

## KS1 History

EYFS					
Children talk confidently about people around them and their role in society. They explore similarities and differences with things in the past and now, drawing on their experiences and things shared through books and stories. Stories enable children to find out more about settings, characters and events from the past, linking this to their experiences throughout the year.					
Autumn 24-25	Spring 25	Summer 25	Autumn 25	Spring 26	Summer 26
How has technology changed our lives?	Who was Mae Jemison and why should she be remembered today?	Great Fire of London	How have the toys children play with changed?	Who were Florence Nightingale and Mary Seacole and why should they be remembered today?	Why is mining so important to Cornwall?
How has technology changed our lives? -	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally	Changes within living history	The lives of significant individuals in the past who have contributed to national and international achievements	Significant historical events; people and places in their own locality
Beliefs	Travel and Exploration	Society	Beliefs	Hospitals and Healthcare	Society and community
<p>1 I can explain which technology is used today and how it helps us.</p> <p>2 I can talk about the similarities and differences between technology used by adults and children.</p> <p>3 I can use historical and personal sources to build a picture of technology used by parents/grandparents to communicate.</p> <p>4 I can use historical and personal sources to build a picture of technology used by parents and</p>	<p>Moon Landings – Mae Jemison I can locate the life of Mary Anning on a chronological timeline.</p> <p>1.Understand who Mae Jemison is and explain why she is famous</p> <p>2.Research Mae Jemison and create a timeline that summaries her life</p> <p>3.Understand why she is an inspiration to others</p> <p>4.Know how Mae Jemison contributed to national and international achievements</p>	<p>1.To understand the life beyond living memory (WOW Day)</p> <p>2.To locate where and when the Great Fire of London started.</p> <p>3.To understand the events of the Great Fire of London using artefact and accounts.</p> <p>4.To find out why the fire spread so quickly and stayed alight for so long.</p> <p>5.To research Samuel Pepys and his diary.</p> <p>6.To understand the significance, the fire had on London and how it changed.</p>	<p>Toys – look at KSH h by an older child. .What are our toys like today? I can understand terms same and different and distinguish between old and new.</p> <p>2. I can understand what others people's toys were like. Ch see how toys change as children get older.</p> <p>3. I can describe how toys are old.</p> <p>4. I can investigate using can use historical and personal sources to build a picture of toys used by parents and grandparents.</p> <p>5. I can use historical images to show toys in context,</p>	<p>Florence Nightingale/Mary Seacole</p> <p>1.Why is Florence Nightingale remembered today and what did she do in her life?</p> <p>2.Why do you think Florence Nightingale took the brave decision to go to the Crimea and who influenced her?</p> <p>3.What did Florence do to help the soldiers and did everyone have the same opinion of her?</p> <p>4.What were the most important achievements of Florence's life?</p> <p>5. What were the most important moments in Mary Seacole's life?</p> <p>How important was Mary's work in the Crimean War? How do we know?</p>	<p>Tin Mining</p> <p>1.I can explain why tin mining was important in Cornwall</p> <p>2. I can explore what life was like for Victorian miners in Cornwall.</p> <p>3.I can investigate the developments in mining and make comparisons with early mining. –</p> <p>4.I can explore the global impact of Cornish mining.</p> <p>5.I can explain why mining declined in Cornwall.</p> <p>6.I can discuss the impact the decline of mining had on Cornwall.</p> <p>Assessment lesson: Why is mining so important to Cornwall?</p>

<p>grandparents for entertainment.</p> <p>5 I can research a significant person who has made an impact on the development of technology</p> <p>6 I can communicate and present my learning about changes in technology over time.</p>	<p>5. Understand how following our dreams can impact on our future</p> <p>6. Communicate and present my learning about Mae Jemison</p>		<p>describing who might play with them.</p> <p>6. Set up a toy museum.</p>	<p>6. How should we remember Florence Nightingale and Mary Seacole?</p>	
<p>Children will demonstrate their learning about how technology has changed over time by creating a timeline, using images of technology learnt about and sharing this with families.</p>	<p>Children will play hot seat with a partner. Partner 1 able to ask important questions and Partner 2 (Mae Jemison) confidently answer with what they have learnt or create a fact file.</p>	<p>Children will report that historical sources tell us that the GFOI changed London forever.</p>	<p>Children will demonstrate their learning about how technology has changed over time by creating a timeline, using images of technology learnt about and sharing this with families.</p>	<p>Children can discuss the achievements of Florence Nightingale and Mary Seacole and know why she is remembered today.</p>	<p>Children can explain why mining is important to Cornwall.</p>
<p>Compare, similar, different, grandparents, time, old, modern, sources, communication, entertainment</p> <p>Past, present, future</p>	<p>significant individual, doctor astronaut, Endeavour Space Shuttle, Lunar, NASA, Science Mission Specialist, Space Mission, Space Suit, inspiration</p>	<p>Vocabulary</p> <p>London, fire, Samuel Pepys, diary, Charles II, bakery, smoke, leather buckets, axe, bread, wind, houses, Pudding Lane, fire hooks, fire breaks, Thomas Farnor</p>	<p>Compare, similar, different, grandparents, time, old, modern, sources materials (wood, plastic, metal etc)</p> <p>Past, present, future</p>	<p>Crimea, hygiene, infection, injured, medicine, sanitation, Scutari, soldier, ward, wound</p> <p>Bankrupt, doctress, dressing, fund-raising, prejudice, rejected.</p>	<p>Richard Trevithick, Geevor, tin, ore, lode, bal-maidens, shaft, pick</p>