



# Knaphill Lower School: Year 1 history – long term planning








## Year 1 – History Long Term Plan – Unit 1: The Gunpowder Plot

Term	Substantive Knowledge	Disciplinary Knowledge – historical concepts
<p><b>Autumn 2- The Gunpowder Plot</b></p>  <p>Settlements</p>  <p>Beliefs</p> <p><b>Key question:</b> <b>Was Guy Fawkes a villain or a Hero?</b></p>	<p><b>Pre-requisite Knowledge</b></p> <ul style="list-style-type: none"> <li>Bonfire Night and fireworks during their focus on celebrations in the EYFS.</li> <li>Concept of royalty – kings and queens – linked to fairy tales and texts.</li> <li>School rules – basis of laws.</li> <li>Pupil Parliament.</li> <li>London as our capital city.</li> </ul> <p><b>WALT describe the historical events of the Gunpowder Plot</b></p> <p><b>The Main Events - The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>The <b>Gunpowder Plot</b> was the famous attempt to blow up the <b>Houses of Parliament</b> and to murder <b>King James I</b>.</li> <li>The plan was made by a group of <b>Catholic conspirators</b> who were unhappy with how <b>Catholics</b> were being treated.</li> <li>They hoped to blow up the House of Parliament at the <b>state opening on 5<sup>th</sup> November 1605</b>.</li> <li>The most famous of the plotters was <b>Guy Fawkes</b>.</li> <li><b>Robert Catesby</b> led the group and many Catholics were involved.</li> <li>The plan failed and <b>Guy Fawkes</b> was caught in the <b>cellars</b> beneath <b>parliament</b> as he kept watch over <b>36 barrels of gunpowder</b>.</li> <li>Guy Fawkes was charged with <b>treason</b>.</li> <li>Guy Fawkes is remembered on 5<sup>th</sup> November on <b>Bonfire Night</b>.</li> </ul> <p><b>Settlements/ Location – The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>The <b>Houses of Parliament</b>, also called the <b>Palace of Westminster</b>, sit on the banks of the <b>River Thames</b> in <b>London</b>.</li> <li>It was originally a royal residence.</li> <li>It became a centre for <b>law making</b> and <b>government</b>.</li> <li>A fire destroyed much of the first palace and it was rebuilt.</li> <li>It houses the <b>House of Commons</b> and the <b>House of Lords</b>.</li> </ul> <p><b>Beliefs – The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li><b>King James I</b>, the first king of the Stuarts, was a <b>protestant</b>.</li> <li><b>King James I</b> was he monarch (king).</li> <li>The <b>plotters</b> wanted to kill him because they felt her was treating them unfairly.</li> <li><b>Catholics</b> had been treated unfairly for a long time and <b>Protestants</b> were suspicious of them.</li> <li>The failed plot made matters worse for Catholics.</li> <li>People were expected to attend the <b>Church of England</b> services.</li> </ul> <p><b>Artefacts – The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li><b>King James I</b>, the first king of the Stuarts, was a <b>protestant</b>.</li> <li>The <b>plotters</b> wanted to kill him because they felt her was treating them unfairly.</li> <li><b>Catholics</b> had been treated unfairly for a long time and <b>Protestants</b> were suspicious of them.</li> <li>The failed plot made matters worse for Catholics.</li> </ul>	<p><b>Investigate the past:</b></p> <ul style="list-style-type: none"> <li>Ask questions such as: <b>What was it like for people? What happened? How long ago?</b></li> </ul> <p><b>Understand chronology :</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line. (3 – 5 key parts of an event, no dates).</li> </ul> <p><b>Communicate historically:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of concepts such as monarchy, parliament and democracy.</li> </ul> <p><b>Key questions:</b></p> <p>Who was Guy Fawkes? How was the plot discovered? What is the definition of treason? Where are the Houses of Parliament? Why are the Houses of Parliament important? Why did the plotters want to kill King James I? How did life changes for Catholics after the plot? How do you think people reacted to the plot? How do people today remember the plot? True or false? Guy Fawkes was the leader of the conspiracy.</p> <p><b>Key Vocabulary:</b></p> <p><b>Gunpowder Plot, Houses of Parliament, King James I, Catholic conspirators, plotters, Catholics, protestant, state opening, Guy Fawkes, Robert Catesby, cellars, Parliament, barrels of gunpowder, Bonfire Night, Palace of Westminster, River Thames, London, law making, government, Church of England</b></p> <p><b>How will this knowledge be built upon?</b></p> <p>In the next history unit, children will learn more about the modern and changing role of monarchy. They will compare James I and Queen Elizabeth II.</p> <p>In Year 2, the children will learn about the plague and the Great Fire of London – how they changed settlements, beliefs and how it impacted society. They will understand how London has changed and the importance of government and the Houses of Parliament.</p> <p>Children will also see the Houses of Parliament first hand during the trip to the London Eye and during their Thames River Cruise. Within their time at KLS, the children will also begin to understand the concept of democracy through our Pupil Parliament and whole school democratic votes.</p>

