

# History Year 1

## Our local area

### History milestones

Steps	1	2	3	4	5	6	7	8
<b>General Historical skills</b>	<p>To understand now and next</p> <p>To know when something is finished</p> <p>Responds to questions about what comes next using familiar routines (in school)</p> <p>To recognise themselves in photo from now and the recent past</p> <p>To know and recognise people that are important to them in real life and photos</p> <p>Listens to and engages with stories about the past</p> <p>To recognise own belongings even when they are somewhere different</p> <p>Matches symbols/pictures to historical artefacts</p>	<p>Sequence two pictures of daily events</p> <p>Responds to questions about daily routine</p> <p>Recognise and respond to pictures of themselves at different ages</p> <p>Knows and has an awareness of past activities they were involved in by looking at photos/videos</p> <p>To sort familiar and unfamiliar people</p>	<p>Recalls information from past events with visual support</p> <p>Sequence three symbols/pictures of familiar events/routines</p> <p>Talks about family routines e.g. bedtime</p> <p>Knows how old they are.</p> <p>Recognise that some lessons are taught on the same days such as PE is always on a Monday.</p>	<p>Uses words like 'before' 'now' and 'then' 'today' 'yesterday'</p> <p>Communicate about significant events or recent experiences that have previously happened, including details (in their past)</p> <p>Identify similarities and differences in objects from the past and present</p> <p>Looks at pictures and books for information</p> <p>Knows the year that they were born.</p>	<p>Uses historical sources to answer simple questions</p> <p>Use a variety of sources – pictures, text and artifacts to find out about the past.</p> <p>Ask questions about the past - <i>Who? What? When?</i></p> <p>Know that a century is 100 years and a decade is 10 years.</p>	<p>Links change to personal life - knowing life was different for their grandparents.</p> <p>Use secondary sources to research facts</p> <p>Describes consequences of change – making life easier, saving time etc.</p> <p>Explains how and why change happened/inventions.</p> <p>Know that we are currently in the 21<sup>st</sup> century.</p>	<p>Use research to gather information and answer historical questions.</p> <p>Know that Centuries are named one number ahead of the years they include:</p> <p>The years 1801–1900 are the 19th century.</p> <p>The years 2001–2100 are the 21st century.</p>	<p>Interprets different sources and perspectives</p> <p>Explain the impact of important inventions or discoveries on society.</p> <p>Present historical information clearly in writing, speaking, or through creative projects.</p>

Our Local History	To match photos of the following landmarks in Stoke on Trent – Potteries Museum, Intu shopping centre, Gladstone pottery museum, Hanley clock tower, Trentham gardens, Josiah Wedgwood statue	To sort pictures of Jasperware pottery (Wedgwood) and Bridgewater	Can name the Kemball school logo as kilns	To know that Stoke on Trent is famous for its pottery industry	To know that in 1759 Josiah Wedgwood age 29 started his own pottery firm in Burslem.	Look at past canal routes to Wedgwood Etruria and research why Wedgwood decided to move production to Barlaston. (pollution and subsidence)	Fill in a timeline of key events for Josiah Wedgwood, Clarice Cliff and Emma Bridgewater.	Research in detail the impact that Josiah Wedgwood, Clarice Cliff and Emma Bridgewater has had on the pottery industry
	To group photos, pictures and symbols of canal boats old and new (from contrasting boats)	To group pictures of kilns from other buildings (house, shop, school)	Point to similarities and differences on a photograph of Hanley town centre from the 1980s to modern day	Know that canals were used in the past to transport materials such as clay and produced goods	Compare past location of Wedgwood factory in Etruria with Barlaston including canal routes – where they are located, what they looked like, what remains there and name of canal.	To know that children used to work in factories and had to fetch raw materials working long hours.	To know which decades Josiah Wedgwood, Clarice Cliff and Emma Bridgewater were in production.	Present research findings using timelines, fact files and presentations.
	To match two jasperware plates and two spotty Bridgewater mugs (object/photo)	Sort photos of canals and rivers	To know that Josiah Wedgwood helped to invent canal that runs through Stoke on Trent	Compare how the pottery industry transports goods today – lorries, planes	To know Etruria Wedgwood factory stopped production in 1950 and Barlaston Wedgwood factory opened in 1940	To know that they are located, what they looked like, what remains there and name of canal.	To know that children used to work in factories and had to fetch raw materials working long hours.	Research how many pot banks have closed and how many are still open.
	To connect our class names with Josiah Wedgewood and Emma Bridgewater	To know that Josiah Wedgwood helped to invent canal that runs through Stoke on Trent	Know that Emma Bridgewater was born in 1960 in Cambridge England.	Know that Emma Bridgewater set up her pottery business in Stoke on Trent in the 1980s	To know that industry is where raw materials are turned into other products.	Plot key events of Wedgwood pottery on a timeline.	Research the effect closing of pot banks had on people of Stoke on Trent in terms of jobs and economy.	
	To describe jasperware as blue and white and Emma Bridgewater as spotty	To recognise Emma Bridgewater's famous 'spotty' pattern. And Wedgewood's jasperware when	To know that Emma Bridgewater set up her pottery business in Stoke on Trent in the 1980s	To know that Emma Bridgewater set up her pottery business in Stoke on Trent in the 1980s	Know that people began to use clay in the Stone Age to make pots.	Understand the effect of the pottery industry on people in terms of pollution caused by smoke from the bottle kilns – how they effected		

			<p>shown a collection of pottery.</p> <p>To know that clay and coal come from under the ground</p> <p>To know that potters use clay to produce their products</p> <p>To know that bottle kilns are a bottle shaped oven and use coal fires</p> <p>To recognise which Stoke skyline is from the past and why (smoke)</p>	<p>To know that pottery factories are located near canals to help with transportation</p> <p>To know that once the object is made it needs to be fired to make it hard and to know that bottle kilns were used to fire the pots in the past</p>	<p>their uses in Stoke on Trent</p> <p>Know that in the past the kilns caused lots of smoke pollution in Stoke on Trent.</p>	<p>working conditions and people's lives in the local area.</p>		
Core Vocab	Kemball School, Stoke on Trent, boat, mug, plate	Emma Bridgewater, Josiah Wedgwood, kiln, house, shop, river, canal, spotty, blue, white, pot	Pottery, clay, Hanley, change, oven, make, past, then, now, bottle kiln, smoke, coal, old, new	Transport, business, factory, firing, Barlaston, Etruria, produce, Cambridge, modern	Industry, compare, pollution, product, route, Burslem,	Subsidence, raw materials, conditions	Economy, decade	Impact