



'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.' Deuteronomy 32:7

History Year A Autumn 1	Enquiry Question <i>Why do we remember explorers from the past and present?</i>	Key Vocabulary
<p>National Curriculum Links (History KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong and Tim Peake). Develop an awareness of the past, using common words and phrases 	<p>Lesson 1 - Who are Neil Armstrong and Tim Peake? Learning Objective <i>To be able to identify Neil Armstrong and Tim Peake as explorers.</i> Statutory Knowledge</p> <ul style="list-style-type: none"> Neil Armstrong was an explorer from the past Tim Peake is an explorer from the present Explorers travel to discover new places Both men are known for space exploration <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Neil Armstrong was the first person to walk on the Moon Tim Peake lived and worked on the International Space Station <p>Progression of Skills</p> <ul style="list-style-type: none"> To recognise the difference between past and present. To use historical vocabulary when talking about people from different times. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify Neil Armstrong and Tim Peake as explorers. Recognise whether an explorer belongs to the past or present. <p>Year 2</p> <ul style="list-style-type: none"> Explain how Neil Armstrong and Tim Peake belong to different periods of time. 	<p>Core Vocabulary (Using agreed whole-school definitions)</p> <ul style="list-style-type: none"> explorer - A person who travels to discover new places. past - Something that has already happened. present - What is happening now. timeline - A way of showing events in the order they happened. event - Something that happens in history. change - When something becomes different <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> Neil Armstrong - A famous space explorer from the past. Tim Peake - A famous space explorer from the present. source - Something that tells us about the past (e.g. objects, pictures, writing). evidence - Information that helps us understand the past. old - Something from a long time ago. new - Something from recent times.