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## Year 1 – History Long Term Plan – Unit 2: The Life and Death of Queen Elizabeth

Term	Substantive Knowledge	Disciplinary Knowledge – historical concepts
<p><b>Spring 1 – Queen Elizabeth II</b></p>      <p><b>Key question:</b> What was Queen Elizabeth's biggest achievement?</p>	<p><b>Pre-requisite Knowledge</b></p> <ul style="list-style-type: none"> <li>London as our capital city.</li> <li>King James was a monarch.</li> <li>Many people in England were expected to be part of the Church of England.</li> <li>Many years ago, people has been so unhappy with the monarch that they had decided to kill him.</li> <li>The <b>Houses of Parliament</b>, also called the <b>Palace of Westminster</b>, sit on the banks of the <b>River Thames</b> in <b>London</b>.</li> <li>It was originally a royal residence.</li> <li>It became a centre for <b>law making and government</b>.</li> <li><b>First-hand experience of: celebrating the Queen's Platinum Jubilee, death of Queen Elizabeth II, coronation of King Charles III</b></li> </ul> <p><b>WALT describe significant people from the part – Queen Elizabeth II</b></p> <p><b>The Main Events- The Life and Death of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth was <b>born</b> in <b>1926</b>.</li> <li>She was <b>queen</b> of the <b>United Kingdom of Great Britain and Northern Ireland</b>.</li> <li>She was the <b>longest reigning monarch</b> in history.</li> <li>She became queen in 1952.</li> <li>Her <b>coronation</b> was in 1953.</li> <li>She was married to Prince Phillip.</li> <li>She had four children: Charles, Anne, Andrew and Edward.</li> <li>In 2022, we all celebrated her <b>Platinum Jubilee</b> as she was queen for 70 years. (our lifetime)</li> <li>The queen <b>died</b> in September 2022. (our lifetime)</li> <li>King Charles became king in 2022. (our lifetime)</li> <li>His coronation was in 2023. (our lifetime)</li> </ul> <p><b>Conflict- The Life and Death of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth became queen less than a <b>decade</b> after the end of <b>World War II</b>.</li> </ul> <p><b>Society- The Life and Death of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth did not control the British <b>Government</b>.</li> <li>The monarch does not make political decisions.</li> <li>The Queen travelled all over the world visiting charities, celebrations and public events.</li> <li>Queen Elizabeth was the head of the <b>Commonwealth</b> – in is now a group of 56 countries across the world.</li> <li>The Commonwealth works together to achieve international goals.</li> </ul> <p><b>Beliefs- The Life and Death of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>The Queen holds the title – 'Protector of the Faith' and Supreme Governor of the <b>Church of England</b>.</li> <li>The Queen is the leader of the <b>church</b>.</li> </ul> <p><b>Culture and Pastimes - The Life and Death of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>The Queen continued to follow some <b>royal traditions</b>.</li> <li>The Queen also tried to make the monarchy more <b>modern</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, videos and online sources to find out about the past.</li> <li>Place events and artefacts in order on a time line. (<i>More developed timeline</i>)</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as monarchy, parliament, war and peace.</li> </ul> <p><b>Key questions:</b></p> <p>When was Queen Elizabeth born/ crowned/ died? How has the role of a monarch changed? What roles did Queen Elizabeth have? What events did Queen Elizabeth see if her lifetime? What is the Commonwealth? How did Queen Elizabeth make the royal family more modern? How as Queen Elizabeth different from King James I? What was Queen Elizabeth's biggest achievement?</p> <p><b>Key vocabulary:</b> <b>Born, United Kingdom of Great Britain and Northern Ireland, longest reigning monarch, coronation, Platinum Jubilee, died, Commonwealth, Government, Church of England, royal traditions, modern, Christmas message, Windsor Castle, Buckingham Palace</b></p> <p><b>How will this knowledge be built upon?</b></p> <p>In the next history unit, children will look at the life of Floella Benjamin a girl who travelled as part of the Windrush Generation from Trinidad, a Commonwealth country, to London. Children will look at an alternative perspective of the Commonwealth.</p> <p>In Year 2, children will compare the lives of inspiring people. They will revisit the life of Queen Elizabeth to compare her to other modern historical figures who wanted to bring about change.</p> <p>This history unit was designed to build on first-hand knowledge children may have of our monarchy in the last couple of years. It is also designed to provide children with an understanding of their own British heritage.</p>

