

Stukeley Federation History KS1

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Autumn 2

Who is the greatest history maker?

- What does it mean for someone to 'make history'?
- Who and what do we remember on poppy day?
- How do we remember the dead today?
- Why do we wear poppies?
- In what other ways do we remember the dead who gave their lives for this country?
- What do we know about Bonfire Night?
- What did Guy Fawkes do that makes us burn a guy on Bonfire Night?
- What went wrong with the plot and how do we know?
- How well did the TV programme explain the gunpowder plot?
- Is it right to burn guys on Bonfire Night?
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Spring 2	<u>Why did the Great Fire of London start?</u> <ul style="list-style-type: none">▪ What events go 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]▪ Which 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
Summer 1	<u>What does it take to be a great explorer?</u> <ul style="list-style-type: none">• Why is Ranulph Fiennes in the Guinness World Records?• How do Amy Johnson's achievements compare with those of Ranulph?• Why did Christopher Columbus sail across an unknown ocean?