



KS1 Markland Hill History Curriculum – Key Stage 1 YEAR A

Autumn							Spring							Summer																								
Our Local History How has our school changed over time? What impact did Samuel Crompton have on Bolton? Investigate sources to find out how our school and life in Bolton has changed over time School trip – Bolton Town Centre							The Greatest Explorers Who were the greatest explorers? Investigate the lives and journeys of explorers from various eras							Holidays How have holidays changed over time? Holidays in the 1950s and 60s, particularly seaside holidays. School Trip – Blackpool																								
<table><tr><td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr></table> NC objectives: - Significant historical events, people and places in their own locality. - Changes within living memory Disciplinary Knowledge (NC objectives): - Use a wide vocabulary of everyday historical terms including common words and phrases relating to the passing of time - Know where the people they study fit within a chronological framework - Ask and answer questions, choosing and using sources to show that they know and understand the key features of events - Understand some of the ways in which we find out about the past and identify different ways in which it is represented - Understand the historical concept, continuity and change Substantive Knowledge/ End points: - I can accurately place information onto a timeline - I know how our school building has changed over time. - I understand how behaviour management has changed over time. - I can use sources to find out about the impact of Mr Linden Wood							Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations	<table><tr><td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr></table> The Greatest Explorers Who were the greatest explorers? Investigate the lives and journeys of explorers from various eras NC objective: - Understand 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 Disciplinary Knowledge (NC objectives): - Know where the people they study fit within a chronological framework - Understand some of the ways in which we find out about the past and identify different ways in which it is represented - Ask and answer questions, choosing and using sources to show that they know and understand the key features of events - Use a wide vocabulary of everyday historical terms including common words and phrases relating to the passing of time - Understand the historical concept, similarity, difference and significance Substantive Knowledge/ End points:							Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations	<table><tr><td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr></table> NC objectives: - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Understand historical concepts such as continuity and change, similarity and difference - Understand similarities and differences between ways of life in different periods Disciplinary Knowledge (NC objectives): - Ask and answer questions - Understand some of the ways in which we find out about the past - Identify different ways in which the past is represented - Use a wide vocabulary of everyday historical terms including common words and phrases relating to the passing of time - Use parts of stories and other sources to show they know and understand key features of events							Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations
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	• I can order events from Samuel Crompton's life on a timeline • I can explain the impact of Samuel Crompton's invention. • I understand changes in children's toys		• I understand the significance of Ibn Battuta's travels • I can identify where Captain Cook discovered in his first voyage. • I can understand that Roald Amundsen reached the South Pole before Captain Scott. • I understand Sunita Williams' achievements • I can consider who is the greatest explorer by making comparisons		• Use sources to show they know and understand key features of events Substantive Knowledge/ End points: • I can explain what seaside holidays were like when our grandparents were children. • I can use photographs to provide information about seaside holidays in the recent past. • I can use sources to provide information about seaside holidays in the recent past. • I can use stories to provide information about seaside holidays in the recent past.
	Key Vocabulary: significant, change, local, past, decade, source, historian, legacy period		Key Vocabulary: Explorer, national, international, achievement, significant, conflict, historical figure, invasion period		Key Vocabulary: change, holiday, destination, entertainment, travel, popular, souvenir, postcard