

Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world.

**The History Curriculum K&S at St. Teresa’s Catholic Academy – Key Stage 1**

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| NC Objective:    Pupils should be taught to: |    | Events beyond living memory that are significant nationally or globally e.g. The Great Fire of London, the first airplane flight or events combated through anniversaries or festivals.  The lives of 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 e.g. Elizabeth I, Queen Victoria, Christopher Columbus and Neil Armstrong. | | | |
|  |  | Significant changes within living memory where appropriate these should be used to reveal aspects of change in national life. | | | |
|  |  | Significant historical events, people and places in their own locality. | | | |
|  | **Year 1** | | **Year 2** | |
|  | Skills | Knowledge | Skills | Knowledge |

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| Chronological  Understanding | Sequence events through the passing of time.    Sequence objects from distinctly different periods of time.    Match objects to people of different ages | To know significant events.    To understand that objects have changed over a period of time.    To know how objects have changed over time. | Sequence artefacts from the same period of time.    Sequence photographs and artefacts from different periods of an individual’s life.    Describe events that have happened in the past in some chronological order. | To know about different events from the past.    To know what an artefact is.    To understand that artefacts can change over different periods of time (eg. Mobile  phones compared to cars)    To understand the life of an individual in the past and how it may differ from theirs |
| Range and depth of historical knowledge | Recognise the difference between past and present in their own and others’ lives.    Recount significant events from the past. | To know how their life would have differed in different periods of history.    To understand significant events from the past. | Recognise why individuals did things.    Recognise why events happened and what happened as a result.    Identify differences between ways of life at different times. | To know what changes individuals have made.    To understand why events happened and the changes that this led to.    To understand different ways of life throughout different periods of history. |
| Interpretations of history | Distinguish between fact and fiction    Compare sources from the past. | To know what fact and fiction is.    To know what makes a sources reliable and unreliable. | Compare versions of the same past event.    Compare sources from people or events in the past.    Discuss reliability of sources. | To understand that the same event can be explained differently.    To know that sources may differ and reasons why.    To know that some sources can be more reliable than others. |
| Historical enquiry | Find answers to simple questions about the past from given sources of information. | To know where to find answers to simple questions about the past. | Answer questions about the past from sources of information. | To understand that sources can help us to answer questions about the past. |