ To place the Great Fire on a timeline. ✚ To understand how long ago the great fire occurred
	Links to EYFS – Knowledge and understanding of the world Uses stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences
Explorers Events beyond living memory Lives of significant individuals	Key Question How have explorers from the past contributed to national and international achievements? Lines of enquiry ✓ What does the word 'explorer' mean? ✓ What does an explorer do, and what tools, equipment and essential items might they need for their journey? ✓ Are there any famous explorers that used similar equipment? ✓ Christopher Columbus travelled across the ocean in search of new lands. Where else can explorers go today? ✓ Who was Neil Armstrong and what is he famous for? ✓ Was Neil Armstrong's equipment different and why might that be? Key Vocabulary ○ Explorer – a person who explores a new or unfamiliar area. ○ Continents – an area of land that is made up of different countries ○ When – Chronology and links to other periods to be considered ✚ To order some significant explorers on a timeline and identify the continents visited. ✚ To identify and compare expedition items from 500 yrs ago, 50yrs ago, and from today. ✚ To identify and compare expedition modes of transport from 500 yrs ago, 50yrs ago, and from today. Place them on a simple timeline ✚ Recognising the distinction between present and past in their own and other people's lives (e.g. <i>Christopher Columbus</i>). ✚ Identifying some similarities and differences between ways of life in different periods (e.g. <i>Neil Armstrong and Christopher Columbus</i>). ✚ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).
	Links to EYFS – Knowledge and understanding of the world

	Uses stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Shares some similarities between characters, figures or objects.																	
Buckets and spades Events beyond living memory Changes within living memory	Key Question What do British holidays from the past tell us about the way people used to live?																	
	Lines of enquiry ✓ When did holidays begin in Britain? ✓ Which were the first British seaside resorts and why did they develop? ✓ Why did people have the opportunity to take holidays? ✓ How did the development of the railways affect the lives of the Victorians? ✓ What were the early railways like in seaside resorts? ✓ What were seaside holidays like in Victorian times? ✓ How have holidays changed since the Victorian era?																	
	Key Vocabulary ○ seaside resort - a place that is frequented for holidays next to the sea ○ Victorian times – a period of time during the reign of Queen Victoria ○																	
	When – Chronology and links to other periods to be considered Links to the local study of our area (KS1) and Victorians (KS2) <table border="1"> <tbody> <tr> <td>1800 - 1850</td><td>Workers leisure time was limited to 'holy days' – Sundays, Christmas Easter.</td></tr> <tr> <td>1850 - 1900</td><td>The creation of a national railway system meant that ordinary people could travel. Most holidays consisted of day trips to the British seaside.</td></tr> <tr> <td>1900 - 1960</td><td>Most Britons started to take a week-long summer holiday.</td></tr> <tr> <td>1930s - 1970s</td><td>Holiday camps were popular. Further information about holiday camps can be found in the resource 'Butlin's and the changing British seaside holiday' on the First News website (here).</td></tr> <tr> <td>1960s</td><td>People started to buy cars, and camping and caravanning became popular.</td></tr> <tr> <td>1970s</td><td>Large numbers of UK residents started to go abroad for their holidays due to the expansion of the airline industry.</td></tr> <tr> <td>1980s</td><td>Skiing holidays were starting to become popular.</td></tr> <tr> <td>1980s - 1990s</td><td>Packages to the USA became much cheaper.</td></tr> <tr> <td>1990s - present day</td><td>A second yearly holiday became possible for many. Holidays to Australia and more exotic locations became cheap enough for many ordinary working people.</td></tr> </tbody> </table>	1800 - 1850	Workers leisure time was limited to 'holy days' – Sundays, Christmas Easter.	1850 - 1900	The creation of a national railway system meant that ordinary people could travel. Most holidays consisted of day trips to the British seaside.	1900 - 1960	Most Britons started to take a week-long summer holiday.	1930s - 1970s	Holiday camps were popular. Further information about holiday camps can be found in the resource 'Butlin's and the changing British seaside holiday' on the First News website (here).	1960s	People started to buy cars, and camping and caravanning became popular.	1970s	Large numbers of UK residents started to go abroad for their holidays due to the expansion of the airline industry.	1980s	Skiing holidays were starting to become popular.	1980s - 1990s	Packages to the USA became much cheaper.	1990s - present day
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Where I live Significant events, places, people in their locality	Key Questions How has our locality changed over time?																	
	Lines of enquiry ✓ <i>What did Oswaldtwistle look like 100 years ago?</i> ✓ <i>How has Oswaldtwistle changed in the last 100 years?</i> ✓ <i>What can we use as historians to compare the past and present?</i>																	
	Key Vocabulary ○ Primary sources - a first-hand or contemporary account of an event or topic ○ Secondary source – a second hand account of an event or topic ○ Local area - an area or neighbourhood																	
	When – Chronology and links to other periods to be considered  Using a time line to show changes over time with a comparison of photographs																	

