

LONG TERM FORECAST		Key Stage 1 History 2017-2019		
	Autumn	Spring	Summer	
<b>Aims</b>				
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> <li>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</li> <li>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.</li> </ul>				
<b>Year 1- Topic</b>		<b>Dinosaurs</b>	<b>Toys (Changes from living memory) (T2)</b>	<b>Transport (Changes from living memory) (T2)</b>
Y1 Assessment milestone		<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>
<b>Year 2 Topic</b>		<b>Life of a Significant Person (T2)</b> - Tim Peake - Helen Sharman	<b>Great Fire of London (T1)</b>	<b>Local History (T2)</b> - Titanic and its links with Liverpool (buildings)
Y2 Assessment milestone		<ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates where appropriate</li> <li>Describe historical events.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>

			<ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>
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KS1 Milestones	To Communicate Historically	To understand chronology	To build an overview of world history	To investigate and interpret the past
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>