



David Weatherly – Connected History



Belton
Primary
School

History
Medium Term

Two year rolling programme for History KS1

We follow a two- year rolling programme for History which follows Collins Connected History. For Progression in skills please see separate document.

	Autumn	Spring	Summer
Cycle A	What does it take to be a great explorer?	Who is the Greatest History Maker?	Why was Charles sent to prison?
Cycle B	Why do we know so much about where Sappho used to live?	How do our toys and games compare with those of children in the 1960s?	Why is the history of my locality significant?

Key Stage 1: - Cycle A

History: Unit 1

Enquiry: *What does it take to be a great explorer?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">What an explorer does both in the past and in modern timesThe achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorerThe accomplishments of Amy JohnsonWhy Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that timeWhat Christopher Columbus succeeded in doing during his expeditionsWhy Christopher Columbus was able to accomplish what he didWho Neil Armstrong was and what he achieved in 1969What the ‘space race’ was during the 1960sThe particular challenges that will be faced by explorers to MarsThe personal qualities that most explorers must have in order to succeed <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">changes within living memory and, where appropriate, these should be used to reveal aspects of change in national lifeevents beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none">PhotographsFilmsPaintingsWoodcut printsLettersMaps <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle A:

History: Unit 2

Enquiry: <i>Who is the greatest history maker?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">Who Guido (Guy) Fawkes was and what he attempted to do in 1605Why Guy Fawkes and his conspirators planned to blow up ParliamentHow this failed attempt is commemorated each yearWhy Guy Fawkes can be considered a significant person in historyWhat Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O’Malley and Elizabeth I achieved in their life timesHow the accomplishments of these people compare with each otherWhich they consider having made the most significant contribution as a ‘history maker’What perspective means when it comes to judging people and events in history <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">the lives of significant individuals in the past who have contributed to national and international achievementsevents beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">PhotographsPaintingsStatuesSculptureMapsMuralsBuildingsEngravingsBooks <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle A

History: Unit 3

Enquiry: <i>Why was Charles sent to prison?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">When the First World War happened and where the Western Front was in EuropeThe countries that made up the AlliesThe countries that made up the Central PowersSome of the ways that life changed for people living in Britain during the warThe main methods of communication in Britain at the time of the First World War and how they compare with todayWhy messenger pigeons were so important to the Allies during the First World WarHow horses were used during the First World War and why they were so significant to the war effortThe ways in which many other animals were used as part of the war effortHow animals are used in a variety of roles today in the military and in rescue and support services <div>National Curriculum Coverage</div> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally.	<div><ul style="list-style-type: none">PhotographsPostersMemorial sculpturesMapsTelegramsNewspapers<i>Pathe Newsreel</i> films</div> <div>Disciplinary thinking skills the pupils will use to understand what they know</div> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle B

History: Unit 1

Enquiry: <i>Why do we know so much about where Sappho used to live?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">Where the remains of the ancient Roman city of Pompeii can be found todayWhat the Roman empire was and the lands it once coveredWhy the Romans built a huge empireWhy the city of Pompeii was important to the RomansWhat an archaeologist doesSome important artefacts that have been discovered at Pompeii by archaeologistsWhat these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor peopleWhy the city of Pompeii was destroyed in AD 79The difference between primary and secondary sources of evidence of this eventHow archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyedWhy the bodies of many people who died at Pompeii were preserved and how they have since been restored <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">PhotographsPaintingsSculpturesMapsFrescosDrawingsMosaicsAnimated filmsArtistic reconstructions <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle B

History: Unit 2

Enquiry: <i>How do our toys and games compare with those of children in the 1960s?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">Some of the ways in which historians divide up timeWhy dividing up time into periods helps in the study of HistoryHow to construct a simple timeline of significant events in British historySome of the important events which occurred during the decade of the 1960sHow to construct a timeline of the main events of the 1960sWhy some of these events were of great significanceWhich were the most popular games and toys of the 1960sHow these toys and games compare with popular toys and games todaySome of the reasons for the similarities and differences they observeHow the invention of Tim Berners-Lee in 1989 led to a great change in toys and gamesWhat the term ‘continuity and change’ means in historySome of the significant memories and experiences of adults alive today who lived through the 1960s <p>National Curriculum Coverage</p> <ul style="list-style-type: none">changes within living memory – where appropriate, these should be used to reveal aspects of change in national lifethe lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none">PhotographsMusicToysGamesFilmsOral historiesTelevision shows <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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	<p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	<ul style="list-style-type: none">• Examined artefacts from the past commenting on similarities and differences to modern day equivalents• Heard and discussed accounts of the past involving people, places and events through storytelling and role play• Were supported to organise events using basic chronology• Recognised that things happened before they were born
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Key Stage 1 Cycle B

History : Unit 3

Enquiry: <i>Why is the history of my locality significant?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<p>An historically significant place:</p> <ul style="list-style-type: none">Who Britain was fighting during the Napoleonic War 1803-1815What happened at the Battle of Trafalgar in 1805The achievements of Lord Horatio NelsonWhy Dartmoor Prison was built during the Napoleonic warsThe living conditions of the men who were imprisoned there <p>An historically significant event:</p> <ul style="list-style-type: none">What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927Why this artefact is so importantWho Neanderthals wereWhat the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago <p>An historically significant person</p> <ul style="list-style-type: none">Why Francis Drake was very important to Queen Elizabeth IHow Francis Drake managed to circumnavigate the world 1577-1580Why King Phillip of Spain sent the Spanish Armada to invade England in 1588The actions that Francis Drake took that contributed to defeating the Spanish Armada <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none">PhotographsPaintings and portraitsStatuesLettersArtefactsMapsPropaganda postersFilm <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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<ul style="list-style-type: none">significant historical events, people and places in their own locality.	<p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	<ul style="list-style-type: none">Were introduced to people in stories about the past who did important thingsExamined and talked about images of familiar situations in the pastExamined artefacts from the past commenting on similarities and differences to modern day equivalentsHeard and discussed accounts of the past involving people, places and events through storytelling and role playWere supported to organise events using basic chronologyRecognised that things happened before they were born
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