







History		
Year 1 and 2		
Cycle A	Key:  Chronological skills	 Historical Interpretation  Historical Enquiry and Language skills
<b>Autumn Term</b> Topic Area: <b>London's Burning!</b> (Local comparison with Gateshead Fire)	<b>Spring Term</b> Topic Area: <b>Life of Queen Victoria</b>	<b>Summer Term</b> Topic Area: <b>Railways</b> (George Stephenson - local historical figure) (changes from steam train to present date)
<b>Key skills</b> To ask and answer questions about the past To use a range of vocabulary to talk about the passing of time (Chronological skills) To explain what they have learnt about the past using variety of means- stories, labelled diagrams (Historical interpretation skills) To compare similarities and differences between ways of life at different times e.g. London/ Gateshead now and during Great London/ Gateshead fires Observe and handle sources of information to answer questions about the past on basis of simple observations - who, what, why, how, where? (Historical enquiry and language skills)	<b>Key skills</b> To ask and answer questions about the past To use a range of vocabulary to talk about the passing of time (Chronological skills) To find out about the past looking at pictures To be able to describe similarities and differences between old (Victorian) and new artefacts To explain what they have learnt about the past using variety of means- stories, labelled diagrams (Historical interpretation skills) Describe and sort things that are from the past i.e. Victorian artefacts/ everyday objects from home and say how they are used and compare to today's equivalents To communicate and tell stories about what they have learned in variety of ways - drawings, ICT, role-play, writing (Historical enquiry and language skills)	<b>Key skills</b> To sequence events and objects in chronological order To recognise their own lives are different from lives of people in the past (Chronological skills) To explain what they have learnt about the past using variety of means- labelled diagrams of steam train To find out about the past (in terms of transport - trains) by looking at pictures (Historical interpretation skills) To gather information from written and visual accounts and e-learning and discuss effectiveness Observe and handle sources of information to answer questions about the past on basis of simple observations - who, what, why, how, where? (Historical enquiry and language skills)
<b>Knowledge</b> To place events on a time line correctly To recall key events of Great Fire of London and Gateshead To understand differences between ways of life at different times e.g. London/ Gateshead now and during Great London/ Gateshead fires	<b>Knowledge</b> To understand reasons why Queen Victoria is famous and remembered To use a range of primary and secondary sources to begin to understand features of period studied To sequence events related to the life of Queen Victoria To place the Victorian era correctly on a time line To understand simple differences between Victorian life compared to life today (children and toys)	<b>Knowledge</b> To know when the first train was invented To understand why George Stephenson is a local historical figure To understand how technology of trains has changed over time and how it has impacted life today
<u>Contacts/ Visits:</u> St. Mary's Heritage Centre Quayside	<u>Contacts/ Visits:</u> Bowes Museum	<u>Contacts/ Visit:</u> Beamish Newcastle Train station Killingworth?

History		
Year 1 and 2		
Cycle B	Key:  Chronological skills	 Historical Interpretation  Historical Enquiry and Language skills
<b>Autumn Term</b> Topic Area: <b>Life and times of LS Lowery</b> (Local artist)	<b>Spring Term</b> Topic Area: <b>All at Sea</b> (Grace Darling)	<b>Summer Term</b> Topic Area: <b>New worlds</b> (Christopher Columbus-international, historical figure)
<b>Key skills</b>	<b>Key skills</b> To recognise their own lives are different from lives of people in the past Sequence events and objects in chronological order To ask and answer questions about the past (Chronological skills) To find out about the past by looking at pictures To explain what they have learnt about the past using a variety of means - labelled diagrams, stories, diaries (Historical interpretation) Observe and handle sources of information to answer questions about the past on basis of simple observations - who, what, why, how, where? Describe and sort things that are from the past i.e. artefacts/ everyday objects from home and say how they are used and compare to today's equivalents (Historical enquiry and language)	<b>Key skills</b> To use range of vocabulary to talk about the passing of time To place an event on a time line showing periods in history of England - identifying as 'a very long time ago' (chronological skills) To explain what they have learnt about the past using variety of means- stories, labelled diagrams To identify some of different ways in which the past is represented (Historical interpretation skills) To communicate and tell stories about what they have learned in a variety of ways- drawing, ICT, role-play, writing To gather information from written and visual accounts and e-learning and discuss effectiveness To develop the use of time related vocabulary (Historical enquiry and language)
<b>Knowledge</b>	<b>Knowledge</b> To recall and sequence the events related to the life of Grace Darling To understand why Grace Darling was such a famous nurse To understand differences between ways of life at different times e.g. Life at sea now and during Grace Darling time	<b>Knowledge</b> To understand when and why Christopher Columbus is a famous historical figure To know the time line of his discoveries To understand how life has changed over time since his time in terms of travel and countries
<u>Contacts/ Visits:</u> Laing Art Gallery Newcastle	<u>Contacts/ Visits:</u> St. Mary's Lighthouse Grace Darling Museum South Shields first life boat	<u>Contacts/ Visit:</u>