	from 'then' and 'now' ✚ History walk of union road ✚ Links to the topic on the seaside and an introduction of the local history topic in KS2 ✚ Links to the geography topic on 'Where I live' building on EYFS 'Visiting a local area that has historical importance' ✚ Links to 'celebration' topic that considers the importance of remembrance and the importance of the local cenotaph. Show their emerging knowledge and understanding of the past by: ✚ Recognising the distinction between past and present. ✚ Identifying some similarities and differences between their own present and aspects of the past. ✚ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). ✚ Show their developing knowledge and understanding of the past by: ✚ Recognising the distinction between present and past in their own and other people's lives. ✚ Identifying some similarities and differences between ways of life in different periods. ✚ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).
	Links to EYFS – Knowledge and understanding of the world Visiting a local area that has historical importance Shares some similarities between characters, figures or objects.

Toys/Past and present Changes within living memory	Key Questions How do everyday items help us understand how people in the past lived? ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, written sources.
	Lines of enquiry ✓ What are popular toys of today? ✓ What were the popular toys of the past? ✓ How do the two compare? – similarities and differences ✓ Why are the toys different? ✓ Who do you think played with the different toys in the past? ✓ Why did people in the past make their toys? ✓ How do the toys of our parents and grandparents compare with their own? ○ Key Vocabulary
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	Links to EYFS – Knowledge and understanding of the world Shares some similarities between characters, figures or objects. Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences
Famous People	Key Questions Why are some people remembered as being 'significant'?
	Lines of enquiry

Lives of significant individuals Changes within living memory Events beyond living memory	✓ When did the famous people live? ✓ What are they famous for? ✓ How do their achievements differ and how are they the same? – in the same ‘field’ ✓ What impact did their achievements have? ✓ How did their achievements change the way people lived or the way the world was/is? Key Vocabulary ○ Significant- sufficiently great or important to be worthy of attention; noteworthy. ○ Famous - known about by many people ○ Field – an area of expertise When – Chronology and links to other periods to be considered ✚ To compare and contrast the lives of significant individuals ✚ Recognising the distinction between present and past in other people's lives. ✚ To place significant people within the historical context of periods already studied
	Links to EYFS – Knowledge and understanding of the world Shares some similarities between characters, figures or objects. Can identify similarities and differences between jobs. Sequence family members, explaining who they are and the key differences between what they can/cannot do.
Castles Events beyond living memory	Key Questions Who lived in castles and why were they built? Lines of enquiry ✓ What is a castle? ✓ Who built the first castles? ✓ Why were castles built where they were? ✓ Who lived in the castles? ✓ What jobs did people do in the castles? ✓ What does this tell us about the lives of people in the past and how have those lives changed over time? ✓ Key Vocabulary ○ Castle – a home for a lord ○ Motte and bailey – a design of castle ○ Turret – a tower in a castle ○ Ramparts – a walkway in a castle ○ Portcullis – a protective gate at the entrance to a castle ○ Drawbridge – a movable walkway at the entrance to a castle ○ Moat – a protective surround of a castle designed to keep people out ○ Lord – a name of a person who lived in a castle ○ When – Chronology and links to other periods to be considered ✚ To order various castles in order of construction by comparing how they were made ✚ Placing buildings in order by using common phrases to show the passing of time (old, new/young, days and months). ✚ Identifying some similarities and differences between ways of life in different periods.
	Links to EYFS – Knowledge and understanding of the world Recognises some environments are different to the one in which they live. Can identify similarities and differences between homes in our country