

History key concepts:

Significance	Continuity and change	Cause and consequence	Similarities and Differences
--------------	-----------------------	-----------------------	------------------------------

KS1

Biddulph Grange	Elizabeth I and Queen Victoria	The Titanic
<p><u>Significant events, people and places within our own locality</u></p>	<p><u>Significant Individuals</u></p>	<p><u>Events Beyond Living Memory</u></p>
<p>Concept: Significance, Similarities and Differences</p>	<p>Concept: Significance, Similarities and Differences</p>	<p>Concept: Significance, Cause and consequence</p>
<p><u>Key learning:</u> I know why Biddulph Grange is significant in the local area. I can ask and answer questions to find out about Biddulph Grange. I can find similarities and differences between Biddulph Grange now and in the past.</p>	<p><u>Key Learning:</u> I understand why Elizabeth I and Queen Victoria were significant individuals. I can make comparisons between Elizabeth I and Queen Victoria I have some understanding of what life was like in Britain when these two monarchs were on the throne</p>	<p><u>Key Learning:</u> I understand why the sinking of the Titanic was a significant event. I understand the causes of the Titanic tragedy.</p>
<p><u>Previous learning:</u> I may know where Biddulph Grange is.</p>	<p><u>Previous learning:</u> I may know what schools were like in Victorian times and what London was like in Elizabethan times. I may know some significant individuals.</p>	<p><u>Previous learning:</u> I know what it means to be significant. I may know about the consequences of significant events.</p>
<p><u>Future learning:</u> I will find out more about important historical sites in the local area.</p>	<p><u>Future learning:</u> I will find out more about life in Britain during the reign of Queen Victoria.</p>	<p><u>Future learning:</u> I will learn about further significant events and their impact.</p>

Schools in the past	Mary Seacole, Florence Nightingale and Edith Cavell	The Great Fire of London
<u>Changes within living memory</u>	<u>Significant Individuals</u>	<u>Events Beyond Living Memory</u>
<p>Concept: Continuity and Change, Similarities and Differences</p>	<p>Concept: Significance, Similarities and Differences</p>	<p>Concept: Cause and consequence, Significance</p>
<p>Key learning: I understand that schools were different in the past I can discuss how schools were different when my parents and grandparents were at school</p>	<p>Key Learning: I understand why Mary Seacole, Florence Nightingale and Edith Cavell were significant individuals. I can make comparisons between Mary Seacole, Florence Nightingale and Edith Cavell</p>	<p>Key knowledge/ skills: I can describe the timeline of events of the Great Fire of London. I understand the causes of the fire I can explain how the Great Fire changed London I can explain the significance of Samuel Pepys</p>
<p>Previous learning: I may know about changes within/ beyond living memory (B.Grange), I know about some things that were different in the past (toys, transport)</p>	<p>I can explain some of the changes that occurred because of the actions of these individuals</p>	<p>Previous learning: I know that some people, places and events in history are significant.</p>
<p>Future learning: I will apply my knowledge of things that have happened within/ beyond living memory.</p>	<p>Previous learning: I may know what hospitals were like in the recent past. I may know some significant individuals.</p>	<p>Future learning: I understand that events in history have consequences for the future (WW2).</p>
	<p>Future learning: I will find out more about hospitals in the past. I will find out about advancements in life in Britain.</p>	

<p>The Pottery Industry - A local history study</p> <p>Concept: Continuity and Change, Significance</p> <p>Key knowledge/ skills: I can explain why the Pottery industry developed, how it changed the local area and why it was significant I can name famous Potters and factory owners and discuss the importance and effects of their actions I can explain how people's lives changed as a result of the Pottery industry</p> <p>Previous learning: I will know some famous people associated with the pottery industry. I may know about changes that occurred in the local area due to the Industrial Revolution.</p> <p>Future learning: I will find out more about the Industrial Revolution. I will find out about other significant events which changed people's lives.</p>	<p>WW2 - An aspect or theme in British History beyond 1066</p> <p>Concept: Significance, Cause and Consequence</p> <p>Key knowledge/ skills: I can explain the impact of WW2 on people in Britain I can explain why the Battle of Britain was a turning point in WW2 Local history link: Reginald Mitchell</p> <p>Previous learning: I will know that certain events had a major impact on life.</p> <p>Future learning: I will find out more about conflicts affecting Britain</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Concept: Continuity and Change</p> <p>Key knowledge/ skills: I understand how Britain changed from the Stone Age to the Iron Age</p> <p>Previous learning: I know that life was different in the past. I may know what life was like in Britain after the Iron Age (Romans, Anglo Saxons, Vikings).</p> <p>Future learning: I will find out about life in Britain after the Iron Age (Romans, Anglo Saxons, Vikings).</p>
--	--	--

<p>The Roman Empire and its impact on Britain</p> <p>Concept: Significance, Similarities and Differences</p> <p>Key knowledge/ skills: I can explain the changes, similarities and differences that occurred in Britain after the arrival of the Romans I can explain why Roman achievements were so significant</p> <p>Previous learning: I may know what Britain was like before the Roman invasion (Iron Age).</p> <p>Future learning: I will find out about what happened in Britain after the Romans (Anglo-Saxons and Vikings).</p>	<p>Anglo Saxons and Vikings</p> <p>Concept: Similarities and Differences, Cause and Consequence</p> <p>Key knowledge/ skills: I can explain the changes, similarities and differences that occurred in Britain at different times over the Anglo-Saxon and Viking period I can discuss different aspects of the lives of Anglo Saxons and Romans I can explain the reasons for and effects of the raid on Lindisfarne</p> <p>Previous learning: I know that what Britain was like before this time period (Roman Britain).</p> <p>Future learning: I will find out about advancements in Britain in the future</p>	<p>A local history study - Local History of the Industrial Revolution</p> <p>Concept: Continuity and Change, Significance</p> <p>Key knowledge/ skills: I can explain the main changes to the local area caused by the Industrial Revolution I can discuss the impact of these changes and the effects on people's lives I understand why James Brindley was a significant local figure</p> <p>Previous learning: I may know how the pottery industry impacted the local area. I know the Romans and Vikings made technological advances. I can name significant local individuals.</p> <p>Future learning: I will learn more about changes around the time of the Industrial Revolution (Pottery Industry)</p>
--	---	--