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| LONG TERM FORECAST Key Stage 1 History 2017-2019 | | | | | |
|  | Autumn | **Spring** | | **Summer** | |
| **Aims**  The national curriculum for history aims to ensure that all pupils:   * 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. | | | 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. | | |
| **Year 1- Topic** | **World War II** | **Life of significant British person** | | | **Local History Study – Knowsley Village** |
| Y1 Assessment milestone | .• Label time lines with words or phrases such as: past, present, older and newer. | • Observe or handle evidence to ask questions and find answers to questions about the past.  • Describe historical events. | | | • Ask questions such as: What was it like for people? What happened? How long ago?  • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. |
| **Year 2 Topic** | **Great Fire of London** | **Life of significant British person** | | | **Local History Study – Liverpool Buildings** |
| Y2 Assessment milestone | • Place events and artefacts in order on a time line using dates where appropriate.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | • Use artefacts, pictures, stories, online sources and databases to find out about the past.  • Recognise that there are reasons why people in the past acted as they did. | | | • Identify some of the different ways the past has been represented. |