

National Curriculum Objectives

History

Events beyond living memory that are significant nationally or globally
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. 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 of the ways in which we find out about the past and identify different ways in which it is represented. Where appropriate, these should be used to reveal aspects of change in national life.

Art and Design

Pupils should be taught:

To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology

Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Skills

Chronology

Start to understand the chronological framework (name of period) of what they are being taught.

Sequence key events of significant people or events studied in order on a timeline using given dates

Enquiry and Sources of Evidence

Ask questions and answer simple historical questions with increasing confidence

Handle sources of evidence and make observations of what it tells us about that person/event/period

Similarities and Differences

Talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory

Discuss ways of life in the past and how it is similar and different to their own and other periods studied.

Cause, consequence, change, continuity and significance

Be able to identify ways that something has stayed the same(continuity) and changed within living memory and start to link beyond living memory based on topic learnt

Interpretations

Use parts of stories and other resources to show their understanding and interpretation of the past.

Start to understand historians find out about the past and represent it in different ways

Key Questions (Knowledge)

1. What has changed and what has stayed the same in homes since the Victorian Era?

(Progress)

2. Do we play with the same toys as our Grandparents/Parents? Why have toys and books changed? (Progress)

Homes and Toys

Years 1 and 2

Key Vocabulary

Power

Kings, Queens, **Government, monarchy, parliament, Victorians**

Progress

Challenge, achievements, explorers, **discovery, voyage, mission, disaster, explorers, technology**

Civilisation

Heroes

Religion: equality, slavery, sacrifice

Culture:

+ specific technical language appropriate to the topic.