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<p>relating to the passing of time (past, present, timeline, event, change).</p> <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework (placing explorers on a timeline). • Identify similarities and differences between ways of life in different periods (comparing space exploration in the past and present). • Ask and answer questions, choosing and 	<ul style="list-style-type: none"> • Use the vocabulary past, present and explorer accurately when discussing historical figures. <p>Core Vocabulary</p> <ul style="list-style-type: none"> • explorer • past • present <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • Neil Armstrong • Tim Peake • astronaut • space <p>Lesson 2 - What was special about Neil Armstrong? Learning Objective <i>To be able to describe why Neil Armstrong is remembered.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Neil Armstrong lived in the past • Neil Armstrong travelled to the Moon • Neil Armstrong achieved something important • People remember him because of his achievements <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Neil Armstrong landed on the Moon in 1969 • Millions of people watched the Moon landing <p>Progression of Skills</p> <ul style="list-style-type: none"> • To describe a significant person from the past. • To explain why a person is remembered. <p>Expected Outcome by Year Group Year 1</p>	<ul style="list-style-type: none"> • sequence - Putting events in the correct order. • chronological - Arranged in time order
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<p>using parts of stories and other sources to show that they know and understand key features of events (using photographs, videos and artefacts as historical sources).</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented (exploring different sources about Neil Armstrong and Tim Peake) 	<ul style="list-style-type: none"> Identify Neil Armstrong as an explorer from the past. Describe his achievement of travelling to the Moon. <p>Year 2</p> <ul style="list-style-type: none"> Explain why Neil Armstrong is historically significant. Describe why the Moon landing was an important event in history. <p>Core Vocabulary</p> <ul style="list-style-type: none"> explorer past <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> Moon achievement significant <p>Lesson 3 - What is special about Tim Peake?</p> <p>Learning Objective</p> <p><i>To be able to describe why Tim Peake is remembered.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Tim Peake is an explorer from the present Tim Peake travelled into space Tim Peake worked on the International Space Station People remember him because of his achievements <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Tim Peake was the first British ESA astronaut to visit the International Space Station Tim Peake inspired many children to learn about science and space <p>Progression of Skills</p> <ul style="list-style-type: none"> To describe a significant person from the present. 	
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	<ul style="list-style-type: none"> To identify similarities and differences between people from different times. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify Tim Peake as a modern explorer. Describe what Tim Peake achieved. <p>Year 2</p> <ul style="list-style-type: none"> Explain why Tim Peake is considered significant today. Compare his achievements with those of explorers from the past. <p>Core Vocabulary</p> <ul style="list-style-type: none"> explorer present <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> International Space Station astronaut achievement <p>Lesson 4 - How are Neil Armstrong and Tim Peake similar and different?</p> <p>Learning Objective</p> <p><i>To be able to compare explorers from the past and present.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Neil Armstrong and Tim Peake were both explorers Both travelled into space They lived in different periods of time Both achieved important things <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> The technology used by Tim Peake was different from that used by Neil Armstrong 	
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	<ul style="list-style-type: none">• Space exploration has changed over time <p>Progression of Skills</p> <ul style="list-style-type: none">• To identify similarities and differences between people from different times.• To recognise change over time. <p>Expected Outcome by Year Group</p> <ul style="list-style-type: none">• Year 1• Identify simple similarities and differences between the two explorers.• Recognise that they lived in different periods of time.• Year 2• Explain similarities and differences between the explorers and their achievements.• Describe how space exploration changed between their lifetimes. <p>Core Vocabulary</p> <ul style="list-style-type: none">• change <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• old• new• technology <p>Lesson 5 - How has space exploration changed over time?</p> <p>Learning Objective</p> <p><i>To be able to identify changes between space exploration in the past and present.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Space exploration has changed over time• Equipment and technology have improved• Explorers can spend longer in space today• Some things about exploration remain the same	
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	<p>Enrichment Knowledge</p> <ul style="list-style-type: none">• The International Space Station did not exist when Neil Armstrong went to the Moon• Modern astronauts can communicate more easily with people on Earth <p>Progression of Skills</p> <ul style="list-style-type: none">• To recognise change over time.• To use historical vocabulary to describe changes. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify things that are different between space exploration in the past and present.• Use the vocabulary old and new appropriately. <p>Year 2</p> <ul style="list-style-type: none">• Explain how technology has changed space exploration.• Identify changes and continuities between past and present exploration. <p>Core Vocabulary</p> <ul style="list-style-type: none">• change• past• present <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• technology• communication• International Space Station <p>Lesson 6 - What can sources tell us about explorers? Learning Objective <i>To be able to use sources to find out about explorers.</i> Statutory Knowledge</p>	
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- Historians use sources to learn about the past
- Sources can include photographs, videos and objects
- Sources help us answer questions about historical events
- Different sources can tell us different information

Enrichment Knowledge

- Space suits, photographs and recordings can all be historical sources
- Historians use more than one source to learn about the past

Progression of Skills

- To use sources to answer questions about the past.
- To ask simple questions about historical events and people.

Core Vocabulary

- event

Wider Vocabulary Exposure

- source
- evidence
- photograph

Expected Outcome by Year Group

Year 1

- Use photographs and objects to identify information about explorers.
- Ask simple questions about what they can see.

Year 2

- Use different historical sources to answer questions about explorers.
- Explain what information a source provides and why it is useful.

Lesson 7 - Endpoint Assessment

Learning Objective

To be able to explain why explorers from the past and present are remembered.

