|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identifying key knowledge in Key Stage 1** | | | | |
| * The national curriculum subject content requirements are presented in Key Stages. The history national curriculum also has a key list of aims that must be considered when planning a history curriculum. The **key knowledge** outlined here are therefore presented in national curriculum themes enabling staff to make choices as to when they are taught, so that knowledge and skills build on what has been taught before. * However, there will some recommendations made. For example, it would seem sensible, but not compulsory, to teach the ’within living memory’ unit in Year 1 and the ‘beyond living memory’ unit in Year 2. | | | | |
| * The history knowledge learning in Key Stage 1 can be blocked into four main units: | | | | |
|  | **Within living memory** | **Beyond living memory** | **Lives of significant people** | **Local history** |
|  | *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*  *(Recommend Year 1)* | *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]*  *(Recommend Year 2)* | *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* | *significant historical events, people and places in their own locality* |
| Year 1 | Know that the toys their grandparents played with were different to their own  Organise a number of artefacts by age  Know what a number of older objects were used for  Know the main differences between their school days and that of their grandparents |  | Name a famous person from the past and explain why they are famous | Know the name of a famous person, or a famous place, close to where they live  Know how the local area is different to the way it used to be a long time ago  Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. |
| Year 2 |  | Know about an event or events that happened long ago, even before their grandparents were born  Know what we use today instead of a number of older given artefacts  Know that children’s lives today are different to those of children a long time ago | Know about a famous person from outside the UK and explain why they are famous |  |