



KS1
History
Autumn 1
Monarchs

Previous learning:

In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and learn the names of periods in British history. Children continue to build their understanding of historical sources and use royal portraits as a source of historical evidence.

Sticky Knowledge

1. Castles developed from wood to stone
2. Normans changed castles and more were built.
3. Strong leaders needed castles.
4. Elizabeth I was the daughter of Henry VIII.
5. Queen Victoria reigned for 63 years.

Lesson 1
History Driver

What is a castle?

- To find out who built the first castles in the UK and why.
- To recognise the differences between different Norman castles.
- Look at the Skipsea Castle as a significant Norman Castle, built in 1086.

Lesson 2
History Driver

What features do mediaeval castles have?

- To find out about the structure of mediaeval castles.

Lesson 3
History Driver

Power and rule - Royal Portraits

- To understand that hierarchy is a way of organising people according to how important they are or were.
- To know that artefacts are objects and things made by people rather than natural objects. They provide evidence about the past.
- To be able to explain how Royal portraits show power and status.

Lesson 4
History Driver

Significant people - Elizabeth I

- To know that Elizabeth I was the daughter of Henry VIII
- To identify the impact of Elizabeth's actions. Important individual achievements include great discoveries and actions that have helped many people.



Lesson 5 History Driver	Significant people - Queen Victoria
	• To understand the impact Queen Victoria had on British traditions and the British Empire. • To be able to identify how significant events affect the lives of many people over a long period of time and are sometimes commemorate
Lesson 6	Sovereign's timeline
	• To know that a timeline is a display of events, people or objects in chronological order and that a timeline can show different periods of time, from a few years to millions of years.
Lesson 7	Journalling Week
Vocabulary	
Queen Victoria, ruler, past, Monarch, significant, kingdom, castle, attack, defend, fertile land, moat, drawbridge, battlements, tower/keep, Mediaeval, King, Queen, Lord, Lady, taxes, turrets	
Local Connection/Lyfta links	

KS1 History Spring 1 Travel and Transport
Previous learning: Children revisit learning from Early Years about significant events and people, including significant people within their own life, and some famous significant figures such as Guy Fawkes. Pupils have developed a good understanding of chronology and how things change over time.
Sticky Knowledge
1. The Wright Brothers were the first to make and fly a plane. 2. Wright brothers flew the first plane in 1903 for 12 seconds 3. Amy Johnson was from Hull 4. Amy Johnson was the start of women doing dangerous things and how it changed long distance flights 5. Amy Johnson was the first woman to fly solo from England to Australia.



Lesson 1 History Driver	Timeline of flight
	• To know why the Wright brothers' invention was so ground-breaking • To sequence 6 major developments in flight over time placing the Wright brothers in correct chronological position
Lesson 2 History Driver	How did the Wright brothers manage to be the first to launch a man powered flight?
	• To retell the story in sequence. • To identify turning points in the Wright brothers' fortunes.
Lesson 3 History Driver	Why did the Wright brothers succeed where others had failed?
	• To offer valid reasons for the Wright's success based on the story and can discern features of the brothers' personality that led to success. • To use contextual knowledge of the story to pose valid historical questions to the teacher-in-role.
Lesson 4 History Driver	Why do you think people still remember Amy Johnson?
	• To make inferences from visual clues and can link back a generation to the work of the Wright brothers. • To predict why Amy Johnson might be famous
Lesson 5 History Driver	Local history - Amy Johnson
	• To evaluate historical artefacts and finding out facts about Amy Johnson • To understand how commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.
Lesson 6	Journalling week
Vocabulary	
a long time ago, when I was younger, years, old, new, time, now, then. Calendar	
Local Connection / Lyfta links	



Amy Johnson (Hull)

KS1
History
Summer
The Great Fire of London

Previous learning:

In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and learn the names of periods in British history. Children have prior knowledge of London from previous geography topics.

Sticky Knowledge

1. The fire started in Pudding Lane, London
2. Fire spread because of a dry, hot summer, strong winds, wooden houses too close together and narrow streets.
3. King Charles II helped in different ways
4. Samuel Pepys diary gave us lots of information
5. Fire squirts, buckets of water, fire hooks and gunpowder were used to help put the fire out.

Lesson 1
History Driver

London

- To find out ways in which London has changed

Lesson 2
History Driver

Why did the fire spread?

- To understand the reasons the fire spread.

Lesson 3
History Driver

Timeline

- To sequence the events of the Great fire of London

Lesson 4
History Driver

Sources

- To use different sources to find out information.

Lesson 5

What happened after the fire?



History Driver	To recognise some of the problems that the fire caused and how they were addressed.
Lesson 6	Journaling week
	To consolidate their understanding of the causes of the Great Fire by attempting to re-design London to make sure a fire of that size never takes hold again
Vocabulary	
Samuel Pepys, Pudding Lane, architecture, crowding, events, achievements	
Local Connection / Lyfta links	
Keep London smiling Experience millennium bridge	