

## Cumwhinton School Curriculum - History Y1 SPR

Y1	NC CONTENT	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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</p> <p>Significant historical events, people and places in their own locality</p>
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### History

Abstract themes across history   Historical Concepts   Historical Methods   Historical Perspectives

#### Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (The Gunpowder Plot)	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. (Monarchy)	
Historical concepts			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Historical methods	Significant historical events, people and places in their own locality (Personal History)		
Historical Perspectives	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		

#### CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - SPRING YEAR ONE

INNOVATION - Truth

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Is being a monarch a huge responsibility or lucky?

	NC CONTENT	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	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	Gather props (crown, images of castles/palaces, cape, sceptre) and ask children to guess what they will be learning about. Explain that they will be learning about Kings and Queens, monarchy (meaning the head of a government). Show images of famous kings and queens (Elizabeth I, Elizabeth II, Charles III, King Henry VIII, William the Conqueror, James I) and ask children to try and put them into chronological order (check knowledge of vocab). Advise children to look for clues such as photo or painting (modern monarchs would have a photographs), look at clothing too. Do children already know anything about these people? Add the images onto the class timeline.
Using (Applying & analysing)		Advise that you will be thinking about the job of a monarch. What do they do? Children to sort jobs into two sections (What a monarch might do, what a monarch doesn't do). Give cards with various descriptions on (drive a bus, deliver letters, visit people, give advice to the government) <a href="http://projectbritain.com/royal/role.htm">http://projectbritain.com/royal/role.htm</a> - shows a list of actual responsibilities. Learn about Queen Elizabeth I. <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm</a> is useful. Can children then recall key aspects of her life as Queen? Compare with Queen Elizabeth II, who died in 2022. How were they the same? How were they different? Explain that Queen Elizabeth I was completely in charge of making all of the rules for her kingdom, whereas Queen Elizabeth II had virtually no say in laws of the country. <u>Can children think of qualities of a good monarch?</u> (Good at speaking to people, do they need to be kind? Etc).
Concluding (Evaluating & summarising)		Choose a class king/queen. Ask them to choose the type of snack to have on Friday as a treat. Is this fair? Why? Next, have a class vote for snack on Friday. Is this fair? Explain that our country is ran like this now. <u>Is it a big responsibility to have one person in charge?</u> Would you like to do it? Record personal responses. Do you think our current way is a fairer system?