

Key Stage 1 History Lines of Enquiry

All units are taught based on planning and enquiries from the Historical Association Primary Curriculum.

Explorers: Should we call Grace O'Malley a pirate?

In this unit children are encouraged to explore the past by examining their ideas about pirates, with particular reference to Grace O'Malley. The key question leads children to consider what are the characteristics of a pirate and to challenge stereotypes in the light of historical enquiry. The key question also leads to an understanding of the complexities of the life and values of a significant woman living in the 16th /17th century.

This enquiry is structured around the following questions:

1. What is a pirate?
2. What were the main events of Grace O'Malley's life?
3. What happened when Grace met Elizabeth I?
4. What was it like to live at the time when Grace met Elizabeth I?
5. Should we call Grace O'Malley a pirate?

Significant People: Guy Fawkes

The Gunpowder Plot is an interesting topic for any age group, although the complex political and religious elements are difficult for young children to understand. However, we can help them to gain insights into past people's motivations and methods through storytelling, simulation and role-play.

Key question • Why did Guy Fawkes try to blow up the Houses of Parliament?

The story of our High Street

How has my High Street changed since the 1950s?

Teaching a unit that considers 'changes within living times' requires a focus that provides clear evidence of those changes. Children need to be able to identify specific differences as well as recognise relevant similarities. While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. The advent of refrigeration and computerisation have revolutionised what and how we shop.

This is a fruitful topic to explore with children as it provides them with a chance to explore changes to an activity that most of them are very familiar with. In addition, they are able to undertake family interviews allowing a strong home school link to be capitalised on. This provides the opportunity to move from the past to the present so from a history-based enquiry into a geography one. What we buy and how we go about our shopping habits tells us about the sort of people we are and reflects the changing nature of our place.

This unit is structured around a history enquiry theme of comparison between then and now with a focus on local history using a range of resources.

How has my High Street changed since the 1950s?

1. What was the High Street like before?
2. How has the High Street changed?
3. What was in these shops before?
4. What was it like to shop for food?
5. How were my goods packaged or stored?
6. How did I pay for my purchases?

Significant Individuals: Sarah Forbes Bonetta

Children are introduced to the idea of significance, and how this might change over time. Sarah Forbes Bonetta – we don't even know her real name – was an African princess, a slave in West Africa, a god-daughter of Queen Victoria, a wife, mother and missionary teacher.

Does that make her a Significant Individual in Victorian times? And today? This unit explores her life and times to try to answer some of these questions.

This unit is structured around 3 sequential history enquiries:

1. What do we mean by 'Significance?'
2. Who was Sarah Forbes Bonetta?
3. Why is she remembered?

How important was Ibn Battuta as an explorer?

The history programme of study for Key Stage 1 requires pupils to be taught about: 'The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.'

In this unit, children are introduced to the lives of explorers and the different challenges they met when travelling the world. The unit is structured around 3 history enquiries:

1. Who are explorers and where have some explorers travelled in different periods of time?
2. Who was Ibn Battuta and when did he travel?
3. How important was Ibn Battuta?

The Great Fire of London

The history programme of study for Key Stage 1 requires pupils to be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

This unit will begin with the historical background of what Stuart London was like that provides an essential reference frame before more specific enquiries are followed about the fire itself.

The unit is structured around the following key enquiries:

1. What was Stuart London like?
2. What happened on the night of 2 September 1666?
3. What did people do first?
4. Could anyone have stopped what happened on 2 September 1666?
5. What was it like at the height of the fire?
6. What was left of London?
7. What did the King do to make London better?