

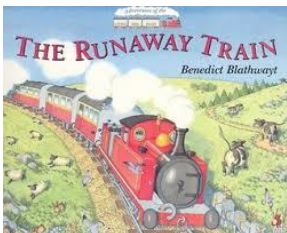


Curriculum Coherence – Year 1 History

Term 1 **Changes beyond Living Memory - Transport**

PRIOR LEARNING AND STARTING POINTS:

EYFS: Understanding the world - People and communities: Children talked about past and present events in their own lives and in the lives of family members. From September 2022: Understanding the World: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

INTENT	IMPLEMENTATION		IMPACT
<p>KNOWLEDGE/NC OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. be taught about changes within living memory. be taught about events beyond living memory that are significant nationally or globally. use a wide vocabulary of everyday historical terms. understand some of the ways in which we find out about the past and identify different ways in which it is represented. <i>significant historical events, people and places in their own locality (Remembrance Day)</i> 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Learn about the first steam locomotives and how they developed over time. Imagine a first steam train ride. Compare forms of transport from the past and present. Place types of transport in chronological order from oldest to newest. Learn about cars of the past and design a car of the future. Consider how changes in transport have changed our lives. <i>Learn about how Remembrance Day is commemorated in the UK.</i> 	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Pupils to consider how might technology continue to change and the impact this could have. Allow pupils to research own line of enquiry through use of historical sources. 	<p>IMPACT</p> <p>OUTCOMES</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> who invented railways and motorcars and how they changed people's lives <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> differentiate between past and present cars and trains. <i>talk about ways that the UK commemorate Remembrance Day.</i> <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> the significant changes in human transport over the last 200 years. that technology has changed over the past 200 years and will continue to change in the future.
<p>VOCABULARY:</p> <p>Railway, engine, steam, travel, transport, rails, locomotive, wheels, passengers, goods, cargo, invent, design, carriage, past, present, future, technology, timeline, order, source, remembrance, war, poppy,</p> <p>Higher Level Vocabulary:</p> <p>Economic, chronological, impact, historical source</p>	<p>RICH READING OPPORTUNITY:</p> 		<p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1:</p> <p>Year 1: Summer Term: understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 2: Term 1: Significant historical events, people and places in their own locality.</p> <p>Year 2: Term 2: Great Fire of London, Titanic - Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 2, Term 3: The Seaside, impact of changes of transport on Britain.</p> <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 2:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Pupils will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, eg, significant turning point in British history</p> <p>Key Stage 3: Pupils should be taught about challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>Key Stage 4: Students should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history, eg, science, technology and war.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> Comparing past and present Putting things into chronological order Using historical sources such as photographs, videos and non-fiction books Using timelines to identify historical events 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils use vocabulary relating to the past and use phrases linked to the passing of time? Can pupils differentiate, sort and/or order transport from the past and present? Are pupils able to act out or describe what they think it would have been like on a steam train in the past? 		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Geography - Locational Knowledge – Location of first railways (links to Year 2 local study of Shefford history)</p> <p>Design Technology/Science – Design a future car.</p> <p>Science – Case study on Scientists such as Mae Jemison</p> <p>English – Role Play, drama, questioning and answering, discussion</p> <p>Maths – Chronological order, time</p> <p>School Visit – Shuttleworth Transport Museum</p>
<p>SMSC THREAD:</p> <p>Social: Impact of transport changes on people's lives.</p> <p>Moral: Development in technology and pollution.</p> <p>Spiritual: Imagining the future, possibilities of the future.</p> <p>Cultural: Impact of transport and travel, global movement</p> <p>VALUES:</p> <p>Determination, Quality, Excellence</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Knowledge of how technology operates</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> How has transport has changed over time? What inventions were important at changing transport over time? What does transport look like now compared to the past? 		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Geography - Locational Knowledge – Location of first railways (links to Year 2 local study of Shefford history)</p> <p>Design Technology/Science – Design a future car.</p> <p>Science – Case study on Scientists such as Mae Jemison</p> <p>English – Role Play, drama, questioning and answering, discussion</p> <p>Maths – Chronological order, time</p> <p>School Visit – Shuttleworth Transport Museum</p>



