



**KS1 History Curriculum Objectives**

**Year 1**

**Year 2**

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

\* Link to Hi1/1.4

Who were and are the famous people in Manchester and the UK?

(Autumn 2)

What was my Grandparent's childhood like?

(Spring 2)

Hi1/1.2 events beyond living memory that are significant nationally or globally

e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.

Why did the great fire of London start?

(Summer 2)

How have Victorian inventions influenced our lives today?

(Autumn 2)

Hi1/1.3 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

e.g. 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 and Edith Cavell

\* Link to Hi1/1.3

Who were and are the famous people who have made an impact on the world?

(Spring 2)

Why were Neil Armstrong and Christopher Columbus brave people?

(Summer 2)

Hi1/1.4 significant historical events, people and places in their own locality.

\* Link to Hi1/1.1

Who were and are the famous people in Manchester and the UK?

(Autumn 2)

What was my Grandparents child hood like?

(Spring 2)

\* Link to Hi1/1.3

How and the famous people who have made an impact on the world?

(Spring 2)

Why were Neil Armstrong and Christopher Columbus brave people?

Throughout all challenge questions, children will be provided with the opportunity to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

They will be encouraged to understand and use a variety of methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.