



St Cuthbert's Learning Organiser: History

KS1 2023-2024

A Thompson



Autumn	Spring	Summer
<h3>History Makers</h3> <h4>Skills</h4> <ul style="list-style-type: none">*Recognise and use a range of toys from different time periods.*Use the internet to research different toys from different time periods.*Recognise some dangers of toys used during different time periods and why the materials have been changed for safety.*Make simple observations about a variety of different toys and their characteristics.*Recognise how some toys have developed gender stereotypes over the years and perhaps how this has changed over time.*Construct and ask simple historical questions.*Develop presentation skills. <h4>Knowledge</h4> <p>This topic will enable the children to identify and gain a deep understanding of a variety of different toys. They will be able explain why and when certain toys were developed and used. They will begin to form opinions on which toys they would like to use from different time periods and why. They will learn about how toys have evolved along with technological and material developments. The children will be able to compare and contrast a variety of aspects of certain toys such as price, gender, materials, safety, technology etc.</p> <h4>Reasoning & Progression</h4> <p>The History National Curriculum states at KS1, a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <h4>Cross Curricular Links</h4>	<h3>Sappho</h3> <h4>Skills</h4> <ul style="list-style-type: none">*Identify and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists;*Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time;*Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii;*Provide reasons for the causes and effects of the destruction of Pompeii in AD 79;*Make observations regarding the differences between primary and secondary historical evidence about what happened in Pompeii; <h4>Knowledge</h4> <p>This investigation enables pupils to explore a number of key historical concepts, particularly the nature of evidence and <i>cause and effect</i>. It also introduces the pupils to the central paradigm of history – studying the past to understand the present better and to inform the future in a more enlightened manner. Pupils are able to think about how historians and archaeologists go about obtaining the evidence they need to reconstruct and interpret the past and particularly the distinction between primary and secondary evidence. The destruction and reconstruction of the iconic city of Pompeii provides an ideal context for achieving this and this historical event is brought to life through the circumstances of one young person, to whom the pupils are able to relate easily.</p> <h4>Reasoning and Progression</h4> <p>The enquiry emphasises that the value of studying a specific event in history, such as the destruction of Pompeii, lies more in what the event tells us about the lives of ordinary people at the time rather than the specific and intricate details of the event itself. The investigation also demonstrates how other subject areas connect with History at different scales and can add value to the work that historians and archaeologists undertake. As is appropriate at this stage of learning, pupils are encouraged to relate their studies of Pompeii to their own personal histories and those of their families.</p>	<h3>Local History</h3> <h4>Skills</h4> <ul style="list-style-type: none">*Identify and describe the main external features of Berwick Walls as they exist today;*Identify, locate and describe the main internal features of the walls as they existed*Give a variety of reasons why Berwick makes such a suitable location for a bastion walled town.*Describe what occurred during the battles in the Elizabethan era.*Suggest reasons why artifacts produced after the battle may not always provide a true account of what happened;*Explain why letters written by soldiers who actually participated in the battle are likely to be more reliable as evidence of what happened;*Describe the life and achievements of Edward I and give reasons to explain why he was admired and respected; <h4>Knowledge</h4> <h4>Reasoning and Progression</h4> <p>At Key Stage 1 the History National Curriculum for England specifies that pupils should be taught about 'significant historical events, people and places in their own locality'. From the outset of planning for this, it is worth pondering for a moment on how we should then interpret both 'locality' and 'significant' in this context. For younger pupils, their 'locality' will often be perceived as the immediate neighbourhood or surrounding area. This will often present challenges to teachers, as it may not offer up examples of people, places or events of great historical importance that are worthy of attention; in other words, that which sets the place apart from what was occurring quite routinely over time in countless other localities. To overcome this, it can often prove more productive to widen the geographical interpretation of 'locality' to encompass the wider administrative district in which the school is positioned – such as its larger metropolitan area or county/unitary authority region.</p> <h4>Cross Curricular Links</h4> <p>Geography</p>

<p>Science</p> <p>Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify a variety of different materials used for toys over different time periods in history. Recognise and explain why certain materials were used at particular times in history. Identify which time period of toys using knowledge of materials. <p>Vocabulary</p> <p>Toys, Victorian, Early 20th Century, 80's, Current, Favourite, Diablo, Doll, China, Plastic, Jigsaw, Spinning Top, Wooden, Puzzle, Board games, slinky, metal, wood, china, plastic, paper, wax, crayon, Crayola, mechano, adapt, safety, develop, price, brittle, strong, stretchy, supermarket, toy shop, contrast, gender, girl, boy,</p> <p>End Points</p> <p>KS1</p> <ul style="list-style-type: none"> I can identify toys used in the past. I can compare toys from the Victorian eras with toys nowadays. I can compare toys from the early 20th century eras with toys nowadays. I can recognise how and why toys have changed over time, I can discuss why toys were made in particular ways in different eras. 	<p>Cross Curricular Links</p> <p>Science</p> <p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock describe the simple physical properties of a variety of everyday materials. <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive. <p>Geography</p> <p>Pupils should be taught to:</p> <p>Location knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. <p>Vocabulary</p> <p>Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative;</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. <p>Art and design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Cultural Capital</p> <p>Fieldwork in the local area.</p> <p>Vocabulary</p> <p>End Points</p> <p>KS1</p>
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eyewitness; sulphur; flight; first-hand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.

End Points

KS1

- I can identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists.
- I can describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time.
- I can identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii.
- I can describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79.
- I can describe the differences between primary and secondary historical evidence about what happened in Pompeii.
- I can compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Brüelov painting) evidence about what happened in Pompeii in AD 79.