

Cumwhinton School Curriculum - History Y1 AUT

| | | |
|----|------------|--|
| Y1 | NC CONTENT | <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p> |
|----|------------|--|

History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year

| | AUTUMN | SPRING | SUMMMER |
|--------------------------------|--|---|---|
| Abstract themes across history | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (The Gunpowder Plot) | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Monarchy) | |
| Historical concepts | | | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |
| Historical methods | Significant historical events, people and places in their own locality (Personal History) | | |
| Historical Perspectives | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | |

CONCEPTUAL SCHOOL AMBITION DRIVERS

| | EYFS & KS1 | LKS2 | UKS2 |
|-----|----------------|----------|----------------|
| AUT | Diversity | Fairness | Individuality |
| SPR | Truth | Change | Resilience |
| SUM | Responsibility | Equality | Sustainability |

History - AUTUMN YEAR ONE

HUMANITY - Diversity

Abstract themes across history **Historical Concepts** **Historical Methods** **Historical Perspectives**

How has Cumwhinton changed over time? Is it fair for one person to be in charge?

| | NC CONTENT | CUMWHINTON CURRICULUM |
|--|---|---|
| Finding out (Facts & knowledge) | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> | <p>Reinforce time related vocabulary (today, yesterday, a few days ago, last week, last year, a long time ago). Create a 'working wall' timeline with the children, depicting the week you have had so far. The children add to this timeline by drawing and annotating or writing about something that happened within the parameters and adding it to the correct place.</p> <p>More independent children could create their own personal timeline using post it notes.</p> <p>Children choose one of their favourite memories from growing up so far. Encourage them to share these memories using time-related vocabulary. Add these to the class timeline.</p> <p>Discuss the upcoming Bonfire Night. How do we celebrate? What happens? When? Lead children to discuss the burning of the 'guy'. Does anyone know why? Place the year 1605 onto the class timeline, explaining that it was over 400 years ago. Add 1895 (Cumwhinton School) to the timeline too as a representation of the passing of time. Leave large empty areas in between as a visual representation of how long ago it was.</p> <p>https://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/ https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb (BBC link to animated sections of the event and songs) Sequence events.</p> |
| Using (Applying & analysing) | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> | <p>Discuss important events in the children's lives (broadly). Talk about birthdays, Christmas, siblings being born etc. Ask children to think of 5 of these events, draw them and put them into order beginning with the earliest and ending with latest. Introduce the vocabulary 'chronological order', this is when we put things in order from oldest to newest or in the order that they happened.</p> <p>Children share their events using some time related vocabulary (First, next, after that etc) and peers comment/decide if things have been ordered correctly.</p> <p>What was Cumwhinton/Carlisle like when your parents/grandparents were young? If applicable, ask parents to send in/email photographs, annotating with years they were taken if possible. Where would these fit onto our timeline? Allow children to conceptualise how long ago that was.</p> <p>Discuss the Monteaule letter and view it (National archives link above shows simplified transcript also). Discuss that this is one of the ways in which we know about the plot. What would you write to warn people? Children create their own letter (opportunity to assess understanding).</p> |
| Concluding (Evaluating & summarising) | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> | <p>What has changed since then? Display lots of photos / artefacts if possible to show changes over this period. Can children think of related questions and interview their parents/grandparents about their lives as 5/6 year olds?</p> <p><u>Should one person decide what we all do even though we may believe in different things?</u></p> <p>Discuss James I (Protestant) banning Catholic priests. Is this fair? Ask for personal responses. What would be fair? Explain that in 1605 the King had the most powerful say in decisions. Now in the Houses of Parliament, decisions are made by a group of people, the government. Is this fairer? Why?</p> |