

## YEAR 1 History CURRICULUM

***Outlined below is the Year 1 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.  
The statutory guidance is taken from the Key Stage 1 History Curriculum.***

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
<b>KEY CONCEPTS</b>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical places in their own locality.</p>	<p>Children find it difficult to make comparisons with the recent past and present as it is more difficult to see differences. Therefore, it makes sense to involve comparisons between the recent past, the distant and the present.</p> <p>Example - Seaside holidays. Really useful comparisons can be made between Victorian and 1960s holidays of pupils interview their grandparents about their holidays when they were children. Did they fly abroad or was it a motoring holiday in this country? This could be toys, washday, transport, seaside.</p>	<p>Link to Geography – Using maps and identifying places. Developing specific geographical vocabulary eg. beach, pier, sea, hotel.</p> <p>Link to English – write a postcard home 100 years ago.</p>
<b>KEY INDIVIDUALS</b>	<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 people in their own locality.</p>	<p>Suggestions - Charles Dickens, Mary Seacole, Florence Nightingale, Grace Darling, Samuel Pepys , Neil Armstrong</p> <p>Compare Seacole and Nightingale. Possible enquiry- Why have we remembered so much about Florence Nightingale and so little about Mary Seacole?</p> <p>Grace Darling - Did she really carry out the brave rescue on her own? Use a picture to set up the enquiry.</p> <p>Significant local people?</p>	<p>Link to English – writing diaries, character profiles.</p>
<b>KEY EVENTS</b>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events in their own locality.</p>	<p>Possibility – The Gunpowder plot.</p> <p>Lines of enquiry: Why do we remember Guy Fawkes? How do we know about the Gunpowder plot? How would they have moved the barrels of powder across London?</p>	<p>Link to English – role play, hot seating</p>

**\*The point of studying significant events from national and/or wider world history at KS1 is to introduce children to different times and places and ways of life that they will go on to learn more about in later years.**

**\*Timelines – every classroom must have one permanently displayed so children are constantly developing their understanding of chronology by comparing dates and periods as their knowledge builds.**

**\*It is easy to focus on developing skills in reading and writing, particularly when the outcome is written work. It is important however to remember that the learning intention and any success criteria derived from it need to relate to developing historical understanding.**

**\*KS1 history lessons should be enquiry-led with pupils adopting exciting roles and working collaboratively.**