



# St Cuthbert's Learning Organiser: History

## KS1 2024-2025

A Thompson



Autumn	Spring	Summer
<p><b>1960's Toys</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>● <b>Identify</b> and <b>describe</b> some of the ways in which historians divide up time such as BC and AD and decades and <b>suggest reasons</b> for doing this;</li><li>● <b>Compare, contrast</b> and <b>sequence</b> historical events to create a simple timeline of British history and a personal timeline of their life to date;</li><li>● <b>Identify</b> through <b>observation</b> and discussion some of the most memorable events of the 1960s and <b>suggest reasons</b> for their significance;</li><li>● <b>Identify</b> and <b>describe</b> some of the most popular toys and games of the 1960s;</li><li>● <b>Compare and contrast</b> toys and games of the 1960s with those of today, <b>identifying</b> and <b>describing</b> similarities (<i>continuity</i>) and differences they <b>observe</b> (<i>change</i>);</li><li>● <b>Describe</b> and <b>explain</b> the cause of the major change to toys and games since the 1960s;</li><li>● <b>Recognise, describe</b> and <b>explain</b> how they can use Wi-Fi-enabled toys and games safely and securely;</li><li>● <b>Describe, collate</b> and <b>compare and contrast</b> the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).</li></ul> <p><u>Knowledge</u></p> <p>This enquiry looks at decade of the 1960s and presents an ideal period of history within living memory for pupils to compare with ways of life today. It is sufficiently long ago for some of the changes that have occurred since then to be very significant, but not too long, which means that there are millions of people still alive who experienced the decade first hand. The first part of the enquiry concentrates on enabling the pupils to gain a sense of the key events and people of the 1960s both in the United Kingdom and globally. When exploring the key historical concepts of <i>continuity</i> and <i>change</i> with young historians, it is important</p>	<p><b>Great Explorers</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>● <b>Describe</b> the achievements of Ranulph Fiennes, the qualities he possesses and <b>give reasons</b> why he is recognised as the world's greatest living explorer;</li><li>● <b>Give an account</b> of the accomplishments of Amy Johnson and <b>give reasons</b> which suggest why they can be considered remarkable given the role of women in society at the time;</li><li>● <b>Identify</b> and <b>recognise</b> the main motives of the explorer Christopher Columbus, <b>describe</b> what he achieved and <b>give reasons</b> to help understand why he was able to accomplish what he did;</li><li>● <b>Describe</b> and <b>suggest reasons</b> to help <b>explain</b> why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;</li><li>● <b>Recognise, observe</b> and <b>suggest reasons</b> for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;</li><li>● Through personal research, <b>describe</b> the achievements of another major explorer and <b>identify, give reasons</b> and <b>begin to explain</b> the ways of life of most people in the historic period in which they lived.</li></ul> <p><u>Knowledge</u></p> <p>During the enquiry, pupils are introduced to a wide range of historical vocabulary and are supported to recognise where the people and events they are studying fit within a chronological framework that can be timelined. Throughout, pupils are encouraged to ask increasingly incisive questions, evaluate and reflect, and to produce a wide range of summative pieces to demonstrate how well they know and understand key events and ways of life at different times. The last ancillary question of the investigation looks to the future and the planned colonisation of Mars. It encourages the pupils to reflect on the qualities successful explorers will need, and to draw on what they have learned about the achievements of Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong.</p>	<p><b>Charles – World War 1</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>● <b>Recognise</b> some of the ways in which the First World War changed how adults were able to behave in Britain;</li><li>● <b>Describe</b> and <b>suggest reasons</b> why communication was such a challenge during the First World War and consequently <b>explain</b> why messenger pigeons were so important to the armed forces overseas;</li><li>● <b>Compare and contrast</b> means of communication in Britain during the time of the First World War with today;</li><li>● <b>Identify</b> and <b>describe</b> some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War;</li><li>● Offer <b>reasons</b> for the causes of some of the changes in ways of life they have identified;</li><li>● <b>Describe</b> the variety of ways in which horses were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li><li>● <b>Describe</b> the variety of ways in which other animals were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li><li>● <b>Know and understand through explanation</b> some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.</li></ul> <p><u>Knowledge</u></p> <p>Children will learn to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas, to develop key historical concepts such as <i>continuity</i> and <i>change</i> and <i>and consequence</i>. In addition, this investigation supports pupils to make connections between their lives today and the life and times of children at different periods of the past. Rather than being 'event focused', the enquiry endeavours to place the First World War in the context of how people and particularly children commonly lived their lives 100 years ago.</p> <p><u>Reasoning and Progression</u></p> <p>The children at KS1 can understand the immediate impact of the First World War was the changes to their day-to-day lives and those of others in</p>

