



KS1 Stoke Hill Federation History Curriculum 2020

Intent: by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

Implementation: we have allocated subject content to year groups. Curriculum delivery is typically planned weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

Impact: we know that we will have delivered the curriculum successfully if children show us a thirst for historical knowledge and skills, are everyday curious and delighted to learn.

Children in KS1 should: develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1

Unit 1 *Living Memory*

Year 2

Unit 1 *Beyond Living Memory*

Vocabulary	Knowledge and Skills	Vocabulary	Knowledge and Skills
<p>Date the day of the month or year as specified by a number</p> <p>Year 365 days</p> <p>Important of great significance or value</p> <p>Living memory information in the mind of someone who is alive</p> <p>Opinion a view or judgement about something</p>	<p>To Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Ancient belonging to the very distant past</p> <p>Timeline events ordered in a line</p> <p>Order sequence or pattern</p> <p>Decade ten years</p> <p>Evidence facts or information</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>

Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





<p>Artefact an object made by a human being Similar being 'like' something else Different not the same as something else Nation the people of a country National a person or thing belonging to a nation</p>			
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Unit 2 Significant Individual

<p>Change to make (someone or something) different Achievement something done successfully Time period a length or portion of time</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements . More than one individual could be used to compare aspects of life in different periods e.g. Neil Armstrong and Tim Peake</p>	<p><i>Unit 2 Significant Individuals (compare)</i> Compare to identify similarities and differences between 2 things International something between nations Century 100 years Artefact an object made by a human being Detective to behave like a police officer and look closely, investigate Impact effect or influence Research investigation and study</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 for example, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>
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Unit -

Significant Places

<p>Local places nearby</p>	<p>Significant events/places in their own locality e.g the house that moved 1420 built, moved in 1962 to current position, American house moved Feb 2021</p>	<p>Unit - <i>Significant Places</i> Significant great or important Locality an area or neighborhood</p>	<p>Significant events/places in their own locality e.g St Katherine's Priory</p>
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Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





Assessment in History

Assessment information will be gathered through:

- diagnostic questioning and discussion,
- elicitation
- observation

Evidence in children's own books, shared class books, the environment such as:

- annotated photos
- drawing
- quotes
- writing

Assessment of Attainment through:

- End of Project Assessment Tasks
(Medium Term Assessment Grids)

Assessment of Progress

- Objective tracking over time (Evidence Gathering Grids)

Source Documents:

National Curriculum 2014

Oxford Junior Dictionary (2002)

Oxford English Dictionary online www.lexico.com

Historical Association KS1 and 2 Vocabulary www.history.org.uk

Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold

