

YEAR 1 HISTORY Topic 1: Our Story

Key Assessment Questions

What is the difference between the past and the present? Can you give some examples from your life? What is an historian and what is a source? How is Sparkhill different now compared to the past?

SCHOOL VALUES (Autumn 1): Service and friendship

Children will explore how we can help others at school and at home. They will also reflect on how people in Sparkhill have built a community where they help each other e.g. food banks, community centres, religious communities/buildings.

KNOW

DO

UNDERSTAND

Know that when looking at the past in Sparkhill, this is **history within living memory** because people can still remember when Sparkhill was different.

VOCABULARY
New vocabulary introduced: **history, history within living memory, chronological, timeline, source.**

Chronological Understanding

Know what the **past** and **present** mean. Know that **history** means something that happened in the past.
Know what the word **chronological** means where events are put in the correct time order.
Know what a **timeline** is, and what it shows us.

Talk about the past and present from own life and family members. (Revisit from Early Years)
Use words associated with the passing of time: **before, now, old, new, a long time ago, before I was born.**
Place events of own life onto a simple timeline.

Connect learning to and build on understanding of past and present from Early Learning Goals in Nursery and Reception: Understanding the World People and Communities 13. Children talk about past and present events in their own lives and in the lives of family members.
The unit builds on foundation by introducing more vocabulary associated with the passing of time. It provides opportunity for children to develop an awareness of the past.

Enquiry (Sources and Interpretation)

Know some ways we find out about the past in Sparkhill (*books, old photographs, letters, person who lived a long time ago*).
Know that a **source** is something that tells us about the past.

Explain what a source is and how it can help us learn about the past.
You can describe a source and explain how it shows that Sparkhill was different in the past e.g. old photographs, books.
Think of question for someone who lived in Sparkhill a long time ago.

The unit introduces the idea of historical enquiry. The children should begin to ask questions about how we know about the past.
Children should begin to understand different ways in which the past is represented.

Enquiry: Cause & consequence, change & continuity, similarity & difference

Know that Sparkhill was not always the way that it is now (people groups, buildings, shops, roads)

Explain similarities and differences between Sparkhill then and now,

Begin to show an awareness of how historians understand how people and community can change across the same period.
Make simple observations about different types of people, events, beliefs within a society
PHSE and RE Link
The comparison between Sparkhill present and past should help children to reflect on their own sense of belonging in the communities of Sparkhill, family and school.

		Year 1 HISTORY		Topic 2: Whizz, Bang, Pop
<p>Key Assessment Questions</p> <p><i>When did Guy Fawkes live, who was he? What did he do? How do we know about Guy Fawkes? What is a source? Who are Catholics and Protestants? Did they get along in 1605? Why do we celebrate 5th November every year?</i></p>				
<p>SCHOOL VALUES (Autumn 2): Perseverance and Respect</p> <p>Children will explore ideas of tolerance and respecting other views and religious beliefs in the context of Catholics and Protestants in 1600s. Why should we respect ideas that are different to our own? Why did the plotters think they had to be violent to be heard?</p>				
		KNOW	DO	UNDERSTAND
		<p>Know that when looking at the past in Sparkhill, this was looking at the past within living memory because people can remember it.</p> <p>Know that the Gunpowder Plot happened beyond living memory because no one who remembers it is still alive.</p>	<p>VOCABULARY</p> <p>Revisit terms: past, present history, chronological, timeline, source.</p> <p>New vocabulary introduced:</p> <p>Guy Fawkes, Protestants, Tudor Catholics, King James I, Gunpowder Plot, parliament, history beyond living memory</p>	
<p>Misconceptions about Gunpowder Plot</p> <p><i>Fawkes was called Guido. He was always known as Guy. He was not the ringleader. It was Robert Catesby. The plotters did not break into the Houses of parliament. They actually took out a lease on the undercroft and had legal access. The barrels were built up over a number of months. Fawkes did receive the death penalty but not the hanging drawing and quartering of legend. Fawkes leapt from the gallows breaking his neck in the process. Other plotters escaped execution. Catesby and others were killed in a gunfight, while another died from illness before he could stand trial. There are no goodies and baddies in this account.</i></p>				
Chronological Understanding	<ul style="list-style-type: none"> Know what the word chronological means where events are put in the correct time order. Know what a timeline is, and what it shows us. I know that Tudor means time of history in England when a family called Tudors were Kings and Queens of England. Know when Guy Fawkes lived, died and the night he had planned to blow up Parliament. 	<p>Sequence the story or part of the story correctly of Guy Fawkes.</p> <p>Plot Guy Fawkes and the gunpowder plot (5 Nov 1605) on a timeline, along with events of own life (see school timeline).</p>	<p>This unit builds on the concepts and vocabulary of past and present and extends the ideas of past in living memory versus the past beyond living memory.</p> <p>The unit explores cause and effect (reasons why events happened) and an important historical event and figure.</p>	
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a source tells us about the past. Know that the King in 1605 was called King James I Know that Parliament is an important building in London, where the government decides on things. 	<p>Name a source that tells us about the gunpowder plot (<i>letter sent to Lord Monteagle</i>). What does it tell historians about what Guy Fawkes wanted to do?</p> <p>How can historians use sources to understand what happened in 1605 Gunpowder Plot (Prove it!)*</p>	<p>Develop the idea of historical enquiry. The children should begin to ask questions about how we know about the past.</p>	
Enquiry: Cause & consequence, change & continuity, similarity & difference	<ul style="list-style-type: none"> Know that Catholics and Protestants are both kinds of Christians. Know that in 1600s they did not get on well. Know that every year on 5th November many people in the UK and around the world remember Guy Fawkes and the Gunpowder Plot. Know that Remembrance is a celebration that happens on 11th November every year. 	<p>Show how historians understand why Guy Fawkes wanted to hurt the king (look at historian Dr John Cooper's reasons: "Catholics were hoping to be at peace with Protestants under King James I but that didn't happen. The houses of many Catholics were raided and their priests were killed.")</p> <p>Why do we remember bonfire night? Describe what Remembrance Day is and why we celebrate it.* What are memories?</p>	<p>Begin to see how historians think about the causes of the gunpowder plot.</p> <p>PSHE and British Values Children should reflect on own beliefs about religious tolerance and British values.</p> <p>PSHE and British Values Children should discuss why the gunpowder plotters felt they needed to use violence in order to be heard. Discuss British values of tolerance and respect.</p>	

