

History – Year 1 & 2

Glossary:

Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places.
 - Cause & consequence - To find the reason why certain things happen and how this affects people/places.
 - Change & continuity - To look at what has and has not changed over time.
 - Significance - To look at the importance of information, data, maps and geographical features.
 - Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence.
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Historical Skills

What skills do we want our historians to have?

How will these skills build on what went before and help prepare our children for what is coming next?

Continue to:

- Chronology - develop a secure chronological understanding of people and events studied and how they fit on a timeline.
 - Concepts - identify similarities and differences between different periods of time.
 - Interpretation - develop an awareness of the past and begin to comment on how they found things out.
 - Enquiry - develop the skills to study history by asking and answering questions and using historical artefacts and other sources.
 - Communication - use a wide range of vocabulary and historical terms through recounts, oral and written.
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Substantive Knowledge - Year 1

How have schools changed over time?

Margaret McMillan and changes in school life

- Describe features of life in Edwardian time – buildings, school meals, living conditions for children. (**Similarity and difference**)
- To know who Margaret McMillan was and how she fought to improve the lives of school children. (**Cause and consequence**)
- Interview parents about their school life. (**Similarity and difference**)
- Changes to school over time. (in living memory) What will the class of the future look like? (**Continuity and change**)
- Timeline over past 50 years. (**Continuity and change**)

Essential knowledge

- Children can talk about life in Edwardian times.
- They know about how Margaret McMillan changed lives of school children.
- Can talk about changes in school life over the past 50 years.

Key Vocabulary:

- Future	-Hungry	-Rich
-Memory	-Edwardian	-King
-Past	-Poor	

Substantive Knowledge - Year 2

How did childhood change from the Victorian Period?

Victorians

- Related Unit: Year 1- Changes in school life
- Differences in homes between then and now: Lighting, heating, keeping clean and sleeping. (**Similarity and difference**)
- Children of poor families routinely worked in order to help their families survive.
- Understand laws changed overtime which meant that children no longer had to work. (**Continuity and change**)

Essential knowledge

- Children can describe things that have changed and things that have stayed the same between Victorian school/home life and now.
- To know who Titus Salt was and how he changed the lives of people in Bradford.
- Queen Victoria was the queen during this time.

Key Vocabulary:

-Victorian

-Factory

-Source

-Government

-Poverty

-Timeline

-Queen

-Industrial

-Parliament

-Reign