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- She started her **Christmas message** on television in 1957 to show the public a more relaxed version of the royal family.

### Settlements- The Life and Death of Queen Elizabeth II





- The Queen lived in **Windsor Castle**.
- The Queen spent time in **Buckingham Palace** in **London**.
- Many people from across the world go to London to visit this landmark.

### The Life and Death of Queen Elizabeth II

- Queen's radio broadcast as a child - <https://www.royal.uk/wartime-broadcast-1940> (transcript)  
<https://www.youtube.com/watch?v=VJI9LPFQth4> (recording)
- 1957 – Christmas broadcast: <https://www.youtube.com/watch?v=mBRP-o6Q85s>
- 1999 – millennium message: <https://www.youtube.com/watch?v=1M53REI3RiE>
- 2012: after the Olympics: <https://www.youtube.com/watch?v=1FYc9bNLS8U>
- 2020: after the pandemic : [https://www.youtube.com/watch?v=OZbCRN3C\\_Hs](https://www.youtube.com/watch?v=OZbCRN3C_Hs)
- Modern royal family – Olympics 2012 with James Bond: <https://www.youtube.com/watch?v=1AS-dCdYZbo>
- Platinum Jubilee with Paddington: <https://www.youtube.com/watch?v=r5L68isWXVc>
- Photos of Queen Elizabeth during her reign – range of photos presented chronologically




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## Year 1 – History Long Term Plan – Unit 3: Floella Benjamin/ Windrush Generation