Year 1 HISTORY Topic 6: Dungeons and Dragons (5 Weeks)

Key Assessment Questions

*What is a conquest? Who was William the Conqueror, when did he come to England and what is he famous for building?
How do we know about William the Conqueror? Why is William the Conqueror significant to historians?*

SCHOOL VALUES (Spring 2): Forgiveness

Children will explore ideas of forgiveness in the context of relationships and friends at school/home, but also as they look at people in 1066. They will think about how unfair it was for the Normans to invade and take over land that was not their own. However, they should understand that good things also came from the Conquest (castles).

	KNOW	DO	UNDERSTAND
	<ul style="list-style-type: none"> Know that life in the time of William the Conqueror happened beyond living memory because no one is still alive who remembers it. Medieval means a time in history a long time ago, when William the Conqueror lived. 	<p>VOCABULARY Explain with <u>some support</u> the terms (revisit): history, history beyond living memory, chronological, timeline, source</p> <p>New vocabulary introduced: conqueror, conquest, medieval, 1066, tapestry, Battle of Hastings</p>	
Chronological Understanding	<ul style="list-style-type: none"> Know what the word chronological means where events are put in the correct time order. Know what a timeline is, and what it shows us. Know that William the Conqueror was born in 1027 and that he came from France. Know that the Battle of Hastings happened in England in 1066. 	<p>Plot the Battle of Hastings 1066 on a timeline, along with other known events on school timeline (Guy Fawkes lived, own birth and present day).</p> <p>Tell the story or part of the story of the Battle of Hastings in 1066, in the correct order.</p>	<p>This unit takes the children further back in time from 1666 to 1066. It will help build awareness of the past.</p> <p>Understand that 1066 is a long time before the 1600s.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a conqueror is a person who comes to attack and take over a place. Know that a conquest is when a conqueror attacks and takes over a place. Know what a source is and that it helps us to find out about the past. 	<p>Begin to understand how historians can use sources (Bayeux Tapestry) to understand what happened at the battle of Hastings.</p> <p>What did William bring to England to help historians? Doomsday book, castles and French language (show how Doomsday book can help historians know how people lived then)</p>	<p>Children should carry on asking questions about how historians use sources to tell them about the past.</p> <p>Year 4 will study <i>Anglo Saxon Chronicle</i> in more detail. This is a glimpse of it.</p>
Enquiry (Cause & consequence, change & continuity, similarity & difference, significance)	<ul style="list-style-type: none"> Know that William built Norman castles all over England and you can still see many of them today. Know that we live differently now compared to people in the time of William the Conqueror. Know that William the Conqueror was an important man in Britain's history. 	<p>Describe features of a medieval castle, who built them and why? Key Stage History Lesson on Spies* <i>Trip to Tamworth Castle will provide opportunities for the children to explore features of a Medieval Castle, how they were built and why.</i></p> <p>Begin to understand that historians see William the Conqueror as significant in British history because life after 1066 was not the same.</p>	<p>Begin to understand the significance of the Battle of Hastings. Life in Britain was not the same after this.</p> <p>Understanding this unit will help children when they come to Year 4 and learn about this as the end of Anglo Saxon and Viking Britain.</p> <p>PSHE and British Values Is it right to attack and take over someone's else land or country? Why? How do we treat each other today? Was William right to conquer?</p>