

Year 1 and Year 2 History

Within Living Memory

Work and Leisure

Spring Term 2021 (Cycle B)

History Skills	Core Knowledge / Experiences		Links to prior and future learning
Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events	Use a range of books, films and photographs from present day back to the 1930s. Use the pictures to help list the sorts of jobs people would have needed to do in those days? Include jobs to be done at home and in schools. Do the same activity with leisure activities? Possible sources: <ul style="list-style-type: none"> School Life in Grandma's Day. Having Fun in Grandma's day BBC Childhood in time https://www.bbc.co.uk/bitesize/topics/zc9s6q8 (this resource includes some insight into immigration in 1950s) Window by Jeannie Baker. Link the BTK target of 'The Dignity of Work' How do we show respect to those who help us in different ways?		Builds on facts about the past learned within family heritage project in Autumn 2020
Use common words and phrases relating to the passing of time	Before, after, now, then Several years ago Many years ago, Before my grandparents were born, Before my parents were born	Before I was born 30/40/50 years ago Modern The present day	Builds on prior knowledge of time - today, tomorrow, yesterday, week, month, year.
Know where the people and events they study fit within a chronological framework	Year 1 Begin a UK chronological time line showing work and leisure from the present day back to the 1930s. Year 2 Add onto the chronological timeline the events studied last year- the Crimean War and World War I		Year 2 – builds on timeline events studied in previous year - Crimean War and WWII
Identify similarities and differences between ways of life in different periods	Using the sources outlined above consider which jobs do we still need today? Which ones don't we do any more? Why? Which leisure activities do we still have now? Which ones don't we do any more? Why? Find scenes of schools or homes in 1 or 2 countries of heritage studied in the Autumn Term, from current day back to 1930s. How have leisure and work activities changed over time there?		Leads to future comparison with other time periods e.g. Romans
Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	Look at primary sources – photographs and artefacts of work and leisure in the UK and the chosen country. Develop stem sentences to help children explain their learning from these. E.g. I can see..... so I know that..... If possible, look at other primary sources such as diaries, first hand accounts. Establish that historians use primary sources to find out about the past.		Future learning – secondary sources
describe changes within living memory	Annotate pictures of artefacts or photographs of scenes relating to work or leisure to show understanding of changes		

History Skills		Core Knowledge / Experiences				Links to prior and future learning
Ancient Greece – a study of Greek life and achievements and their influence on the western world		Children should have an overview of Greek life and study in depth two aspects which have significant influence on our lives today. Key areas of knowledge to be selected from: <ul style="list-style-type: none">• City states• Family Life including women, children, slaves• Pottery and architecture• Houses and Homes• Food and Drink• Markets and trade• Religion• Warfare• Health and Medicine• The Olympic games• Music and Entertainment• Government and rule Link the BTK target of ‘The Dignity of Work’.				Builds on: Events Beyond Living Memory in KS1 – vocabulary related to the past, using timelines, using primary sources for historical enquiry.
Chronology	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study	Devise and display a chronology of Ancient Greece including significant individuals and events. E.g. First Olympic Games Homer writing The Odyssey and The Iliad Kypselos taking over Corinth Men allowed to vote The Classical Period Greek Theatre popular in Athens				Leads into: Study of the Romans in Britain in Summer 2021
		Hippocrates – the father of medicine is born The Parthenon completed King Phillip II takes over Greece Alexander the Great takes over Greece The Romans take over Greece				
	Develop the appropriate use of historical terms.	AD/CE, BC/BCE Architecture Barbarian Citizen Civilisation Conquer	Democracy Elect God / Goddess Government Independence Invasion	Mural Myth / Mythology Offering Philosopher Priest / Priestess Sacrifice	Slave Society Tyrant Vote	

Historical Enquiry	Address historically valid questions about change, cause, similarity and difference, and significance	<p>Include one question relating to the life in the civilization of Ancient Greece and one relating to the Ancient Greeks influence on our lives today.</p> <p>Possible questions for historical enquiry:</p> <ul style="list-style-type: none"> • Who were the ancient Greeks? • How did the Olympic Games begin? • What was it like to live in an ancient Greek family? • Who were the ancient Greek gods and heroes? • Why did the Greeks go to war? • What do we know about ancient Greek culture? • How did the Greeks change the world? <p>Enquiry activities to include use of primary and secondary sources. Children should discuss their own views and opinions on how others have interpreted the past.</p> <ul style="list-style-type: none"> • Primary sources (from the time) such as buildings, statues, painted pottery, coins, jewelry, masks, myths • Secondary sources (written since the time) such as books, films, information sheets, web sites 	
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
	Understand how our knowledge of the past is constructed from a range of sources.		

History Skills		Core Knowledge / Experiences				Links to prior and future learning
A non-European society that provides contrasts with British history : early Islamic civilization, including a study of Baghdad c. AD 900		Key areas of knowledge 1. How different was Baghdad to London around 900AD? 2. What was in the House of Wisdom? 3. Who was Ibn Battuta and how did his Rihla help us? 4. Who was Al-Zahrawi and what could we learn from Muslim medicine? 5. What did early Islamic civilisation leave behind? Link the BTK target of ‘The Dignity of Work’.				Builds on: Y3/4 study of Ancient Civilisations - The Ancient Greeks; vocabulary related to the past, using timelines; using primary and secondary sources for historical enquiry. <

	similarity and difference, and significance	<ul style="list-style-type: none"> About the House of Wisdom and how it became a centre for learning drawn from far and wide How diverse a society Baghdad was The success Baghdad had in trading with other countries How difficult travelling was at this time The view of the world that people had at this time Where Arab ideas of medicine came from How ideas spread across the world The significant contributions made to modern medicine by scholars over 1000 years ago Understand how Islamic learning reached Europe by various methods / routes <p>Enquiry activities to include use of primary and secondary sources.</p> <p>Primary sources (from the time) such as writings, architecture, paintings and artefacts. Discuss the importance of written sources in studying the past</p> <p>Secondary sources (written since the time) such as books, films, information sheets, web sites</p>	Britain in Summer 2021
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
	Understand how our knowledge of the past is constructed from a range of sources.		