

# History

Year One	Year Two
<p>These objectives need to be incorporated into whatever History based units you cover in Year One</p>	<p>These objectives need to be incorporated into whatever History based units you cover in Year Two</p>
<p style="text-align: center;"><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>Events beyond living memory that are significant nationally or globally</p> <p><b>Year One Cycle One - Link to trip to Dockyard - Mary Rose</b></p> <p><b>Year One Cycle Two - First Man on Moon</b></p> <p><b>Year One Cycle Three - The First Flight - Wright Brothers</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Year One Cycle One - Dr Barnardo</b></p> <p><b>Year One Cycle Two - Guy Fawkes</b></p> <p><b>Year One Cycle Three - Florence Nightingale</b></p>	<p style="text-align: center;"><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>Events beyond living memory that are significant nationally or globally</p> <p><b>Year Two - Great Fire of London</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Year Two - Queen Victoria</b></p>
<p><b>Local History Week - Cycle One - Unit to attach onto other end of an RE week</b></p> <ul style="list-style-type: none"> <li>significant historical local events</li> </ul>	
<p><b>Local History Week - Cycle Two Unit to attach onto another end of an RE week</b></p> <ul style="list-style-type: none"> <li>Study a significant people and places in their own locality -</li> </ul>	