

History Essential Content for Milestone 1

History has essential content identified for individual year groups to teach. This is specific areas or knowledge which must be covered by that year group.

	Year 1	Year 2
National Curriculum (bold = statutory)	<p>Changes in living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>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. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Claxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally. (For example, the Great Fire of London, the first aeroplane flight or events commemorated through festival or anniversaries)</p> <p>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. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality.</p>
Essential Content (History Association)	<p>Theme 1 <u>How has my high street changed since the 1950s?</u> (<i>Historical Association</i>)</p> <p>How this unit links to the national Curriculum</p> <ul style="list-style-type: none"> Changes within living memory Significant historical places in their own locality <p>Enquiry theme of comparison between then and now with a focus on local history using a range of resources.</p> <ol style="list-style-type: none"> What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases? <p>Theme 2 <u>Should we call Grace O'Malley a pirate?</u> (<i>Historical Association</i>)</p> <p>How this unit links to the National Curriculum</p> <ul style="list-style-type: none"> Study of lives of significant individuals drawn from the history of Britain and the wider world <p>Enquiry is structured around the following questions:</p> <ol style="list-style-type: none"> What is a pirate? What were the main events of Grace O'Malley's life? What happened when Grace met Elizabeth I? What was it like to live at the time when Grace met Elizabeth I? Should we call Grace O'Malley a pirate? 	<p>Theme 1 <u>How has technology changed our lives?</u> (<i>Ideas from article on Historical Association</i>)</p> <p>This enquiry is structured around the following questions:</p> <ol style="list-style-type: none"> How did people I know communicate when they were my age? How has technology changed how we communicate? What is the World Wide Web? Is Sir Tim Berners-Lee's a hero of our time? Is the World Wide Web the most important invention yet? How did William Caxton change the way we communicate 600 years ago? <p>Theme 2 <u>What happened to London during the fire of 1666?</u> (<i>Historical Association</i>)</p> <p>How this unit links to the National Curriculum</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. <ol style="list-style-type: none"> What was Stuart London like? Could anyone have stopped what happened on September 2nd 1666? What did people do first? What was it like at the height of the fire? What was left of London? What did the King do to make London better?