Term	Substantive Knowledge	Disciplinary Knowledge – historical concepts
<p><b>Spring 1 &amp; 2 – Floella Benjamin/ the Windrush Generation</b></p>  <p>Settlements</p>  <p>Society</p>  <p>Travel and exploration</p> <p><b>Key question:</b></p> <p>What did the Windrush Generation bring to England?</p>	<p><b>Pre-requisite Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>Within a three-week English sequence, children will use the book 'Coming to England' to create diary entries based on Floella Benjamin's experiences. This will provide children with more contextual knowledge of her experiences.</i></li> <li>• Queen Elizabeth was the head of the <b>Commonwealth</b> – in is now a group of 56 countries across the world.</li> <li>• The Commonwealth works together to achieve international goals.</li> </ul> 	<ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, videos and online sources to find out about the past.</li> <li>• Place events and artefacts in order on a time line. <i>(Complete a timeline from the book and add dates).</i></li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul> <p><b>Key questions:</b></p> <p>Why did Floella's family move to Britain? Why were the people called the Windrush Generation? Why did people come to London from the Caribbean? Was London like it was described? How were people treated? Why do people migrate? What can we learn from the Windrush Generation?</p>
	<p><b>WALT describe significant people from the part – Floella Benjamin</b></p> <p><b>Floella Benjamin and the Windrush Generation</b></p> <ul style="list-style-type: none"> <li>• <b>Floella Benjamin</b> was born in 1949 on Caribbean Island of <b>Trinidad</b>.</li> <li>• She came in England in 1960 as part of the <b>Windrush Generation</b>.</li> <li>• Floella was treated <b>unfairly</b> because of the colour of her skin.</li> <li>• Floella is famous actress, broadcaster and advocates for education for children.</li> <li>• In 2010 she was made a <b>baroness</b>.</li> <li>• Floella supports lots of charities and has ran 10 marathons to raise money for children.</li> </ul>	<p><b>Key vocabulary:</b></p> <p><b>Floella Benjamin, Trinidad, Windrush Generation, unfairly, baroness, colonies, Commonwealth of Nations, Caribbean, HMT Empire Windrush, Windrush Generation, migrated</b></p>
	<p><b>Travel and Exploration - Floella Benjamin and the Windrush Generation</b></p> <ul style="list-style-type: none"> <li>• In 1948, the British Government made it legal for people from <b>colonies</b> to live and work in Britain.</li> <li>• In 1949, the <b>Commonwealth of Nations</b> was formed, which made everyone free and equal.</li> <li>• This was to help Britain to rebuild after WWII.</li> <li>• This gave people in <b>Caribbean</b> countries job opportunities.</li> <li>• Big ships, such as <b>HMT Empire Windrush</b> carried over 1000 people to the UK during each journey.</li> <li>• The people of these ships became the <b>Windrush Generation</b>.</li> </ul> <p><b>Settlements- Floella Benjamin and the Windrush Generation</b></p> <ul style="list-style-type: none"> <li>• During history, people have always <b>migrated</b> between locations. Sometimes due to war or problems, other times with the hope of a better life.</li> <li>• During the migration of people in the <b>Windrush Generation</b>, people often ended up in smaller homes in busy places such as London.</li> </ul> <p><b>Society - Floella Benjamin and the Windrush Generation</b></p> <ul style="list-style-type: none"> <li>• During the time of the <b>Windrush Generation</b>, people of colour were not always treated well because of the colour of their skin.</li> <li>• In schools, white children may have not ever seen black children before and they were sometimes unkind to them.</li> <li>• In 1971, it was found out that the Windrush Generation people had not always been recorded properly when they came to Britain. Some people were treated very <b>unfairly</b> and were sent back to the Caribbean.</li> <li>• People are now beginning to better recognise the impact that the Windrush Generation has on Britain.</li> </ul>	<p><b>How will this knowledge be built upon?</b></p> <p>In Year 2, children will continue to look at discrimination and identity. They will look at Mary Seacole and how she migrated and was treated unfairly due to the colour of her skin.</p> <p>In Year 2, children will compare the lives of inspiring people. They will revisit the life of Floella Benjamin to compare her to other modern historical figures who wanted to bring about change.</p> <p>This history unit was designed to begin supporting children in understand their own heritage, as well as the diversity of our nation, which should be celebrated. Children will also begin to understand that people have faced discrimination throughout history and we need to be the voice of change for this.</p>

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## Year 1 – History Long Term Plan – Unit 4: Farming through the ages

