

	Autumn	Spring	<u>Summer</u>
Cedar Y1	Teaching Gunpowder Plot and Guy Fawkes at KS1 - Years 1 & 2 Keystage history Previous class Topics Toys, castles, Seaside	Grace Darling Lessons, Activities and Resources At KS1 Keystage History	Local History - School and surrounding area KS1 Scheme of work
Breath of Study	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality.
Threshold concepts	Investigate and Interpret the past Understand chronology Communicate historically	Investigate and Interpret the past Understand chronology Communicate historically	Investigate and Interpret the past Communicate historically

	Build an overview of world history		
Milestones	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line.
Vocab	Use words, phrases and labels such as:		
WOTD GENERIC (YEARLY)	a long time ago, recently, when my parents/carers were children, years, decades and centuries past, present, older and newer		
WOTD TOPIC (TERMLY)	The Great Gunpowder Plot Plot, Timeline, years, decades, important, event	Grace Darling Famous, people, Britain, object, when, role	Local History Link – Schools past and present Modern, Time, order, changes, local, senior citizen,