



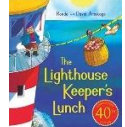




History			Year 1			
Term 1	Term 1: Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Consolidating and Connecting previous learning:</p>	 <p>Notting Hill Carnival:</p>	 <p>Keeping in Touch:</p>	 <p>Castles:</p>	 <p>Lighthouse Keeper's Lunch:</p>	 <p>Consolidating and Connecting previous learning:</p>	 <p>Dinosaurs:</p>
<p>Start of term learning: LI: To order events and individuals that will be learnt about this year.</p> <p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To recognise the sequence of the day to use the language of before and after. LI: To use visuals to identify similarities between the past and now. LI: To use visuals to identify differences between the past and now. LI: To identify things that have happened in the past in their lives.</p>	<p>LI: To discuss the importance of BHM and its links with Notting Hill Carnival. LI: To develop an understanding of Claudia Jones and why she is important in history. LI: To explore the music, costumes and food of Notting Hill Carnival. LI: To use our senses to describe a carnival scene. LI: To know why Notting Hill carnival was created and why it is important. LI: To re-enact Notting Hill Carnival to celebrate the event.</p>	<p>LI: To understand different types of communication and how they were used in the past. (on Launch day: horse-riding messengers, Morse code and telegrams, cave paintings, email, postcards). LI: To place different methods of communication onto a timeline. LI: To understand how messages were carried during the First World War (Carrier pigeon). LI: To understand how the post office and Royal Mail came to exist and explain what forms of communication we use now as an alternative (E.g. email, text, phone). LI: To identify changes in how people have used telephones over time. Timeline added to each lesson.</p>	<p>LI: To know the features of a castle. LI: To understand why they were important in history in the UK.</p>	<p>LI: To say why Grace Darling is important in history. LI: To understand some of the ways in which we find out about the past.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order key inventions in communication about collaboratively on a timeline. LI: To explain why Grace Darling is an important historical figure. LI: To explain why Notting Hill carnival was created. LI: To explain who Claudia Jones is.</p>	<p>LI: To ask and answer historical questions (such as: What is this place like? What or who will I see in this place?). LI: To know the key features of a variety of dinosaurs. LI: To place events in order on a timeline. LI: To describe significant people from the past (Mary Anning). LI: To understand how people find out about the past and how the dinosaurs lived. LI: To explain why dinosaurs became extinct.</p>