

Prior Knowledge

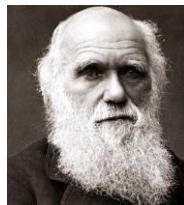
EYFS - Understanding the World - People and Communities

Children talk about past and present events in their own lives and in the lives of family members. The children should know about similarities and differences between themselves and others, and among families, communities and tradition.

Pupils should now have a secure understanding of the terminology 'past', 'present', 'before' and 'after'.

Diagrams

From left to right: Queen Victoria, Queen Elizabeth II, Charles Darwin and Mary Anning



Vocabulary

Change: A change is when something becomes different, either over time or due to something happening.

Chronology: Order of events or order of when things happened, usually looked at from the earliest to the most recent times.

Engineer: a person who designs, builds, or maintains engines, machines, or structures.

History: The study of things and events from the past.

Monarch: a sovereign head of state, especially a king, queen, or emperor.

Nurse: a person trained to care for the sick or infirm, especially in a hospital.

Object: Something that can be seen and touched and is sometimes used in history to get information from or to study something from the past.

Past: a period of time that has already happened. The word we use to talk about events that have already happened.

Scientist: a person who is studying or has expert knowledge of one or more of the natural or physical sciences.

Source: A source is something that provides evidence or information about history, or things that have happened in the past. They often come from the time and/or place we are studying.

Intended Unit Outcomes

By the end of this unit, the pupils should have:

- A secure understanding of where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- A secure ability to ask and answer questions about the individuals studied, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- An understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- A confidence to begin to compare and contrast the significant individuals studied and their historical and chronological setting.

What will they know by the end of the unit?

- Pupils will have a secure understanding of the vocabulary 'scientist', 'engineer', 'monarch', 'leaders', 'writers' and 'activists'.
- They should begin to compare and contrast the individuals studied each lesson, and encouraged to ask questions as to why they are the same and/or different.
- Pupils should understand that some of the contrasts between monarchs and scientists are due to their differing chronological settings.
- Children will have a secure understanding of the lives of chosen significant individuals in the past who have contributed to national and international achievements.
- Some should be used to compare aspects of life in different periods (for example, the royal portraiture in Elizabethan England and the invention of photography in the Victorian age).

Historical investigation and enquiry skills

- Pupils should identify similarities and differences between ways of life in different periods.
- Pupils should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Children should know where the events and objects they study fit within a chronological framework.
- Pupils' historical questioning and discussions should be encouraged and developed, which will enable them to begin to draw contrasts and conclusions between materials, cultures and everyday life in different periods.
- The pupils should begin to use a wide vocabulary of everyday historical terms, such as 'then', 'now', 'in the past'.
- Children should develop an awareness of the past, using common words and phrases relating to the passing of time.
- KS1 History lessons are a crucial learning opportunity for children. Every lesson should be utilised to encourage pupils to begin to think critically and draw their own conclusions from the evidence given to them. Questions should be asked that are open and have multiple possible answers. For example: 'How is that different from what we eat now?' or 'Why are we able to talk to people instantly, but our grandparents could not?'

Timeline/Chronology

1455-1487: War of the Roses

1533-1603: Elizabeth I

1799-1847: Mary Anning

1805-1881: Mary Seacole

1809-1882: Charles Darwin

1820-1910: Florence Nightingale

1837-1901: Victorian period

1860: Florence Nightingale Nursing School

founded

