

## Year A History KS1

Topic	Context and chronology	Social History	Role of individuals/ historical perspective/ empathy	Cause and consequence	Power and rule
<p><b>How can I be healthy?</b></p> <p><b>BLACK HISTORY MONTH - OCTOBER</b></p>	Identify when <b>Mary Seacole</b> lived in the context of the timeline and the present.	Understand what nursing was like in the time of Mary Seacole How does that compare with now? What changes have happened in between?	Describe the life and key achievements of Mary Seacole(1805-1881) How do we know about her life?	Why did she make the decisions she did? What happened because of her decisions? What might have been different if she made different choices?	Know that <b>Queen Victoria</b> reigned at the time of Mary Seacole. (link to next term Monarchs)Who made the rules and decisions for the country (UK/ Jamaica). Know what the Commonwealth is.
<b>Monarchs</b>	Identify when <b>Queen Victoria</b> reigned and when <b>Queen Elizabeth I</b> became Queen. Compare the length of Victoria's reign to Elizabeth. Who reigned in between and how did Elizabeth then become Queen.	How did people live in the times of Queen Elizabeth I and Queen Victoria. Compare this with life today.	Recognise portraits/photos of Queen Elizabeth I, Queen Victoria, and Queen Elizabeth II. Compare and contrast the role each of them had/ has and why that has changed. Describe key events and achievements in the lives of Queen Victoria and Queen Elizabeth I. Is the information we have reliable? What evidence do we have about their lives?	'Queen Victoria wasn't meant to be Queen. 'Is this true? If so, why did she become Queen? Compare with Elizabeth I and Elizabeth II. (link to George VI)	<b>Queen Victoria</b> resided over the British Empire. Relate to the Commonwealth learnt about in the previous topic. <b>Queen Elizabeth I</b> made all the decisions herself. Does <b>Queen Elizabeth II</b> make all the decisions for the UK herself?
<b>Transport (History of cars)</b>	Understand how cars have developed in the past 100 years. Use the timeline to talk about how quickly/ slowly some of those changes happened.	Compare two periods within the 100 years. How did people live? How were things built/ made/ engineered at those times? What materials were used? How does this compare with today?	Know some of the key people <b>Karl Benz</b> and <b>Gottlieb Daimler</b> (petrol engine car), <b>Henry Ford</b> instrumental in making the car cheap, versatile and easy to maintain, <b>Sir Alec Issigonis</b> designed the British built mini. Who makes it now? Why? Some examples of early transport still exist but how	Explore how changes in the affordability of cars affected the ways in which people lived. E.g. the motor car meant people could get about more quickly etc.	Referring to the selected periods for Social History explore who ruled the main car producing countries.

			do we know the other information? Compare different versions of information.		
<b>Ice Explorers</b>  <b>TRIP Polar Institute Cambridge</b>	Identify when <b>Ernest Shackleton</b> and <b>Tenzing Norgay</b> lived in the context of the timeline and the present. Note when they lived in comparison to individuals previously studied.	How did people live? Compare life at the time of their expeditions (1914 and 1953) and between Ireland and Nepal.	Describe the journeys and achievements of Ernest Shackleton and Tenzing Norgay. How do we know about their journeys? Compare the different sources of evidence. What sources do we have today?	Both achievements were the first of their kind. What has followed? Mountain expeditions and different challenges. Antarctic research stations.	Who ruled in the periods that Ernest Shackleton and Tenzing Norgay lived both in the UK and Nepal.
<b>Caring for the Earth</b>  (History strand within Geography topic)	Climate change (1970s to the present day). Add to the timeline and look at the length of time.	Development of plastic and throw away culture (1970s to the present day). What alternatives are available today? Does this mean things are improving?	<b>David Attenborough</b> <b>Greta Thunberg</b> What have they done to promote environmental awareness? How do we find out about their work?	Explain how what has happened in the past decades affects us today.	Learn who was in power in different decades of climate change. Did they do anything to help or did they do more harm?
<b>Castles</b>  <b>TRIP Framlingham Castle</b>	Placing different types of castles on the history timeline. Describing differences and changes through time.	Life in a medieval castle. Exploring different roles and the hierarchy	Who lives in the castle? Learn about the Framlingham Castle; <b>Dukes of Norfolk, Mary Brotherton (1320-1399), Mary Tudor</b>	Why don't we have castles now? ways to attack/defend a castle. Changes in urbanisation and the way we live. Some castle are ruins and some are preserved - how do we know why?	Link with who lives in Framlingham castle  <b>Henry VIII, Edward VI and Mary Tudor</b> - changes in succession (link to Elizabeth II)  Feudal system and how it worked