

Year 1 and Year 2 – History Big Questions and Target Memories

2026 - 2027			2027-2028		
Autumn	Spring	Summer	Autumn	Spring	Summer
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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. <i>(Sudley/Berkley Castle visit)</i>	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 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.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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]	They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
<u>What is History?</u> History is the story of the past and helps us understand how people lived long ago. We can order events on a timeline to show what happened first and what happened later. We find out about the past by looking at clues such as photos, objects, books and stories. Some things change over time, but some things stay the same. Our own lives have a history, and we can talk about events that have already happened to us. Different people may remember the same event in different ways, and that helps us think like historians.	<u>What is a Monarch?</u> A monarch is a king or a queen. Our monarch today is King Charles III, who has a special job representing the country. In the past, monarchs had all the power and made all the rules for the country. William the Conqueror became King of England in 1066 after winning a battle, and he built many castles to keep control. Castles were built for protection and changed over time, from simple wooden towers to strong stone castles. Today, the monarchy is different because the King does not make laws alone, he works with the government.	<u>How did people learn to fly and who helped us get there?</u> Long ago, people dreamed of flying and made early flying machines that didn't always work. The Wright brothers invented the first successful aeroplane in 1903, helping humans fly for the first time. Famous pilots and explorers, such as Amelia Earhart, helped show the world how far planes could travel. Aeroplanes have changed a lot over time, becoming safer, faster and able to travel long distances. Some ideas stay the same, like wings and engines, but technology has improved how planes are built. Flying has helped people explore, travel and discover new places, making it an important invention.	<u>How am I making history?</u> History is about events that have already happened, including events in my own life. I have a personal history that shows how I have grown and changed since I was a baby. A timeline shows events in the order they happened, starting with now and looking back. Photographs, objects and memories are clues that help us learn about the past. Some things in my life have stayed the same, but some things have changed over time. Different people may remember the same event differently, and that helps us think like historians.	<u>How did the Great Fire of London change London?</u> The Great Fire of London started on Pudding Lane in 1666. The fire started in Thomas Farriner's bakery and Samuel Pepys wrote a diary of the events. King Charles II was the king at the time of the Great Fire of London. Christopher Wren was an architect who redesigned London. At the time of the Great Fire of London the fire service was different from today. There were no fire engines, people used leather buckets, fire hooks, fire squirts, and leather helmets. Most children would have lived in crowded, narrow houses. Most children would have had to work instead of going to school.	<u>How have toys changed over time?</u> Toys from the past were often made from wood, metal or fabric, while many modern toys are made from plastic. Old toys usually didn't need electricity or batteries, but many toys today use lights, sounds or screens. We can compare toys from the past and present by looking at what they are made of, how they move, and how people played with them. Teddy bears have changed since the first ones were made in 1902. We can learn about old toys by looking at real objects, photos, and stories from people who played with them.

