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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 2  YEAR A | SCOPE:  Why do we remember the fifth of November? | CONTENT / INTENT:  learn about events beyond living memory that are significant nationally or globally  know where the people and events they study fit within a chronological framework  know and understand the history of the UK as a coherent, chronological narrative. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Understand the past through settings, characters and events encountered in books read in class and storytelling. | LO: To establish when, why and how Bonfire Night is celebrated | LO: To understand what the Gunpowder Plot was, and to put the Gunpowder Plot within a historical framework | LO: To be able to explain the gun powder plot through acting | LO: To understand the important role of Thomas Percy in the gunpowder plot | LO: To understand who Lord Monteagle was and his role in the capture of the plotters | LO: To be able to write the story of the gunpowder plot through a cartoon strip | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan |
| SC:-I can state when Bonfire Night is celebrated.  -I can describe how Bonfire Night is celebrated.  - I can give a brief explanation of why Bonfire Night is celebrated. | SC:- I know the story of the Gunpowder Plot.  -I know the date on which the Gunpowder Plot took place.  - I can locate 1605 on a timeline | SC:-I know the story of the gunpowder plot  -I can express the views of some of the people involved  -I can explain why some people plotted to overthrow the monarchy and government. | SC: -I can explain who Thomas Percy was.  -I can explain what impact he had n the gunpowder plot  -I can explain why he is remembered today | SC:-I can explain who Lord Monteagle was  -I can explain how the plotters were caught  -I can explain his role in parliament | SC:-I can recall the events of the gunpowder plot  -I can explain the significance of the plot today  -I can place the event in history |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Catholics, Christians, conspirators, effigy, Gunpowder, Houses of Parliament, Monarch, Parliament, Plot, Protestants, Roman catholic church,  State Opening, the Pope, treason | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Spring term 2 YEAR A | SCOPE:  What was it like when our grandparents were young? | CONTENT / INTENT  develop an awareness of the past  use common words and phrases relating to the passing of time  identify similarities and differences between ways of life in different periods. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; | LO: To identify and describe similarities and differences between our own experience of childhood and the experience our grandparents may have had | LO: To identify and describe differences and similarities between our own homes and the type of home our grandparents might have grown up in | LO: To identify and describe similarities and differences between our own experience of school and the experience our grandparents may have had | LO: To identify similarities and differences between the toys we play with and the toys our grandparents played with when they were children | LO: To identify differences and similarities between how we spend our pocket money and how our grandparents might have spent their pocket money | LO: To create a digital scrapbook about childhood with the purpose of sharing what we have found out with a wider audience | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan |
| SC:-I can locate our guest's life on the class timeline.  -I can write a recount of our guest's talk.  -I can answer the question Has childhood always been the same? and use evidence from the talk to support my answer | SC:-I can identify features of a typical 1950s home.  - I can describe features of a typical 1950s home.  - I can name similarities and differences with modern homes. | SC:-I can describe school life in Britain in the 1950s/1960s.  - I can distinguish between school life today and in the past.  - I can explain why school life might be more enjoyable now or in the past. | SC: -I can distinguish old toys from new toys.  -I can identify toys I play with similar to toys my grandparents played with, and describe how they have changed.  -I can identify toys I play with which were not yet invented when my grandparents were young | SC: -I can name each predecimal coin up to 1 shilling and express its value in terms of one new penny.  -I can find out about what grandparents may have spent their pocket money on (e.g. comics and sweets).  - I can identify similarities and differences between how I spend my pocket money and how my grandparents might have spent theirs | SC:- I can collate digital files (as text, images, audio and video) about an aspect of 1950s/1960s childhood.  -I can arrange and edit these digital files to create digital scrapbook pages.  -I can assess and revise my own work. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  1960s, 20th century, 21st century, century, childhood, decade, grandparent, growing up, in the past, modern, now, nowadays, old, older, timeline, today, vintage, year, younger | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Summer 1 YEAR A | SCOPE:  Who are our local heroes? | CONTENT / INTENT:  learn about significant historical events, people and places in their own locality  know where the people and events they study fit within a chronological framework  understand some of the ways in which we find out about the past. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Talk about the lives of the people around them and their roles in society; | LO: To learn about significant people in the history of our locality, and to know where these people fit within a chronological framework | LO: To use pictures as historical evidence to draw conclusions about a person’s characteristics, and about the past | LO: To use artefacts as historical evidence to identify their owner, and to draw conclusions about the past | LO: To use a range of documentary sources as historical evidence to draw conclusions about the past | LO: To use a visit or a visitor as historical evidence to draw conclusions about the past, and to use these conclusions to compare the merits of respective local heroes | LO: To share with a wider audience what we have found out about local heroes and to communicate these findings through writing, art, sound and video | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan |
| SC: -I can understand the concept of heroism.  - I am able to identify people in local history as local heroes.  - I can locate these people’s lives on a timeline. | SC: -I can observe characteristics of a person from a picture.  - I know how to draw conclusions about a local hero from a picture.  -I can write statements saying what a picture tells me about a local hero. | SC: - I can suggest what artefacts tell me about a person I know.  - I can draw evidence from artefacts to identify their likely owner.  -I can suggest what artefacts tell me about local heroes | SC: -I know how to distinguish between different types of documentary source material.  - I can suggest what documents tell me about local heroes.  -I can present documentary-based factual information on local heroes. | SC: - I can explain what I have learned about one or more local heroes after going on a visit or listening to a presentation from a visitor.  -I can prepare questions if receiving a visitor in class, and modify or add to these according to what I have heard. –I can complete activities in support of my learning of the lives and actions of local heroes. | SC:-I can contribute to class discussions about planning my museum.  -I can work effectively in a group to create a museum-style exhibit.  -I can interact with visitors to the museum, sharing what I have learned about local history |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Artefact, autobiography, biography, chronological order, curator, document, exhibit, hero, local, museum, significant | | | | | | |