

## KS1 History Enquiry Based Curriculum 2023-2024 : Year 1/2

During this academic year (2023-2024) years 1 and 2 are provided with a solid local history base to provide them with historical enquiry and skills which will prepare them for the through opening world's scheme in KS2.

Additionally to this, each class takes part in an assortment of local history focussed trips and fieldwork.

### Examples:

**Historical Concepts:** continuity and change, cause and consequence, similarity and difference, and significance

Enquiry Question, theme, & concept	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual Historical Knowledge (know what & where)	Historical Understanding (know how and why)	Historical enquiry and skills (know how to)	Rationale
<p><b>How has shopping changed over time?</b></p> <p><b>Place – Local history</b></p> <p><b>Disciplinary concept: Continuity and change</b></p>	<ol style="list-style-type: none"> <li>1. What was the High Street like before?</li> <li>2. How has the High Street changed?</li> <li>3. What was in these shops before?</li> <li>4. What was it like to shop for food?</li> <li>5. How were my goods packaged or stored?</li> <li>6. How did I pay for my purchases?</li> </ol> <p>Assessment: Discuss different ways the past has been represented. Show understanding of similarities and differences between their lives and those of adults around them. Be able to explain how shopping has changed over time.</p>	<p>change street photograph photography black and white photographs camera disappear, disappeared</p> <p><i>* Be sure to teach 'disappear' explicitly. See below. They will need it in Year 2, Summer term for Stone Age.</i></p>	<p>What the High Street was like before.</p> <p>What was in the shops in the past.</p>	<p>How the High Street changed.</p> <p>How goods were packaged and stored.</p> <p>How to pay for purchases in the past.</p>	<p><b>Begin to find answers from sources:</b></p> <p><b>Make distinctions between aspects of their own lives and those of past times:</b></p> <p><b>Use sources to ask and answer questions about the past. Select and combine information from sources</b></p> <p><b>Find answers from sources that go beyond simple observations. Make deductions:</b></p>	<p>The study of local history enables children to develop a sense of period, people and place. Children will be able to identify changes over time.</p> <p>Links to geography: Use simple fieldwork and observational skills to study the geography of key human and physical features of (the school's) surrounding environment.</p> <p><b>Previous learning:</b> <b>Reception:</b> Introduced to shops within role play – bakery, post office, local store</p>

<p><b>Why do we remember Isambard Kingdom Brunel?</b></p> <p><b>People – Innovations</b></p> <p><b>Disciplinary concept: Significance</b></p>	<ol style="list-style-type: none"> <li>Who was Isambard Kingdom Brunel?</li> <li>Why is Isambard Kingdom Brunel famous?</li> <li>What did Brunel achieve in his life?</li> <li>Why and how were the structures he built important at the time and why are they talked about today?</li> <li>What aspects of Brunel's character made him successful and a historical character for study?</li> </ol> <p>(These questions do not necessarily equate to one lesson. Some questions might take more than one lesson and others not).</p> <p>Assessment: Design a memorial to Brunel by choosing one or all his achievements and sum up his contribution.</p>	<p>Technology Trade Victorian transport separate/separated connect/connected/ connection railway railway station iron</p>	<p>Who Brunel was</p> <p>What did Brunel achieve</p> <p>What made Brunel successful</p>	<p>Why is Brunel famous</p> <p>Why and how his structures were important at the time and talked about still today</p>	<p><b>Place events in chronological order.</b></p> <p><b>Know how to find out about the past from a range of sources of information.</b></p> <p><b>Study changes in their own lives. Study the lives of significant people.</b></p> <p><b>Identify differences between ways of life at different times.</b></p>	<p>The study of local history enables children to develop a sense of period, people and place. Children will be able to identify changes over time.</p> <p><b>Previous learning:</b> <b>Reception:</b> Introduced to the concept of significance, looking at events and important people around us.</p> <p><b>Future learning:</b> <b>Year 2:</b> Which of Plymouth's explorers was the most important? <b>Year 3:</b> The significant achievements of the Ancient Egyptian civilisation. <b>Year 3:</b> The significant achievement of the Ancient Greeks, and the impact they had on the world today.</p>
<p><b>How have flights changed the world?</b></p> <p><b>Events – Innovations</b></p> <p><b>Disciplinary concept: Recognise Significance</b></p>	<ol style="list-style-type: none"> <li>When was the first flight and why was it important?</li> <li>Who was Bessie Coleman and why was she important?</li> <li>Who was Amelia Earhart and why was she important?</li> <li>Who was Neil Armstrong and why was he important?</li> <li>How have flights changed the world?</li> </ol> <p>Assessments: Children explain how flights have changed the world. E.g. show the importance of flights.</p> <p>Children create a poster of flights showing how they have changed the world.</p>	<p>Flight Aeroplane Hot air balloon Impact Similarities differences significant achievements female black Atlantic Ocean Moon Solo Pilot</p>	<p>When was the first flight? What were their achievements?</p>	<p>How has this impacted our lives? How has the invention of aeroplanes changed the way people live? Who were they? How does it impact our world today?</p>	<p><b>Develop an awareness of the past, using common words and phrases relating to the passing of time:</b></p> <p><b>Know where people and events they study fit within a chronological framework:</b></p> <p><b>Identify similarities and differences between ways of life in different periods.</b></p> <p><b>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</b></p> <p><b>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p>	<p>The flights enquiry is topical, given the technological developments that have been made and the role flight plays in our modern lives, and could also easily tie in with the current debates over climate change.</p> <p>Children start to build shared terms of reference about periods in the past, have some anchor points in a chronological framework, and get a sense that history is the study of what happened in the past that people have deemed significant in changing the world in some way.</p> <p><b>Past learning:</b> Introduced to the concept of significance, looking at events and important people around us.</p> <p><b>Future learning:</b> <b>Year 2:</b> Which of Plymouth's explorers was the most significant? <b>Year 3:</b> The significant achievements of the Ancient Egyptian civilisation. <b>Year 3:</b> The significant achievement of the Ancient Greeks, and the impact they had on the world today.</p>

<p><b>Year 2</b></p> <p><b>Stone Age</b></p>	<ol style="list-style-type: none"> <li>1. What is doggerland and what happened to it?</li> <li>2. How did our ancestors collect food to eat?</li> <li>3. What does pre-historic mean?</li> <li>4. Where is Skara Brae and what does it tell us about the Stone Age?</li> </ol>	<p>Land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day</p>	<p>What is doggerland and what happened to it?</p> <p>What does pre-historic mean?</p> <p>Where is Skara Brae and what does it tell us about the Stone Age?</p> <p>What is Stonehenge and what is it?</p>	<p>How did our ancestors collect food to eat?</p> <p>How was Stonehenge built?</p>	<p><b>Using old and modern maps to compare land mass change (doggerland land bridge between UK and Europe)</b></p> <p><b>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</b></p>	<p>Provides children with the skills of using primary sources to form opinions on life in the past beyond living memory e.g. Ancient Egypt in Autumn term Year 3</p>
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