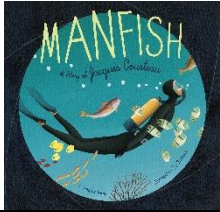
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Term 2 **Lives of Significant Individuals – Explorers**

PRIOR LEARNING AND STARTING POINTS:

EYFS: Understanding the world - People and communities: Children talked about past and present events in their own lives and in the lives of family members. From September 2022: Understanding the World: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year One: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

INTENT	IMPLEMENTATION		IMPACT
<p>KNOWLEDGE/NC OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> be taught about the lives of significant individuals in the past who have contributed to national and international achievements. compare aspects of life in different periods develop an awareness of the past, using common words and phrases relating to the passing of time. be taught about events beyond living memory that are significant nationally or globally. use a wide vocabulary of everyday historical terms. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Learn about the life of Christopher Columbus; who he was, about his voyages and discoveries. Imagine what a voyage 600 years ago might have been like. Weigh up the impact that Columbus’ voyage has had on society. Learn about the Life of Jacques-Yves Cousteau. Discuss the challenges and successes of their journeys. Compare the lives of these explorers and consider how aspects of life were different in different years. Learn about pirates and the historical role that they played. Pirate day – Carousel of Activities 	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Pupils to compare what they know about pirates through fiction and fact. How do we know what is a reliable source? Allow pupils to research own line of enquiry through use if historical sources. Consider what the impact of 	<p>OUTCOMES</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> that pirates were real historical characters and were viewed as both heroes and villains by different sides. who Christopher Columbus and Jacques-Yves Cousteau are and about the significant contributions they made <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> name famous pirates from history. <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> the historical role pirates played. that works of fiction don’t always represent the reality of pirates.
<p>VOCABULARY:</p> <p>Historical characters, heroes, villains, fiction, non-fiction, golden age, roles, captain, mate, gunner, quartermaster, rigger, cabin boy, swab and sailing master, voyage, discovery, travel, explorer, challenges, successes, West Indies</p> <p>Higher Level Vocabulary:</p> <p>Colonisation, migrants, indigenous, transatlantic</p>	<p>RICH READING OPPORTUNITY:</p> 		<p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1:</p> <p>Year 1: Summer Term: understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 2: Term 1: Significant historical events, people and places in their own locality.</p> <p>Year 2: Term 2: Great Fire of London, Titanic - Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 2, Term 3: The Seaside, impact of changes of transport on Britain.</p> <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 2:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should learn about the Roman Empire and its impact on Britain.</p> <p>Key Stage 3: Pupils 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. Pupils are taught about the development of Church, state and society in Britain 1509-1745,</p> <p>Key Stage 4: Students will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> Learning facts about the lives of significant people and historical characters. Comparing the lives of historical figures. Talk about events of the past using chronological language. Using historical sources to find out and discover about the past. Develop an understanding of what life was like in a period of history. Debate and discuss events that have happened in history. 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils recall facts about significant people and historical characters? Can pupils use vocabulary relating to the past and use phrases linked to the passing of time? Can pupils distinguish between fictional representations of historical characters with facts about their lives? 		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <ul style="list-style-type: none"> Geography: Names of countries/continents, using world maps. PSHCE: Behaviour, rules and why we have them. Pirate Day: Music sea shanties; PE: dance ; English: Create a pirate fact-file/Write pirate stories;

<p><u>SMSC THREAD:</u> <u>Social:</u> Impact of discoveries, both positive and negative for different societies. <u>Moral:</u> Did Pirates behave well? <u>Spiritual:</u> Wondering what is left in the world to discover <u>Cultural:</u> European Colonisation and the impact that had on other people and places in the world. Black History <u>VALUES:</u> Peace, Love, Kindness, Courage <u>PREPARATION FOR ADULTHOOD:</u> The difference between right and wrong, why we have laws.</p>	<p><u>KEY QUESTIONS</u></p> <ul style="list-style-type: none"> • What was it like in the golden age of piracy? • What did Christopher Columbus discover on his voyages? • How were the journeys/voyages different from how they would be if they took place today? 	<p>Geography: Study maps of the world – naming oceans and continents; Science investigation (Materials) - sinking and floating. Maths/Computing: Treasure map coordinates/direction activity.</p>
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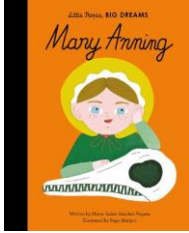
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Term 3

Changes in the Natural World

PRIOR LEARNING AND STARTING POINTS:

EYFS: Understanding the world - People and communities: Children talked about past and present events in their own lives and in the lives of family members. From September 2022: Understanding the World: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Year One: Pupils will have compared lives of significant individuals and understand some of the ways that we understand the past.

