



DARE to Learn Curriculum

History

Key stage 1 Knowledge and skills overview:

Topics chosen must cover the following areas: Changes within living memory including some that reveal changes in national life; significant events beyond living memory; Nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.

Year Group	Year 1 Term 1	Year 1 Term 2A	Year 1 Term 2B	Year 1 Term 3	Year 2 Term 1A	Year 2 Term 1B	Year 2 Term 2
Topic Matters, skills, processes	Up, Up and Away <i>Is there a man in the moon?</i> (study the moon landing, and significant people involved)	Into the Wild <i>What creature has the sharpest teeth?</i> (Dinosaurs – study the work of Mary Anning)	What a disaster <i>Can baking bread change a city?</i> (Study the Great Fire of London)	There's only one Earth <i>Is plastic fantastic?</i> (Look at how the development of plastic has changed our lives over time and explore the ever changing shopping experience) LOCAL STUDY	Up, Up and away <i>How long does it take to fly around the world?</i> (Looking at flight, the first flight with the wright brothers compared to that of a female pilot, planes and other flying vessels through time)	Victorians <i>Did all Victorians Rock around the Christmas tree?</i> (Study the Victorian period, including Queen Victoria and Charles Dickens (English focus) and look at how Christmas was developed in this period) LOCAL STUDY	What a disaster <i>What happens at sea?</i> (Study the Battle of Trafalgar and Lord Admiral Nelson – explore the Victory)
Chronology sequencing events/ objects in time; using chronological vocabulary	Locate their lives and the event on timeline. Compare to most recent space visit and Peake as a local astronaut	Locate her lifetime on class/ school timeline. Create a pictorial timeline of her life	Place event on timeline. Retell story orally/by picture timeline	Sort real shops / shopping items pictures into chronological order	Order different machines used to fly over time and discuss how they have evolved	Locate Queen Victoria's reign/ life on timeline, compared to the current queen.	Place event on timeline. Retell story orally/ by pictorial timeline

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<p>Characteristic features of period/ person/ events studied</p>		<p>explores how attitudes to gender/ class at the time, restricted recognition of her achievements.</p>	<p>explore the role building materials/ firefighting methods played in the amount of damage</p>	<p>explore how a period is characterised by change from paper/plastic/paper over time and relevance to everyday life</p>	<p>Compare the Wright Brothers and Amelia Earhart – What was their impact on the lives of others</p>	<p>Identify the traditions the Victorians, especially the Royal family brought in to celebrate Christmas. EG trees – how these still remain today</p>	<p>World battles took place at sea with no flight methods meant sailing across oceans, not flying. Difference in fighting techniques and weapons today</p>
<p>Change/ continuity Similarities & differences between ways of life at different times</p>			<p>Look at how London look now compared to then, how house were later built and how the fire service has changed with new technology</p>	<p>Appreciate some shops / items have remained largely unchanged over long periods e.g. butchers Use pictures/maps/ accounts of to explore how the locality has changed over time.</p>	<p>Look at the ease of Air travel today compared to life before flight</p>	<p>Light touch on how life during Victorian times have changed to now, look at Christmas changes, School changes and general life</p>	<p>Investigate how battle of Trafalgar protected Britain and the impact of this on our lives</p>
<p>Cause/ consequence- why people did things/ causes and results of events and changes</p>	<p>compare their lives, motivation and achievements and how they have shaped today</p>	<p>explore Mary's motivation, and the consequences of her discoveries- helped change understanding of how life evolved.</p>	<p>to explore causes of the fire and its spread and the changes made when London was rebuilt</p>	<p>Consequence of change to mainly plastic play detrimental to the environment, eg bags</p>	<p>compare their lives, motivation and achievements</p>		<p>Explore how this battle allowed Britain to become the world's largest sea power for 100 years</p>
<p>Significance</p>	<p>examine if either woman is more significant than the other men for her effort in getting to the moon, examine if we would travel to space now if this didn't happen</p>	<p>Create a museum display about Mary's work, and how she is recognized today and in the past.</p>		<p>World Earth day World oceans day</p>	<p>Examine the continued and widespread interest in there stories, why is it still remembered?</p>	<p>Create a Victorian Christmas show using traditions and stories from the past</p>	<p>How this is linked to Portsmouth and od our local area – link to how Portsmouth is still a strong naval city</p>

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<p>Interpretation – explore ways we find out about the past and how it is represented</p>	<p>Look at commemorations of their lives and when they are from to see how interest in each has changed over time.</p>	<p>Explore representations/ interpretations: books/ video/ websites/ Lyme Regis museum, Jurassic coast info boards etc.</p>	<p>Books describe the event differently/ give different numbers for those killed. Representations: books/ TV progs/ monument, artefacts</p>		<p>Look at commemorations of their lives and when they are from to see how interest in each has changed over time.</p>		<p>Explore a range of Nelson / Trafalgar memorabilia; visit Portsmouth Dockyard to step on board the HMS Victory</p>
<p>Historical enquiry – asking /answering questions; using sources to find answers and show understanding</p>		<p>Dino day for artefacts, and other sources plus books postcards, etc</p>	<p>Explore the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts (Primary/secondary)</p>	<p>Interviewing adults about their childhood memories of shopping and making comparisons</p>		<p>Look at book, film clips, newspaper articles to research life during this time – explore the most reliable source</p>	<p>Select sources to tell particular parts of the story. Investigate images/ written accounts, etc</p>
<p>NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit.</p>							

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