



Corporation Road Community Primary School

History LTP

History: Year 1/2 A			
Vision: At Corporation Road Community Primary School, we want our pupils to have an understanding of the past and how history will shape their future. Underpinning everything that we do are our four themes: Community, Citizenship, Gender & Equality and Legacy & Impact. We stimulate the children's interest and understanding about the life of people who lived in the past, the key events that took place and how this has contributed to our lives today. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today by investigating past events. In doing so, we deepen our pupils' enquiry, analysis, interpretation, communication and problem-solving skills.			
Domains		Key Concepts	
Knowledge and understanding of events, people and changes in the past		Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence	
Chronological understanding		Chronology	
Organisation and Communication		Vocabulary and Recording	
Historical Enquiry		Historical Questions and Historical Enquiry	
Autumn 2		Summer	
Theme: Legacy & Impact		Theme: Gender & Equality	
Domains:		Domains:	
<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry 	<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Organisation and Communication - Historical Enquiry 	<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry 	<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry
Key Concepts:		Key Concepts:	
<ul style="list-style-type: none"> - Similarities and differences, significant individuals, local history, continuity and changes and cause and consequence - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry 	<ul style="list-style-type: none"> - Similarities and differences, significant individuals, local history, continuity and changes and cause and consequence - Vocabulary and Recording - Historical Questions and Historical Enquiry 	<ul style="list-style-type: none"> - Similarities and differences, significant individuals, local history, continuity and changes and cause and consequence - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry 	<ul style="list-style-type: none"> - Similarities and differences, significant individuals, local history, continuity and changes and cause and consequence - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry
End Point: <u>Legacy & Impact</u> Our children will understand how the past has influenced the present day. This includes how key events, discoveries, movements and significant individuals have shaped our lives and the society that we live in. Our children will gain an appreciation for chronology and understand how key events, discoveries, movements and the lives of significant individuals are sequenced through time. Our children will be able to make connections, compare and contrast periods of history in order to determine how human life has evolved.		End Point: <u>Gender & Equality</u> Our children will understand how gender and equality has changed over time, both within the United Kingdom and the wider world. They will understand how these changes have arisen from studying significant individuals, events and movements. Furthermore, they will be able to acknowledge different points of view and understand why these are important in understanding and interpreting history.	

Local History (George Stephenson)



Significant Individuals (Sarah Forbes Bonetta)



Local History (George Stephenson)		Significant Individuals (Sarah Forbes Bonetta)	
Year 1	Year 2	Year 1	Year 2
<ul style="list-style-type: none"> - Begin to describe similarities and differences between historical artefacts and pictures. - Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). - Begin to order artefacts and pictures from significantly different time periods. - Sequence the story of a significant historical figure. - Describe, in simple terms, the importance of a local place or landmark. - Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past. - Describe, in simple terms, why a significant individual acted the way they did. - Ask and respond to simple questions about the past, using sources of information. - Retell a story or significant event from their own past. - Use simple source material (e.g. photographs) to answer questions about an event beyond living memory. 	<ul style="list-style-type: none"> - Describe how their own life is different from past generations of their own family. - Use further terms associated with the past (e.g. year, decade and century). - Use the stories of famous historical figures to compare aspects of life in different times. - Describe how people, places and events in their own locality have changed over time. - Describe changes in the local area during their own lifetime and that of their parents and grandparents. - Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. - Ask and answer questions about a range of historical sources. - Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings. - Build a 'bigger picture' of a historical period, using a range of source material. 	<ul style="list-style-type: none"> - Begin to describe similarities and differences between historical artefacts and pictures. - Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). - Begin to order artefacts and pictures from significantly different time periods. - Sequence the story of a significant historical figure. - Describe, in simple terms, the importance of a local place or landmark. - Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past. - Describe, in simple terms, why a significant individual acted the way they did. - Ask and respond to simple questions about the past, using sources of information. - Retell a story or significant event from their own past. - Use simple source material (e.g. photographs) to answer questions about an event beyond living memory. 	<ul style="list-style-type: none"> - Describe how their own life is different from past generations of their own family. - Use further terms associated with the past (e.g. year, decade and century). - Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. - Use the stories of famous historical figures to compare aspects of life in different times. - Describe how people, places and events in their own locality have changed over time. - Describe changes in the local area during their own lifetime and that of their parents and grandparents. - Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. - Ask and answer questions about a range of historical sources. - Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings. - Build a 'bigger picture' of a historical period, using a range of source material.
<p>Historical Association George Stephenson https://www.history.org.uk/primary/resource/9830</p> <p style="text-align: center;">Key Theme - Impact and Legacy</p> <p style="text-align: center;">How George Stephenson's achievements had the impact they had on society locally, nationally and internationally</p> <p>Chronology and Vocabulary</p> <ul style="list-style-type: none"> • To know that lots of things happened in the past and that the past can be before our own grandparents • To know past, yesterday, after, (Y2 use phrases over a longer period of time) • Know how to put key events in their lives in chronological order – use vocabulary of time – before, after, then, now, (year 2 wider range of vocabulary, include specific events in or out of school) • Order personal key events on a timeline <p>George Stephenson</p> <ul style="list-style-type: none"> • George known as 'the father of the railway' • To use artefact and pictures to identify George Stephenson • To begin to know that we learn about the past from things left behind, • To use artefacts to explore the difference between the past and the present • To develop a timeline of George Stephenson – Born 1781 – Made Locomotion 1 in 1814, Stockton to Darlington railway opened 1825 – George made The Rocket 1829 – George died 1848 <p>Impact and Legacy – mines safer, ordinary people could use trains, George made the fastest train in the world, railways were used across the world, link towns, towns, cities and railway networks developed, travel and holidays, move goods,</p>		<p>Historical Association https://www.history.org.uk/primary/resource/8667</p> <p style="text-align: center;">Impact and Legacy</p> <p style="text-align: center;">How George Stephenson's achievements had the impact they had on society locally, nationally and internationally</p> <ul style="list-style-type: none"> • Know about some significant individuals –George Stephenson, Neil Armstrong, Ronaldo, • How has Sarah Forbes Bonetta impacted on the lives of women, men and slaves in our lives? <p style="text-align: center;">Key Theme Gender and Equality</p> <p style="text-align: center;">Children are introduced to the idea of significance, Sarah Forbes Bonetta, we don't even know her real name, was an African princess, a slave in West Africa, a god daughter of Queen Victoria, a wife, a mother and missionary teacher. Does this make her significant? Why was Sarah significant in Victorian Times and today</p> <p>What do we mean by 'Significance'</p> <ul style="list-style-type: none"> • Who do you think is famous? • Know about some significant individuals –George Stephenson, Neil Armstrong, Ronaldo, • Who is significant in their own lives? <p>What was significant about Sarah Forbes Bonetta²³</p> <ul style="list-style-type: none"> • Who was Sarah and what do we know about her life? • Major events in her life • Differences between rich and poor in Victorian times • Slave trade – one person owned by another <p>Gender and Equality – challenge the stereotypes of Victorian Britain and West Africa. Mostly we come across people from West Africa as slaves is the trans – Atlantic slave trade. This is an individual who is freed from slavery by a slave trader and becomes god daughter to Queen Victoria and lives a typical middle-class Victorian life</p>	

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