



Bincombe Valley Primary School

History: Key Stage 1 Cycle A Composites and Components

When?	Composite	Components	Disciplinary Knowledge / Assessment	Golden Threads	Vocabulary
Autumn 1	How am I making history?	1. I can discuss my personal chronology. 2. I can explain my own history. 3. I can remember special events. 4. I can say what childhood was like for parents and grandparents. 5. I can compare childhood now with childhood in the past. 6. I can say how some things change and some things have stayed the same.	• Can children order photographs and refer to past, present and memories. • Can child place a memory on a time line? • Recall events celebrated throughout a year. • Can children compare past to today? • Think of a similarity and difference of childhood now and past. • Child can discuss possible changes in the future.	• How do things change over time (childhood) • Significant event – birthdays • How do we act like historian – photo evidence • Influential people (parents/grandparents)	• now • present • past • timeline • remember • event • significant • celebrate • celebration • remember • memory • event • similar • different • living memory • change • lifetime • time capsule • future
Spring 1	What is a monarch?	1. I can say what a monarch is 2. I can explain why coronations take place 3. I can understand how William the Conqueror became King of England. 4. I can discuss how William the Conqueror built castles while ruling England 5. I can identify the features of a castle that would be effective when defending against attacks. 6. I can say what a monarch was like in the past.	• Child can recognize who our monarch is and some of their duties. • Identify steps in the coronation ceremony and a special object used. • Use a historical source to find out about the past. • Name two types of castles built by Normans • Describe how castles have changed over time by identifying a feature. • Compare William to Charles III.	• Understand history of invasion in Britain and why castles were built • Act as historians understanding evidence of local area. • Understand significant event of history • Understand influential and inspirational person • Discover how things changed and why	• armed forces • constitutional monarchy • government • Head of State • monarch • Parliament • Rule • anointing • Archbishop of Canterbury • ceremony • coronation • crowning • investing • oath • orb • procession • sceptre • absolute monarchy • Anglo-Saxon • battle • Bayeux Tapestry • conquer • earl • Edward the Confessor • Harald Hardrada • Harold Godwinson, Earl of Wessex

					• invade • nobility • Normandy • Normans • power • William of Normandy • Witan • attack • bailey • conquer • defend • invade • motte-and-bailey • Normans • motte • power • stone keep • castle
Summer 1	How have explorers changed the world?	1. I can explain what an explorer is. 2. I can understand the achievements of different explorers. 3. I can record events of explorers on a timeline. 4. I can use photographs to find out about the past. 5. I can discuss the changes and similarities over time. 6. I can understand the significance of some people and events within history.	• Explain role of explorer giving example of one. • Recognise how transport for voyage has changed naming important explorers. • Use timeline to order events. • Use photos to ask questions and describe what can be seen. • Can compare images and events from different time periods. • Describe how an explorer changed events or people ideas.	• Understand influential and inspirational person • Discover how things changed and why • Order significant events in history. • Act as historians using evidence. • Understand changes over time.	• beyond living memory • discovery • equipment • exploration • explorer • living memory • past • present • transport • timeline • solo • transport • voyage • yacht • Christopher Columbus • Matthew Henson • North Pole • qualities • resilience • similar • coat of arms • event • historical significance • remember