

History KS1

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Autumn 2

Who is the greatest history maker?

Through this enquiry the children will learn:

- Who Guido (Guy) Fawkes was and what he attempted to do in 1605
- Why Guy Fawkes and his conspirators planned to blow up Parliament
- How this failed attempt is commemorated each year
- Why Guy Fawkes can be considered a significant person in history
- Which they consider having made the most significant contribution as a 'history maker'
- What perspective means when it comes to judging people and events in history

Spring 2

Why did the Great Fire of London start?

Through this enquiry the children will learn:

- The probable cause of the Great Fire of London in 1666
- What living conditions in London were like for most people in 1666
- How these conditions enabled the fire to spread so quickly
- Some of the main events that occurred during the fire
- The main effects of the fire on the city
- The distinction between primary and secondary sources of evidence of the fire
- Why some sources of evidence of the fire are more reliable and trustworthy than others
- Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire
- The main actions that were taken to control the fire
- Why the fire took so long to extinguish
- What might have been done to control the fire earlier

Summer 1

What does it take to be a great explorer? Through this enquiry the children will learn:

- What an explorer does both in the past and in modern times
- The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer
- The accomplishments of Amy Johnson
- Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time
- What Christopher Columbus succeeded in doing during his expeditions
- Why Christopher Columbus was able to accomplish what he did
- The personal qualities that most explorers must have in order to succeed