INTENT	IMPLEMENTATION		IMPACT	
<p>KNOWLEDGE/NC OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. know about the lives of significant individuals in the past who have contributed to national and international achievements; compare aspects of life in different periods 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. changes within living memory and aspects of change in national life 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Study and discuss photographs/videos of historical zoos and modern zoos and safari parks. Draw picture of historical zoo and modern zoo. How do they compare? What's the same? What's different? Learn about the contributions of Mary Anning and David Attenborough to the animal kingdom. Learn about what Mary Anning's life was like and compare aspects of her life with modern day. 	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Pupils to Allow pupils to research own line of enquiry through use of historical sources. 	<p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Scribing answers for pupils if needed Use visual prompts and props to support learning of new ideas 	<p>IMPACT</p> <p>OUTCOMES</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> that things change over time. key contributions and discoveries that Mary Anning and David Attenborough have made to Natural Science. <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> explain that zoos treat and house animals differently today compared to the past. <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> that zoos now seek to conserve wildlife as well as display animals for our pleasure. how life in the 19th century was different for women Scientists and how the work of Mary Anning were received differently.
<p>VOCABULARY:</p> <p>Changes, memory, history, comparing, past, present, conserve, century, zoology, paleontologist, archeologist.</p> <p>Higher Level Vocabulary:</p> <p>agriculture, suffrage, contrast</p>	<p>RICH READING OPPORTUNITY:</p> 		<p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1:</p> <p>Year 2: Year 2: Term 2: Great Fire of London, Titanic - Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 2, Term 3: The Seaside, impact of changes of transport on Britain.</p> <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 2:</p> <ul style="list-style-type: none"> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 	
<p>SKILLS:</p> <ul style="list-style-type: none"> identifying facts and using facts to make comparisons. describing what life was like in the 19th century compared with modern life asking and answering questions using books and photographs as historical sources, 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils identify ways that zoos were different in the past and present? Can they identify reasons why zoos have changed? Can pupils say what David Attenborough and Mary Anning are known for? Can they identify ways that their lives are different? 		<p>KS3: Pupils should be taught about ideas, political power, industry and empire: Britain, 1745-1901; They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response</p> <p>KS4: The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/ setting.</p>	
<p>SMSC THREAD:</p> <p>Social: Women in society</p> <p>Moral: Roles of zoos and how they have changed</p> <p>Spiritual: Awe and wonder of the natural world</p> <p>Cultural: How attitudes to animals and women have changed over time</p> <p>VALUES:</p> <p>Respect, Responsibility, Excellence, Determination</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Careers linked to the topics</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> How has the treatment of animals changed over time? How have the purposes of zoos changed? Why have zoos have changed? What contributions have Mary Anning and David Attenborough made to the natural world? How are their lives different? 		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Geography – Places, countries, archeologists</p> <p>Science – STEM, significant scientists, paleontology, habitats and animals</p> <p>Year One trip – Woburn Safari Park</p>	



Curriculum Coherence – Year 1 History

Term 3 **Carnival of the Animals (1 lesson)**

PRIOR LEARNING AND STARTING POINT:

They 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.

INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives changes within living memory.</p>	<p>ACTIVITIES</p>	<p>OUTCOMES</p>
<p>VOCABULARY</p>	<p>READING OPPORTUNITIES</p> <p>-</p>	<p>Next Steps in Learning: Year 2: events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> 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 		<p>Key Questions:</p> <p>-</p>

LINKS

Art and Design – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Design and Technology – design purposeful, functional, appealing products for themselves and other users based on design criteria

