



History Ks1 Year A	What was entertainment like when my parents and grandparents were young? (compare and contrast)	Why do we remember Grace Darling? Compare aspects of life in different periods	Why was Fleetwood an important place to visit in Victorian times? Significant historical events, people and places in their own locality.
Knowledge	<p>Identify and talk about changes within their lives e.g. compare their baby toys/toddler toys/current toys.</p> <p>What are my e.g. toys like? What were my Mum's/Grandma's toys like? Identify some similarities and differences in life between themselves and grandparents - e.g. toys the same/different How entertainment has changed</p> <p>Know some ways their lives differ from when parents grandparents/great grandparents were young</p> <p>Use language to order people in their family chronologically</p>	<p>Know who Grace Darling was & when she lived</p> <p>Know some differences between modern day life now & GD's Victorian life.</p> <p>Know/sequence main events of Grace Darling's rescue of the Forfarshire</p> <p>Know how and why Grace Darling became famous Give reasons why she is remembered today</p> <p>Discuss what we can learn from Grace Darling's example e.g. RNLI, women in RNLI. How they themselves can help others.</p>	<p>Name some F/wood buildings & landmarks Compare landmarks using language; e.g. past, old modern, Victorian</p> <p>Know some important people P. Hesketh and D. Burton and ways they contributed to Victorian Fleetwood's beginnings</p> <p>Know reasons why people visit Fleetwood now Know some reasons why people visited Fleetwood in Victorian times.</p> <p>Know what people did when visiting Fleetwood e.g. where they stayed, how travelled and compare to present day.</p>
vocabulary	<p>Past/present a long time ago, before, after, when, now/then first, next,last. old, older, oldest parents, grandparents, great-grandparents</p>	<p>Victorian, a very long time ago, when, now/then past/present, hundreds, 19TH C Bravery gallantry lighthouse Farne Islands steamship rescue Queen Vict</p>	<p>Victorian, a very long time ago, past, present old/modern, first/ last,before/after Decimus Burton, Peter Hesketh, Q Victoria, Places: North Euston, Pharos, Mount etc</p>
skills	<p>Ask qus about the past Use sources to answer e.g. - photos, artefacts, oral history, books. What toys did my grandad play with? Are they the same as my toys?</p>	<p>Place Grace D & Queen Victoria and self within a chronological framework using words/phrases relating to passing of time.(e.g. on class timeline)</p>	<p>Use sources: pictures, books, visits, oral history to answer qus about Fwd's past.</p> <p>Place important people and events relating to F history on class timeline and use time language to explain.</p>



KS1 History Rolling Programme

	<p>Compare and contrast parts of family life e.g. toys, technology, TV programmes, books</p> <p>Know where grand/parents fit within a chronological framework by using common words relating to the passing in time oldest/first youngest/last</p> <p>Order artefacts/ photographs chronologically to create timelines</p>	<p>Ask questions about the past and use picture and written sources to find out answers to qus about the past</p> <p>Compare and contrast everyday life for Grace Darling with everyday life now.</p> <p>Show their understanding in different ways e.g. using drama, pictures, writing,</p>	<p>Ask and answer questions about Fleetwood and its history. E.g. Why was Fleetwood a popular visit to visit?</p> <p>Compare & contrast e.g. buildings,,travel, entertainment now and then using time language.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

History KSI Year B	How has school life changed since my grandparents were at school? (compare and contrast with own lives)	How do we know about the Great Fire of London?	Why do we remember Florence Nightingale?
Knowledge	<p>Place my family in chronological order from grandparents to myself</p> <p>Use language to order and explain e.g. first oldest etc</p> <p>Order their own school day on a timeline</p> <p>Explain some similarities and diffs in school life between when parents were at school e.g. uniform, lessons</p> <p>Know some similarities and diffs in school life between when grandparents were at school e.g. uniform, lessons</p>	<p>Understand where the GFOL fits within a chronological framework.</p> <p>Know why the fire started and sequence the main events correctly</p> <p>Understand why the fire ended and some of the results after e.g. fire brigade started.</p> <p>Understand some of the ways we know about the GFOL</p> <p>Know the GFOL is represented in different ways.</p> <p>Understand what information these sources can provide</p>	<p>Understand where Crimean war/ Florence N fits within a chronological framework.</p> <p>Know and sequence some of the main events in Florence Nightingale's life</p> <p>Compare FN with nurses today and say things that are the same/different</p> <p>Give reasons for why Florence N was an important person and why she is still remembered today</p>



