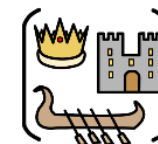




St. George's CE First School and Nursery



History Topic Sequence

Year 1 Spring 1 – Carnival Time

<p>Our children will understand the narrative of the world by:</p> <ul style="list-style-type: none"> - being inspired and motivated to learn about the historical events that have shaped our lives - developing enquiring minds by critically analysing evidence - developing a sense of chronology 	<p>We teach History based on the National Curriculum and mapping the coverage that our children will experience at Middle School.</p> <p>We teach History for three half terms.</p>
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Concepts	Lasting legacies	Pioneers	Life for everyday	Invasion
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Know		Remember	Do	
They will already know...	They will know and understand the words...	They will remember these words because they will learn about...	They will apply this knowledge and be able to:	
<p>Knowledge of timelines – how to sequence</p> <p>Technology and music – changes over time</p>	<p>Carnival</p> <p>Charity</p> <p>Parade</p> <p>Procession</p> <p>Volunteer</p> <p>Council</p> <p>Float</p> <p>Tradition</p> <p>Community</p> <p>Celebration</p> <p>costume</p>	<p>To know what a carnival is.</p> <p>Sources of evidence – photos, fliers, local people – over time</p> <p>To know how to organise events on a timeline.</p> <p>Images of the Carnival over time.</p> <p>To know the chronology of the Redditch Carnival.</p> <p>Timeline of events – when it started, when it stopped, when it started again (link to timelines of our lives)</p> <p>Redditch Carnival began in 1929.</p> <p>Redditch Carnival ran every year, except the war years 1940 and 1941.</p> <p>By 2000, it had ran out of volunteers so it stopped. It started again in 2019. Now it happens every year.</p> <p>To know and explore Carnival activities from the past.</p> <p>using sources (fliers images etc)</p> <p>To know how Redditch Carnival has changed.</p> <p>Carnival – compare and contrast between the past and now – different games and stalls – using sources (fliers images etc)</p>	<p>Work Historically</p> <p>To know where the people and events they study fit within a chronological framework</p> <p>To know and identify similarities and differences between ways of life in different periods.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>To know and understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>St George's Gems</p> <p>What is a carnival?</p> <p>What happens at the Redditch carnival?</p> <p>Why did the carnival stop? Give two different reasons.</p> <p>How has the carnival changed?</p>

Why Now?

Children are at a developmental stage that makes them ready for the content we have planned in this topic. This builds on prior knowledge of music and technology and the changes over time.

History Disciplinary Vocabulary Progression (these are cumulative and are in addition to the topic-specific vocabulary within each unit of study)

EYFS	Year 1	Year 2	Year 3	Yr4
Today	After	Artefacts	Century	Ancient
Yesterday	Before	Began	Chronology	Archaeology
Tomorrow	Clues	Museum	Date	Civilisation
Before	Event	People	Decade	Conquest

After Time	New Now Old Past Present A long time ago	Community Recount Source Timeline	Era BC, AD, BCE Evidence Interpret Invade Peace Settle War	Democracy Government Discover Enemies Excavate Monarchy Parliament Cultures Rule Monarch
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