

**KS1 History (Subject Content) - 2 Year Rolling Programme**

One or two aspects of the topic per term

\*Not in same year

*Personal success for every pupil in a happy, stimulating and caring environment.*

An enquiry led approach inspires pupils' curiosity to learn and know more about the past. At Hackforth & Hornby, KS1 pupils are encouraged to frame historically valid questions to develop an awareness of short and long term time scales; changes in national life and social history, identifying similarities and differences between ways of life in different periods. They are encouraged to put key features of events in a chronological framework: **subject content should focus on the passing of time.**  
*Medium term planning identifies differentiation across year groups.*

Year	Autumn	Spring	Summer
<b>A</b>			
<b>History</b>	<b>Family History Study:</b>	<b>Historical Comparisons: Significant Individuals, eg:</b>	<b>Changes within living memory, eg:</b>
<b>2016/17</b>	Family trees	Beatrix Potter and modern author, Elizabeth 1 <sup>st</sup> and Victoria ( <i>possible comparison: origins of Empire/established Empire</i> )	Why holiday at the seaside? Who went on holiday to the seaside? <i>Possible comparisons: Travel (to resorts: rail/road)/ Entertainment/Food: penny lick glass to ice cream cone/Dress: swimming costumes/Accommodation</i>
<b>2018/19</b>	<b>National Events Beyond Living Memory UK, eg:</b>  Gunpowder Plot ( <i>parliament</i> ) Great Fire of London, inc Samuel Pepys ( <i>King's decisions: influence of monarchy on society</i> ) Victorian Education: our school ( <i>social impact</i> )	Pieter Bruegel the elder and LS Lowry Mary Seacole/Florence Nightingale and Edith Cavell Diamond Jubilees: Queen Victoria ( <i>Empire</i> ) and Queen Elizabeth 11 ( <i>Commonwealth</i> )	Shopping: <i>Market stalls to Supermarkets (eg M&amp;S)</i> Toys: <i>Toys of the 1960s to Digital Games/Toys of the 1900s to Toys of Today</i> Travel: <i>Roads to Airports</i> Technology: <i>Typewriters to PCs/Wirelesses and Black and White to Colour Television/Land Lines and Telephone Boxes to Smart Phones (to include significant individuals)</i>
<b>Cross curricular links are identified in other long term plans.</b>			

**KS1 History (Subject Content) - 2 Year Rolling Programme**

One or two aspects of the topic per term

\*Not in same year

*Personal success for every pupil in a happy, stimulating and caring environment.*

Year	Autumn	Spring	Summer
<b>B</b> <b>History</b>  2017/18  2019/20	<b>Family History Study:</b>  Family Trees  <b>International Events Beyond Living Memory, eg:</b>  Evidence for Dinosaurs: <i>Fossils</i> Clocks: <i>Egyptian Water Clocks to Analogue and Digital</i> Flight: <i>Greek Myths to Space Travel*</i> <i>Cave Painting to Introduction of Printing*</i>	<b>Local History, eg:</b>  Communications: Arrival & Impact of the Railways A1: Route and Importance. <i>Roman Road to Motorway</i> Hornby Castle & Church What did our village look like in the past? What did <b>people do</b> in our village in the past? Jobs at the castle and jobs in the village. School (1871) Why is the pub named after greyhounds? <i>Castle link (jobs)</i> Who lived at The Greyhound Pub? <b>Simple introduction to historical records: Census and historical maps</b> Record information through art and writing, eg <i>research and draw someone who lived in the pub; write sentences about their life in a speech bubble/s.</i>	<b>Historical Comparisons: Significant Individuals Linked to Changes in Technology, eg:</b>  William Caxton and Tim Berners-Lee* Hans Holbein and Julia Margaret Cameron (Portraits: picture/photograph) Wright Brothers/Amy Johnson and Neil Armstrong (Space Race)* Alexander Graham Bell to Smartphone technology (1992: IBM) Bess of Hardwick and John Lennon (Housing: Contrasting National Trust Properties: Tudor and 20 cent housing) <i>Why don't people live in Hardwick Hall today?</i>
Cross curricular links are identified in other long term plans. Not in same year*			