

History Phase Overview KS1

Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1. To appreciate the difference between long ago and very long ago	I1. Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.	H1. Respond to simple questions about the past
C2. Create a simple timeline to capture recent events	I2. Begin to identify and recount historic details from the past from sources e.g. pictures/stories	H2. Observe and handle artefacts and ask simple questions about the past
C3. Remember parts of stories they have read or have had read to them which involve memories about the past	I3. To identify similarities and differences between different times	H3. Offer an opinion as to why something may have happened in the past and why they know
C4. Recognise that familiar objects we have today would have been different in the past, i.e., Telephone	I4. To be able to talk about some people and events that they have studied and give reasons for their actions	
C5. Begin to appreciate what a timeline is by looking at a time line over the past 10 years	I5. Consider the differences between 'long ago' and 'now'	
C6. Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	I6. Appreciate that stories past down through time are prone to exaggeration and some inaccuracy.	
C7. Know that the toys their parents and grandparents played with were different to their own		
C8. Organise a number of artefacts by age		
C9. Know what a number of older objects were used for		



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Autumn Grandparents	Spring Who are the famous people that have made an impact on the world?	Summer Castles
C1, C2, C8, C6, C9, C7, C10, H1, H2, H3, I2, I3, I5, I6	C1, C3, C4, C5, C6, I1, I2, I3, I4, H1, H2, H3, H4, H5	C1, C2, C3, C4, H1, H2, H3, I1, I2
Subject Specific Vocabulary		
Beatles, Hippie, Clangers, Crackerjack, Moon landing, McDonalds, decade,	Neil Armstrong, Queen Elizabeth II/King Charles III, Christopher Columbus, Malala Yousafzai	Moat, drawbridge, knight, turret, keep, portcullis
I will ...		
<ul style="list-style-type: none"> • Know how different our grandparents' toys were • Know what our grandparents' school days were like • Know how shopping habits have changed over the past 50 years • Know how birthday celebrations for children have changed over the past 50 years • Know how what we eat on a daily basis has changed over the past 50 years 	<ul style="list-style-type: none"> • Know about people who did something in the past that has impacted on our lives today • Know about people who have much contributed to the lives of black people • Know about people who have contributed much to the lives of women • Know about a famous event from the past that we still talk about today • Know about people who have put their lives in danger to make the world a better place. 	<ul style="list-style-type: none"> • Know that castles were built to keep people safe and secure • Know that there are many stories associated with castles • Know that there is probably a castle not very far away from where you live • Know the names of the different features of a castle

Cycle B



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Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 recognise that stories they have read help them understand the difference between the place they live in and places in the past	I1 Know about people in the past who have contributed to national and international achievements	H1 Look carefully at pictures and objects to find out information
C2 Begin to appreciate the difference between long ago and very long ago	I2 Recount historic events from eye-witness accounts, photos and artefacts	H2 Find answers and respond to simple questions about the past
C3 Know where people and events studied fit into a basic timeline	I3 To develop an awareness of the past and comment on how they found out	H3 Choose and select evidence and say how it can be used to found out about the past
C4 Able to point out a few similarities and differences between ways of life at different times	I4 Be aware of how we know about events from the past and potential for evidence to be interpreted differently	H4 Understand some ways we find out about the past
C5 Use words and phrases such as: old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after – to show the passing of time	I5 To begin to reflect on the significance of what has been learnt from the past	H5 Recognise the importance of basing ideas on evidence
C6 Able to order a few events and artefacts from the past	I6 Start to recognise what is a reliable piece of information and what is not eg. photograph or word of mouth	H6 Develop the idea of presenting an idea and raising questions about the past



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Autumn Famous people from Staffordshire	Spring How did the Victorian influence our life today?	Summer What lessons have we learnt from the Great Fire of London?
C1, C2, C3, C4, C5, C6, I1, I2, I3, I4, I5, I6, H1, H2, H3	C1, C2, C3, C4, C5, C6, I1, I2, I3, I4, I5, I6, H1, H2, H3, H5, H6	C1, C2, C3, C4, C5, C6, I1, I2, I3, I4, I5, I6, H1, H2, H3, H5, H6
Subject Specific Vocabulary		
Robbie Williams, John Cadbury, Reginald Mitchell,	Workhouse, farthing, gramophone, gruel, industrial revolution, chimney sweep	Pudding Lane, Thomas Farynor, Samuel Pepys, Leather buckets, plague, Thames
I will		
<ul style="list-style-type: none"> • Know about famous people from the past who are linked to Stafford/Staffordshire • Know about the impact these people have had on our lives today • Know about a famous person alive today who has a Stafford/Staffordshire connection • Explain what they are famous 	<ul style="list-style-type: none"> • Know what is meant by the 'industrial revolution' • Know about how the 'industrial revolution' changed the industrial towns and cities in Britain • Know what life was like for most Victorian children • Know what life was like of most Victorian people 	<ul style="list-style-type: none"> • Know where London is • Know that a great fire engulfed London in the past • Know that they found it difficult to control the fire • Know that much of what we know comes from the diary of Samuel Pepys • Know how much fire-fighting equipment has changed over the years