

KPI History Curriculum Plan - Year One

Autumn	Spring	Summer
Wider World <i>Where In The World?</i>	Eco/environment/conservation <i>Protect Our Planet</i>	Significant Individuals <i>People Who Changed the World</i>
Changes in living memory Events beyond living memory (GFOL, Gunpowder Plot)	Significant individuals (David Attenborough, Greta Thunberg)	The lives of significant individuals in the past who have contributed to national and international achievements

Year Two Objectives

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ events beyond living memory that are significant nationally or globally
- ♣ 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

Autumn

Key Concept(s)	Learning Intention	Activities	Resources and Vocab	Assessment
Changes in living memory – Events beyond living memory (lessons)				
		GFOL Gunpowder plot		
KC1 – chronological understanding	To understand the sequence of time 	Sequence a school day and discuss Introduce term ' chronology '. Children think of something that happened in the past and write it down. Did it all happen at the same time? Order events and discuss How we organise time? (e.g. years, months, days, dates etc) Begin to create a large class timeline with current year and significant personal dates e.g. when they were born, when they started school	Key Vocab: Chronology, time, week, month, year, days, dates, past, present visual timetable cards Paper plates and string:	

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Spring

Key Concept(s)	Learning Intention	Activities	Resources and Vocab	Assessment
Significant Individuals that help protect our planet (4 lessons)				
KC5 - Significance	To know the significance of the life of David Attenborough	Share images of famous people. Who are they? Are they important? Why? Who is the most important? Are they all real people? Share ideas. Share images of David Attenborough. Do they know who he is? What might he be famous for? Discuss ideas. Introduce David Attenborough using the powerpoint.	Famous people images David Attenborough images Powerpoint	
KC2 - Diversity	To understand the current contribution of David Attenborough	Give children images of David Attenborough and challenge them to recall 2 or 3 facts about him. Discuss when he was born and look at this in relation to our timeline. Add his birth and other main events they might have recalled to the classroom timeline. What impact has he had in his lifetime? Share video clip – first two questions. https://www.youtube.com/watch?v=Cycz7Ftae9A Make links to other learning.	David Attenborough images You tube video clip first 2 questions and answers.	
KC5 - Significance	To know the significance of the life of Greta Thunberg	Question – Can children be famous? What for? Give time to discuss and Share ideas? Can a child make a difference to the Whole World? Discuss. Has anyone heard of Greta Thunberg? Introduce using short video. https://www.youtube.com/watch?v=YYzqTCUiMWM	You tube clip Resources to record ideas – post its added to a big sheet?	
KC2 - Diversity	To understand the current contribution of Greta Thunberg	Watch Greta Thunberg slide show and discuss each slide sharing ideas and making links to learning so far about the environment. Recall / record key important facts and add to the timeline. The following clip is an interesting discussion between David and Greta it is long but interesting if you want to use any of it. https://www.youtube.com/watch?v=fRFY4ss2W2A	Greta Thunberg slide show.	

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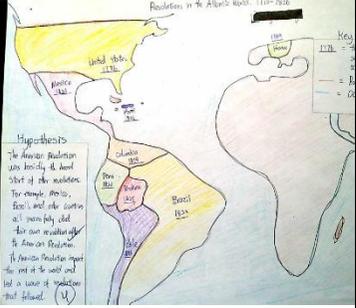
Summer

