

Newton Hill Community School: Prior Learning Documents



Subject/Area: History

Year Group: 1

Prior Learning	Year 1 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In EYFS children should:</i></p> <p><i>Understanding the World - Past and Present (Early Learning Goal)</i></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> - To know the difference between past and present. - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should identify similarities and differences between ways of life in different periods. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - They should understand some ways in which we find out about the past and identify different ways in which it is represented. 	<p><i>In Year 2 children will:</i></p> <ul style="list-style-type: none"> - Identify some ways that people have impacted upon our lives. - Recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago. - Begin to identify objects from the past and the main differences between old and new objects. - Use a timeline to place important events. - Use books, pictures and the internet to find out about the past. - Ask questions about the past. 	<p>Now, yesterday, last week, when I was younger, when I was born, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, museum.</p>
<p>KS1 National Curriculum Objectives</p>			<p>Famous People Links</p>
<ul style="list-style-type: none"> • 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. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. 			<p>Florence Nightingale Mary Seacole William Caxton Tim Berners-Lee Greta Thunberg James Cook Samuel Pepys Guy Fawkes Queen Elizabeth I Queen Elizabeth II King Charles Queen Victoria</p>

	Enquiry questions	Key Questions	Linked Texts
	How did the Great Fire Change London? Where have humans explored? Why do we celebrate bonfire night?	What does it take to be an explorer? How has this event changed our lives? Why did the Great Fire of London burn down so many houses? How did the Great Fire of London start? What happened during the great fire of London and how do we know? Could more have been done to slow down the spread of the fire?	Greta and the Giants Paddington The Queen's Hat Fantastically Great Women Who Changed the World Robin Hood

Working historically – key concepts:

Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Can draw information from sources of evidence to make simple claims about events, places or people.	Know where people and events fit within a chronological framework.	Within clearly defined categories can identify simple similarities and differences between 2 fixed points.	Can identify and explain causes that led to an event including multiple causes	Can discuss the impact of significant/important events and people in their own lives and describe how these led to changes and development in their own life.	Can make choices about their own actions or immediate environment using more than one option.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

Assessment Opportunities

Chronological understanding:

- We will put at least 3 pictures/artefacts or events in chronological order (recent history).
- We will use words and phrases such as old, new, a long time ago, before and after with accuracy.
- We will retell a familiar story set in the past in chronological order.

Historical interpretation

- We will look at books to find out about the past.
- We will look at different versions of the same event in history and identify differences.

Historical understanding:

- We will recognise that story may have happened a long time ago.

Knowledge and understanding

- We will recount personal history and events or changes that have happened.