to focus on familiar and tangible areas of their lives. Investigating toys and games is ideal for enabling pupils to comprehend *continuity* (things and ways of life that have remained much the same) and *change* (inventions or events that have resulted in something very different from what was normal in the past).

### Reasoning & Progression

The History National Curriculum states KS1 teaching should allow children develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Cross Curricular Links

#### Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

#### Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar

### Reasoning and Progression

The enquiry enables pupils to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past, ranging in extent from 16th century Europe to the 1930s in Britain and the 1960s in America. Pupils are encouraged to reflect on the achievements of the explorers studied in the context of the particular challenges of the times in which they lived. Opportunities are also provided for pupils to make connections between all of the explorers studied and in particular the personal qualities they exhibited in order to achieve what they did during the times at which they were alive.

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#### Vocabulary development

their immediate families and local communities as a consequence. Information about what was occurring in the war overseas was very limited and often censored, so children would have been much more aware of how their lives at home were changing, rather than knowing about key battles or advances and retreats along the Western Front. As children progress through the school they will cover a range of different wars through history and are able to relate this topic to Remembrance Day which occurs annually.

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#### Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are

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In this way, pupils expand the vocabulary choices that are available to them when they write.</p> <p>In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.</p> <p><b>Numeracy and mathematics</b></p> <p>Teachers should use every relevant subject to develop pupils’ mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.</p> <p>Teachers should develop pupils’ numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.</p> <p><b>Computing</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b>Cultural Capital</b></p> <p>Fieldwork in local area</p> <p>Interviewing adults that were children during this time period</p>	<p>Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. 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They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.</p> <p><b>Science</b></p> <p><b>Animals including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Computing</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b>Geography</b></p>	<p>available to them when they write.</p> <p>In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. 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They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.</p> <p><b>Science</b></p> <p><b>Animals including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify that most living things live in habitats to which they are suited</li> <li>• describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Computing</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and</li> </ul>
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### Vocabulary

- old
- new
- before
- after
- past
- present
- compare
- World wide web

### End Points

#### KS1 – I will know...

- Some of the ways in which historians divide up time.
- Why dividing up time into periods helps in the study of History.
- How to construct a simple timeline of significant events in British history.
- Some of the important events which occurred during the decade of the 1960s.
- How to construct a timeline of the main events of the 1960s
- Why some of these events were of great significance.
- Which were the most popular games and toys of the 1960s.
- How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences I observe.
- How an invention of Tim Berners-Lee in 1989 led to a great change in toys and game.
- What the term 'continuity and change' means in History.
- Some of the significant memories and experiences of adults alive today who lived through the 1960s.

### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

### Vocabulary

- explorer
- expedition
- astronaut
- discovery
- discrimination
- continent

### End Points

#### KS1 – I will know...

- What an explorer does
- The achievements of Ranulph Fiennes and why he is considered the world's greatest living explorer
- The accomplishments of Amy Johnson
- Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time
- What Christopher Columbus succeeded in doing during his expeditions
- Why Christopher Columbus was able to accomplish what he did
- Who Neil Armstrong was and what he achieved in 1969
- The challenges that will be faced by explorers to Mars in the future
- The personal qualities that most explorers must have in order to succeed

retrieve digital content

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Geography

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### Cultural Capital

Fieldwork in the local area

### Vocabulary

- war
- empire
- military
- rationing
- memorial
- communicate
- aristocracy

### End Points

#### KS1 – I will know...

- When the First World War happened and where the Western Front was
- The countries that made up the Allies
- The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war
- The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies
- How horses were used during the First World War and why they were so significant to the war effort
- The ways in which other animals were used during the First World War
- How animals are used in a variety of roles today in the military and in rescue and support services