Term	Substantive Knowledge	Disciplinary Knowledge – historical concepts
<p><b>Summer – Farming through the ages: Jethro Tull, the Seed Drill, the Industrial Revolution and now.</b></p>  <p>Settlements</p>  <p>Society</p>  <p>Travel and exploration</p> <p><b>Key question:</b></p> <p>What did the Windrush Generation bring to England?</p>	<p><b>Pre-requisite Knowledge</b></p> <ul style="list-style-type: none"> <li>During the EYFS, children will have first-hand knowledge of farming and they have visited a local farm to establish a basic understanding of agriculture.</li> <li>Children will have knowledge of crops and farm animals.</li> <li>Children also grow their own crops within outdoor learning sessions – alongside this topic, this will experiment with different basic farming methods, including a seed drill. <a href="https://schoolgardening.rhs.org.uk/resources/activity/direct-seed-sowing">https://schoolgardening.rhs.org.uk/resources/activity/direct-seed-sowing</a></li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: <b>What was it like for people? What happened? How long ago?</b></li> <li>Label time lines with words or phrases such as: <b>past, present, older and newer.</b></li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>
	<p><b>WALT recognise that there are reasons why people in the past acted as they did</b></p> <p><b>Food and Farming: main events</b></p> <ul style="list-style-type: none"> <li>For thousands of years, humans moved around the land to <b>hunt and collect food</b>.</li> <li>People then started their own farms, which mean they had <b>permanent settlements</b>, leading to <b>towns and cities</b>.</li> <li>1701 – <b>Jethro Tull invented to seed drill</b>, which made farming quicker and easier.</li> <li>1775 – <b>James Watt</b>, a Scottish <b>Inventor</b>, perfected a <b>steam-powered engine</b> that became a significant part of the <b>Industrial Revolution</b>.</li> <li>The <b>population</b> of cities grew as people moved away from the countryside.</li> <li>More food was needed from farmers.</li> <li>Modern – farming struggling due to cost, climate change and natural disasters.</li> <li>Future of farming – AI, vertical farming, urban farming, sustainability</li> </ul> <p><b>Food and Farming – Jethro Tull and the Seed Drill</b></p> <ul style="list-style-type: none"> <li><b>Agriculture</b> is the name given to ways of <b>raising crops</b> and <b>livestock</b> (animals).</li> <li>Humans have been <b>farming</b> the land for thousands of years.</li> <li>Humans have invented <b>tools</b> and methods to make things easier. <b>Jethro Tull</b> played a significant part in the <b>Agricultural Revolution</b>.</li> <li><b>Jethro Tull</b> invented a <b>seed drill</b>, a machine that could plant <b>seeds</b> quickly and accurately by planting seeds in neat rows.</li> <li>As a result, growing <b>crops</b> and <b>food</b> became much easier.</li> <li>More food meant that more people could be fed.</li> </ul> <p><b>Society- Food and Farming: the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>The <b>Industrial Revolution</b> was a time of <b>invention</b> and change.</li> <li>More people moved from the countryside to the <b>cities</b> to work in <b>factories</b>.</li> <li><b>England</b> has more <b>money</b> from selling their products across the world.</li> <li>The speed of change seen during the industrial revolution was possible due to the changes in the way food was <b>farmed</b> and <b>produced</b>.</li> <li>Farming production <b>doubled</b> the amount of food that was produced by farms.</li> </ul> <p><b>Transport and Exploration- Food and Farming: steam engine</b></p> <ul style="list-style-type: none"> <li>Until the <b>steam engine</b> was created, there were only a few way in which people could get around on land or by boat. <b>Travel</b> was very slow.</li> <li>The <b>Steam engine</b> mean that <b>inventors</b> could build <b>locomotives</b> (vehicles that could pull trains) and <b>steam boats</b>.</li> <li>These <b>inventions</b> made <b>transport</b> cheaper and faster.</li> <li>Farmers were able to <b>transport</b> their <b>crops</b> to <b>cities</b>.</li> <li><b>Steam engines</b> were used in <b>factories</b> to quickly turn crops into other materials, such as flour and cotton.</li> </ul>	<p><b>Key questions:</b></p> <p>How did people live for thousands of years and why? How did farming change how people lived? Why did Jethro Tull invent the seed drill? Why benefits did the seed drill bring? How did people live and work before the Industrial Revolution and how did this change? Why did food need to be produced faster? What is a steam engine? What transport used steam engines? Why did steam engines make travel easier? How did life change after the steam engine? How is modern farming changing? What can be done to support modern farming?</p> <p><b>Key vocabulary:</b></p> <p>Hunt, collect food, permanent settlements, town, Cities, Jethro Tull, invented, seed drill, James Watt, Industrial Revolution, population, Agriculture, raising crops, livestock, farming, Agricultural Revolution, factories, England, money, produced, doubled, Travel, locomotives, steam boats</p> <p><b>How will this knowledge be built upon?</b></p> <p>Children will build on this knowledge during their transport unit in Year 2, during which they look at how inventors changes transport through aviation, the motor industry and space flight. Children will build their knowledge by comparing inventors and the impact of their inventions on our modern society.</p> <p>In science and geography, children will build on this knowledge as they continue to develop of key curriculum concerns of sustainability. This unit is designed to culminate in children understanding modern farming and their personal role in making our world more sustainable. This knowledge was selected to ensure that children understand what has gone before to understand what may come next.</p>