Key Concept(s)	Learning Intention	Activities	Resources and Vocab	Assessment
Changes within living memory - Significant Individuals – People that changed the World (5 lessons)				
KC1 – chronological understanding	To understand when Amelia Earhart lived?	<p>Images of Amelia Earhart/linked objects and discuss. Pose key question. New ideas?</p> <p>As a class discuss when they think Amelia Earhart lived. Is it now or in the past? When in the past? Use a post it to indicate where on the timeline they would put her life and exploration.</p> <p>Introduce idea of exploring the world to find out about it</p> <p>PPT/fact sheets about Amelia Earhart, children share facts as they learn.</p> <p>Video: https://www.bbc.co.uk/teach/class-clips-video/ks2-amelia-earhart/zv6k382</p> <p>Children use fact sheets to find out when she lived. Add to class timeline and individual timelines.</p>	<p>Large sheets of paper, rulers, pens, card to stick on to</p> <p>Fact sheets from PPT</p>	
KC6 – Historical Enquiry, Using Evidence and Interpretations	To know how we can find out about the past	<p>Is Amelia Earhart alive today? If not, how do we know what she did?</p> <p>Group discussion</p> <p>Introduce term sources of information. We use different sources to find out about the past. As a class create mindmaps with illustrations of different sources (photos, videos, books, diaries, paintings, recounts etc)</p>	Sheet to record sources of information	
KC3 – Change & Continuity	To know how computers have changed over time	<p>Look at pictures of computers and order from oldest to newest.</p> <p>Discussion about how they have changed over time.</p> <p>Did they have computers 100 years ago? 500 years ago? 1000 years ago?</p>	Pictures of computers	
KC2 - diversity	To understand the contribution of Ada Lovelace	<p>What do computer programmers look like? Share ideas</p> <p>Watch Ada Lovelace video</p> <p>https://www.youtube.com/watch?v=uOkmyICUW_c stopping for children to discuss and make notes at key points.</p> <p>Children move to a new seat and share their information with their new partner. Add new facts to sheet.</p>	Sheet to record notes	

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		Add Ava Lovelace to class and individual timelines.		
KC2 – Diversity KC4 – Cause and consequence	To understand why things change over time	What are our Values (democracy, individual liberty, rule of law, tolerance and respect)? Have they always been the same? Was there a time when they didn't exist? Group discussions Look at Martin Luther King slides. What was he fighting for? Why? Watch video https://www.youtube.com/watch?v=4xXZhXTFWnE and stop and discuss at key points. Add any dates to class and personal timelines. Although MLK was American, his beliefs and actions had an impact across the world. What would life be like now for black people if MLK and others hadn't fought for their rights? Explain cause and consequence	MLK video https://www.youtube.com/watch?v=4xXZhXTFWnE Slides	
KC7 – Communicating about the Past	To understand how the past can lead to changes in the present	What are our Values (democracy, individual liberty, rule of law, tolerance and respect)? Have they always been the same? Was there a time when they didn't exist? Group discussions Show pictures of Emmeline Pankhurst, how might she have contributed to our values? Watch video and discuss https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs Find key dates and add to class and individual timelines. Children choose pictures from start of lesson to stick on sheet and label. Talk about her significance - what would life be like if people like her hadn't campaigned for women's votes?	Pictures, video, paper	
KC4 – cause and consequence KC5 - significance	To understand how Martin Luther King have an impact on others	Quiz to recap learning about Martin Luther King. Was MLK the only person fighting for the rights of black people? Discuss and share ideas. Read parts of Rosa Parks book. How was her life similar to MLKs? How was it different? Add key dates to class and individual timelines	PPT Rosa Parks book	
KC4 – cause and consequence	To understand how democracy and human rights	Watch Malala Youfaszai video, stopping and clarifying/discussing where appropriate https://www.youtube.com/watch?v=6by9NEhT9GM Discuss key points of her life and make notes (watch video again if needed)	Video	

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	<p>campaigners have an impact on others</p>	<p>Children make a quiz for others to answer (e.g where is she from, when was she born etc). Children swap and answer questions.</p>	<p>Paper for notes Paper for quiz</p>	
<p>KC7 – Communicating about the Past</p>	<p>To understand how we can tell people about the past</p>	<p>Look at ‘famous historians’ slides from lesson 1. How do they communicate about the past? (books, TV shows, radio shows/podcasts). Why do they tell us about the past? How can we communicate about the past with people in school? Give children context e.g. helping others learn about history. Make links to previous geography learning and place significant people on A3 world maps. Children add information about each one on a small piece of paper/post-it note Share history for kids podcast link on dojo for children to access at home (http://thepastandthecurious.com/)</p>	 <p>Resolutions in the Atlantic World 1700-1800</p> <p>Key 1700-1750 1750-1800</p> <p>Handwritten notes on the map: The Americas Revolution was mostly the result of the revolution. For example, America, Spain, and the colonies all were fully fled. Her own revolution. In America Revolution, the Americas Revolution was the first of the world and had a sense of freedom that followed. (M)</p> 	