

History

<p>Key Stage 1</p> <p>A</p>	<p>Theme: Would we like to live in the past?</p> <p>Vocabulary:</p> <p>Year 1: When I was born, Before I was born, When My parents were young, In Victorian Times, past, present, Change, Different, Same, old, new, museum, source</p> <p>Year 2: modern, historical, recent, next, then, living memory, evidence, artefact, photograph, historian, diary, date, 20 years ago, a hundred years ago , timeline, decades</p>	<p>National Curriculum reference</p> <p>Children should study:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life. • Significant historical events, people and places in their own locality
<p>Big concepts:</p> <p>Change Community Diversity Tradition</p> <p>Historical Understanding:</p> <ul style="list-style-type: none"> - Difference between recent past (living memory) and further back - Examining change and continuity in different time periods - Sequencing of events - Sequencing of artefacts - Knowing what a source is and where we can get evidence about the past – e.g. people’s memories and artefacts - Knowing that we can use sources to help us understand the past. 	<p>What we want children to know:</p> <p>Changes within living memory</p> <ul style="list-style-type: none"> • Children should be able to place key events from their life on a simple timeline – e.g. when they were born, learning to walk and talk, starting school, starting year 1 / year 2 • Children should be able to ask questions to an older person to find out what their lives were like when they were little • The last century is divided into groups of ten years called decades • When older people (parents and grandparents) were younger there were many differences including fashionable clothes and hairstyles, houses, technologies, toys, schools, transport and jobs <p>The history of our local environment</p> <p>Lincoln</p> <ul style="list-style-type: none"> • Lincoln has a very long history – people have lived here for at least 2000 years. The earliest settlement in Lincoln was an Iron Age settlement of round wooden dwellings found next to the Brayford Pool • The name Lincoln comes from this time – Lindon which means "The Pool" • Lincoln Castle - The Romans first built a wooden fortress on the hill around 48 AD. Parts of the Roman City can still be seen today. In 1068, two years after the Norman conquest of England, William I ordered Lincoln Castle to be built on the same place. • Lincoln Cathedral - Construction of the first Lincoln Cathedral was completed in 1092; it was rebuilt after a fire but destroyed by an earthquake in 1185. The current cathedral was rebuilt after this but wasn't finished till 1311 <p>Life in Victorian Times - changes beyond living memory</p> <ul style="list-style-type: none"> • The Victorians lived over one hundred and fifty years ago during the reign of Queen Victoria (1837 – 1901) • Technology – Until the end of the Victorian period, there was no electricity, instead gas lamps or candles were used for light. There was no internet or mobile phones. • Transport - There were no cars. People either walked, travelled by boat or train or used horses to move from place to place. The Victorians invented railways which could move things around much faster. • Homes – homes were heated by coal fires, many houses had servants who helped with household jobs • Toys- poor families made their own, such as cloth-peg dolls and paper windmills. Children would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys. Rich families made girls play with dolls and tea sets whilst boys played with toy soldiers and marbles. • Clothes – Rich and Poor Victorians dressed differently. • Schools – schools were very strict, children wrote on chalk boards and could be caned for breaking school rules. Until 1891, only rich children could go to school. Poor children had to work. • There are photos of Victorian England which help us to understand what life was like then 	<p>History-focused skills:</p> <ul style="list-style-type: none"> • Understand and use the terms past and present • Sequence events and change in my own lifetime • Understand how to sequence events and artefacts such as objects and photographs • Sequence events in the past – within living memory and in the more distant past • Ask questions about the past • Use books, photographs and objects to help find out about the past • Examine change in our local environment over time e.g. using old photos of our locality and comparing with modern pictures • Recognise changes between historical periods • Recognise how things have changed within living memory – e.g. by interviewing an older person