KS1 History Rolling Programme

	State some ways children's school life has changed since my grandparents were at school.	Compare houses now and then	
vocabulary	a long time ago, before, after, when, now, then. years, 2020 first last old, older, oldest parents, grandparents, great-grandparents same different change modern old	very long time ago, past, present, now, then, hundreds, century, first, next, then, finally, after Charles I, Samuel Pepys, Stuarts, monarch, Tudor, King, Eye witness, first hand, diary, source, portrait, painting, artefact because, reason,	Victorian, a very long time ago, before, after, when war, Crimea, Scutari, Russia, soldier nurse, doctor, ward, hygiene, disease, germs, wounds kind, caring, patient, hard-working, brave
skills	Place self, parents & grandparents on a time line or family tree using common words /phrases relating to the passing in time. Ask qs about life in past: e.g Did grandad learn the same lessons? Understand some ways we can find out about school life e.g. oral history Compare and contrast, identifying similarities and differences	Place the Great Fire on a class time line using language to place in a chronological framework Use sources to ask simple questions e.g. about what life was like in 17 th century and why the fire happened/spread/ended Communicate their understanding in a variety of ways - pictures, writing etc	Place Florence Nightingale/Crimean war on a class time line Use language e.g. A very long time ago, Victorian 19 th C Use sources such as portraits, books, internet to find out about Florence N Ask questions about Florence Nightingale Compare and contrast nurses in Vic times identifying similarities and differences.



KS1 History Rolling Programme

History KS1 Year B	What were holidays like when my grandparents/great-grandparents were young? (compare and contrast)	How do we know about the Great Fire of London?	Why do we remember Florence Nightingale?
Knowledge	<p>Talk about past/present in their own lives by simple comparisons of events</p> <p>Identify some similarities and differences in life (present and past) between themselves and grandparents – e.g. how has transport/holidays/clothes/ food changed/stayed the same?</p> <p>Describe some ways their lives are different from when grandparents/great grandparents were young</p>	<p>Sequence the main events of the fire correctly</p> <p>Know why the fire started and what happened</p> <p>Understand why it ended and some of the results</p> <p>Know that the fire was represented in different ways and understand what information sources can provide</p> <p>Understand some of the ways we know about the GFOL</p>	<p>Know some of the main events in Florence Nightingale’s life</p> <p>Understand When FN was living and place on class timeline</p> <p>Know Florence Nightingale was</p> <p>Identify ways nurses now and then are the same and ways they are different</p> <p>Give a reason for why Florence N is still remembered today.</p>
vocabulary	<p>past, a very long time ago, before, after, when, present, now, then first, next, last.</p> <p>old, older, oldest parents, grandparents, great-grandparents</p>	<p>very long time ago, past, present, now, then, hundreds, century, first, next, then, finally, Charles I, Samuel Pepys, Stuarts, monarch, Tudor, King, Eye witness, first hand, diary, source, portrait, painting, artefact</p> <p>Because, reason, effect,</p>	<p>Victorian, a very long time ago, before, after, when 19th Century now then war, Crimea, Scutari, Russia, soldier nurse, doctor, ward, hygiene, disease, germs, wounds Lady of the lamp kind, caring, patient, hard-working, brave</p>
Skills	<p>Use sources to find out about holidays in (photos/artefacts/oral/ Ask and answer questions e.g. Where did granddad go on holiday?</p> <p>Know where family fit within a chron framework using words relating to the passing in time first before after now then e.g. My granddad was born before me</p>	<p>Place GFOL Samuel P Charles II on class time line using lang now/then before/after to show chron understand</p> <p>Use sources to ask simple questions e.g. What were houses like in 17th C? Why did the fire start? Spread? End?</p> <p>Communicate their understanding in a variety of ways</p>	<p>Place FN & Crimean War on class time line & compare to GFOL using lang before after past present to show und. of chron. framework</p> <p>Use a range of sources to find out about F Nightingale</p> <p>Compare and contrast nursing now and then</p>



KS1 History Rolling Programme

			<p>Ask questions about Florence Nightingale e.g. why was she called the Lady of the lamp? Communicate their findings in range of ways.</p>
<i>Resources</i>			<p>https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt Magic grandad Florence Nightingale https://learnenglishkids.britishcouncil.org/en/short-stories/florence-nightingale</p>