



Intent		
School and British Values Passion for Learning ✓ Striving for Excellence Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness ✓	British Values Democracy The rule of law Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	Whole School Threads Gender Equality ✓ Environmental awareness Community ✓
Key people/events/periods: Crimean War, Fire of London, World War 1 (Remembrance Sunday), History of Aviation, 20th C artists		

Aspect	Skills	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Chronological understanding 	<ul style="list-style-type: none"> Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. 	Florence Nightingale and Mary Seacole (Changes in attitude towards women working) Great Fire of London Living conditions in c17th, Samuel Pepys - eye-witness account Changing aspects of London's landmarks (<i>Geog link</i>)	'Visitor' Florence Nightingale and modern nurse visit Museum box - Light and fire 'Fire of London' re-enactment
Knowledge and Understanding 	<ul style="list-style-type: none"> Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in the past acted as they did. 	Early Aviation: Wright Brothers, Amy Johnson, Amelia Earhart, (together with reference maps, <i>Geog link</i>)	(<i>Winchester Science museum visit - Science/Geog link</i>)
Historical interpretation 	<ul style="list-style-type: none"> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. 	Roger Bannister and Seb Coe (<i>Introductory background to Africa topic; mankind's achievements & follies - slavery</i>)(<i>Geog link</i>)	
Historical enquiry 	<ul style="list-style-type: none"> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features. 	Create class timeline to include key people/events taught in Yr 1	

Key Stage 1 pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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]
- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim

Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- **significant historical events, people and places in their own locality.**