|  |  |
| --- | --- |
| **Year 1/2 History intent Cycle A** |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Name:** | **Splendid skies** | **Schooldays** | **Muck, mess and mixtures**  | **Childhood**  | **Enchanted woodland**  | **Bright lights big city** |
|  | 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.
 | Knowledge.* 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.
* Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used
* 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.
* Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.
* Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* 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.
* Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically

**Skills*** Use a range of historical artefacts to find out about the past
* Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago
* Describe changes within or beyond living memory.
* Use a range of historical artefacts to find out about the past.
* Order information on a timeline.
 |  | Knowledge * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* 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.
* Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically

Skills* Use a range of historical artefacts to find out about the past
* Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago
* Describe changes within or beyond living memory.
* Use a range of historical artefacts to find out about the past.
* Order information on a timeline.
* Describe an aspect of everyday life within or beyond living memory
 |  | Knowledge* 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.
* Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

Skills* Order information on a timeline
 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |