



History Core Curriculum
Year 1

Unit	Titanic- Why did Delia buy a new hat?	How do we know so much about what happened in the Great Fire of London?	• Why was Charles Sent to Prison?
Previous Learning	<ul style="list-style-type: none">• Were introduced to people in stories about the past who did important and memorable things (Using stories to develop an understanding of historical concepts FS)• Examined artefacts from the past (Same but different: artefacts from the past FS)• Heard and discussed accounts of the past involving people, places and events through reading stories (Using stories to develop an understanding of historical concepts FS)	<ul style="list-style-type: none">• Were introduced to people in stories about the past who did important and memorable things (Using stories to develop an understanding of historical concepts FS)• Examined and talked about images of familiar situations in the past (Using stories to develop an understanding of historical concepts FS)• Examined artefacts from the past (Same but different: artefacts from the past FS)	<ul style="list-style-type: none">• Were introduced to people in stories about the past who did important things and are remembered today (Using stories to develop an understanding of historical concepts FS)• Were supported to make sense of their own life story and of past and present (Using stories to develop an understanding of historical concepts FS)• Examined and talked about images of familiar situations in the past (Same but different: artefacts from the past FS)• Examined artefacts from the past commenting on similarities and differences to modern day equivalents (Same but different: artefacts from the past FS)• Heard and discussed accounts of the past involving people, places and events through storytelling and role play (Using stories to develop an understanding of historical concepts FS)• Were supported to organise events using basic chronology (Using stories to develop an understanding of historical concepts FS)• Recognised that things happened before they were born (Using stories to develop an understanding of historical concepts FS)•• Compare and contrasted characters from stories including figures from the past. (Using stories to develop an understanding of historical concepts FS)

Substantive Knowledge	<ul style="list-style-type: none"> • When the Edwardian period of British history was and who was the monarch at the time • That there were extremes of wealth and poverty in Britain during the Edwardian era • Who people referred to as aristocracy were • How life for the aristocracy compared with people in the working classes • Who emigrants were • Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times • Why there were so many emigrants on the Titanic on its maiden voyage in 1912 • What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 • The difference between primary and secondary accounts of what occurred • How to create timeline with an equidistant scale of the events of the last 24 hours of the Titanic • Which event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why 	<ul style="list-style-type: none"> • The probable cause of the Great Fire of London in 1666 • What living conditions in London were like for most people in 1666 • How these conditions enabled the fire to spread so quickly • Some of the main events that occurred during the fire • The main effects of the fire • The distinction between primary and secondary sources of evidence of the fire • Why some sources of evidence of the fire are more reliable and trustworthy than others • Who Samuel Pepys was and why his diary is an important source of primary evidence • The main actions that were taken to control the fire • Why the fire took so long to extinguish • What might have been done to control the fire earlier 	<ul style="list-style-type: none"> • 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
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<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> • Compare and contrast a number of historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections of the population of Britain in 1912; • Describe and offer reasons why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries such as the United States of America; • Describe and explain the difference between primary sources and secondary sources of historical evidence; • Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic April 15th 1912; • Create their own historical narrative in the form of a journalistic recount text, which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did. 	<ul style="list-style-type: none"> • Identify and describe from a range of contemporaneous images the main effects of the Great Fire of London in 1666 on the city and its people and give reasons for their observations; • Identify and describe from an eyewitness account the location of the start of the fire; • Suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery; • Identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London; • Create two graphic novel panel designs incorporating both words and images to depict two events which occurred in the Great Fire of London and give historical reasons to justify their choice of designs; • Create two short diary entries in the style of Samuel Pepys which describe, observe and give reasons for two of the most significant events in the Great Fire of London; • Describe and explain through comparing and contrasting and synthesising a range of reasons why the Great Fire of London spread so quickly and took so long to extinguish. 	<ul style="list-style-type: none"> • Recognise some of the ways in which the First World War changed how adults were able to behave in Britain; • Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas; • Compare and contrast means of communication in Britain during the time of the First World War with today; • Identify and describe 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; • Offer reasons for the causes of some of the changes in ways of life they have identified; • Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort; • Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort; • Know and understand through explanation some of the ways in which animals are used by military, rescue and support services and organisations in Britain today.
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Key Vocab	Period	a length or interval of time	Extinguish	put out a fire or light	Aristocracy	a small wealthy and privileged class of people
	Poverty	not having enough income to meet even your most basic needs	Firebreak	a gap of cleared ground to prevent the spread of a fire	Commemorate	doing something to mark an event or person from the past
	Emigrant	someone who leaves their own country to go and live permanently in another	Sporadic	something that occurs only occasionally	Communicate	giving, receiving and sharing information
	Immigrant	a person who moves in and lives permanently in a foreign country	Reconstruct	to rebuild or make again	Western Front	the line between the Allies to the west and the Central Powers to the east in Europe during the First World War
	Maiden voyage	the first journey of a ship	Militia	a group of trained volunteers	Capsule	a tiny container that holds something
	Domestic	a person who is paid to help with cleaning and running someone else's home	Reticence	being nervous or anxious about doing something	Cypher	a secret way of communicating
	Commemorate	doing something to mark an event or person from the past	Compensation	money paid to someone for things that has been lost or damaged	Decode	change a coded message back to the original words
	Steerage	the part of a ship providing the cheapest accommodation for passengers	Lamentable	something very unfortunate or distressing	Patriotic	feeling a love for and loyalty for one's country
	Manifest	a book listing the passengers, cargo and crew of a ship	Hovel	a small building such as a hut with no running water or sanitation	Enlist	to join the army, navy or air force
	Embark	go on board a ship or aircraft	Inflammable	something that can be set on fire easily	Rationing	a fixed portion of food that a person is allowed to buy
	Disease	an illness or sickness with symptoms that prevent the body functioning normally	Tenement	a large building divided up into many small flats or apartments	Rehabilitation	bring someone back to good health and well being
	Famine	a serious shortage of food which may result in illness or death caused by hunger.	Debris	the scattered pieces that remain after something has been destroyed	Reconnaissance	carry out a search of an area to locate the enemy
					Memorial	a ceremony, custom, building, or statue to honour a dead person or past event

