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| **Year 1/2 History intent Cycle B** | | | | | |
|  | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Name:** | **Coastline/Beach Hut** | **Scented Garden** | **Movers and Shakers** | **Magnificent monarchs** | **Wriggle and crawl** |
| Lesson name and skills:  Knowledge: | Knowledge   * Learn about 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. * Learn about events beyond living memory that are significant nationally or globally. * A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. * Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today   Skills   * Describe what it was like to live in a different period. * Describe the everyday lives of people in a period within or beyond living memory. | .  N/A | Knowledge   * Learn about significant historical events, people and places in their own locality. * Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history * Historical models, such as Dawson’s model and diamond ranking, help us to organise and sort historical information. * A Historical period is an era or a passage of time that happened in the past. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.   Skills   * Use historical models to make judgements about significance and describe the impact of a significant historical individual. * Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography * Sequence significant information in chronological order | Knowledge   * Learn about events beyond living memory that are significant nationally or globally. * A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years * 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. * Learn about 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   Skills   * Sequence significant information in chronological order * Describe the hierarchy of a past society. * Use historical models to make judgements about significance and describe the impact of a significant historical individual * Explain why an event from the past is significant | N/A |

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| **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** |
| 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. | develop an awareness of the past, using common words and phrases relating to the passing of time | know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | use a wide vocabulary of everyday historical terms. | ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | understand some of the ways in which we find out about the past and identify different ways in which it is represented. |