



Dilton Marsh C of E Primary School – History Key stage 1 Overview

	<u>Knowledge:</u>				
	1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	2. 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.	3. The lives of significant individuals in the past who have contributed to national and international achievements.	4. Significant historical events, people and places in their own locality	
	The Monarchy –	How did the Great Fire change London? (HS) What was the significance of the sinking of the Titanic? (HS)	How did Isambard Kingdom Brunel change Wiltshire and the South West? (HS) Who were some of the great explorers? Amelia Earhart, Tim Peake, Neil Armstong (HS)	Our local environment- What has stayed the same and what has changed in Westbury since 1945? (HS) How did Isambard Kingdom Brunel change Wiltshire and the South West? (HS)	
	Skills				
	Chronological understanding	Knowledge and Understanding of Events, People and Changes in the past	Historical Interpretations	Historical Enquiry	Organisation and communication
	<ul style="list-style-type: none">Understand the difference between things that happened in the past and the present.Describe things that happened to themselves and other people in the past.Order a set of events or objectsUse a timeline to place important events.Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young	<ul style="list-style-type: none">Recall some facts about people/events before living memorySay why people may have acted the way they did	<ul style="list-style-type: none">Look at books, videos, photographs, pictures and artefacts to find out about the past.	<ul style="list-style-type: none">Identify different ways in which the past is representedExplore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.	<ul style="list-style-type: none">Sort events or objects into groups (i.e. then and now.)Use timelines to order events or objects.Tell stories about the past.Talk, write and draw about things from the past.
	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts				
	Identifying, Recognising, Describing, Observing, Recalling, Comparing and contrasting, Sequencing, Categorising, Reasoning and interpreting.				