Statutory Knowledge



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	<ul style="list-style-type: none"> • Explorers are remembered for important achievements • Neil Armstrong and Tim Peake are significant explorers • People from different periods of time can be compared • Historical sources help us learn about people from the past <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Space exploration continues to change and develop • Explorers inspire future generations <p>Progression of Skills</p> <ul style="list-style-type: none"> • To compare people from different periods of time. • To explain why a person is significant. • To use historical vocabulary when discussing the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify Neil Armstrong and Tim Peake. • Describe what each explorer is remembered for. <p>Year 2</p> <ul style="list-style-type: none"> • Explain why the explorers are significant. • Compare their achievements using historical vocabulary and chronological understanding. <p>Endpoint Outcome</p> <p>Children create a simple comparison poster, timeline or class presentation answering the enquiry question: <i>Why do we remember explorers from the past and present?</i></p> <p>Children should:</p> <ul style="list-style-type: none"> • identify Neil Armstrong and Tim Peake • explain what each explorer achieved • describe similarities and differences between them • place them on a simple timeline 	
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	<ul style="list-style-type: none"> • explain why they are remembered today <p>Core Vocabulary Expected</p> <ul style="list-style-type: none"> • explorer • past • present • timeline • event • change <p>Quiz Basket</p> <ol style="list-style-type: none"> 1. What is an explorer? 2. What does past mean? 3. What does present mean? 4. What is a timeline? 5. What is an event? 6. What does change mean? 7. What is a source? 8. Which explorer is from the past: Neil Armstrong or Tim Peake? 9. Which explorer is from the present: Neil Armstrong or Tim Peake? 10. What important achievement is Neil Armstrong remembered for? 11. Where did Tim Peake live and work in space? 12. Why are Neil Armstrong and Tim Peake remembered today? 	
<p>Year A Spring 1</p>	<p>Enquiry Question <i>How have people from the past changed our lives today?</i></p>	



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<p>National Curriculum Links (History KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> "learn about the lives of significant individuals in the past who have contributed to national and international achievements" (<i>Florence Nightingale, Louis Braille and Rosa Parks</i>) "develop an awareness of the past, using common words and phrases relating to the passing of time" (<i>past, present, change</i>) 	<p>Lesson 1 - Who was Florence Nightingale? Learning Objective <i>To be able to describe why Florence Nightingale is remembered.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Florence Nightingale was a nurse Florence Nightingale cared for soldiers Florence Nightingale improved hospitals Florence Nightingale changed the way nurses worked <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Florence Nightingale was known as "The Lady with the Lamp" She worked during the Crimean War <p>Progression of Skills</p> <ul style="list-style-type: none"> To describe a significant person from the past. To recognise the difference between past and present. To use historical vocabulary when discussing the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify Florence Nightingale as a nurse from the past. Describe how she helped soldiers. <p>Year 2</p> <ul style="list-style-type: none"> Explain why Florence Nightingale is historically significant. Describe how her work changed hospitals and nursing. <p>Core Vocabulary</p> <ul style="list-style-type: none"> Florence Nightingale significance <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> nurse 	<p>Core Vocabulary (Using agreed whole-school definitions)</p> <ul style="list-style-type: none"> Florence Nightingale - A nurse who improved hospitals and cared for soldiers. Louis Braille - The creator of a reading system for blind people. Rosa Parks - A woman who stood up for equal rights by refusing to give up her seat on a bus. source - Something that tells us about the past (e.g. objects, pictures, writing). change - When something becomes different. significance - How important something is in history. <p>Previously Taught Vocabulary (Retrieved and Applied)</p> <ul style="list-style-type: none"> past - Something that has already happened. present - What is happening now. <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> artefact - An object made or used in the past. evidence - Information that helps us understand the past.
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<ul style="list-style-type: none"> "know where the people and events they study fit within a chronological framework" (<i>understanding that these significant individuals lived in the past and have influenced the present</i>) "identify similarities and differences between ways of life in different periods" (<i>comparing life today with life during the time of Florence Nightingale, Louis Braille and Rosa Parks</i>) "ask and answer 	<ul style="list-style-type: none"> soldier hospital <p>Lesson 2 - Who was Louis Braille? Learning Objective <i>To be able to describe why Louis Braille is remembered.</i> Statutory Knowledge</p> <ul style="list-style-type: none"> Louis Braille created a reading system for blind people Braille helped more people learn to read Louis Braille's work still helps people today <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Louis Braille became blind as a child Braille is used around the world today <p>Progression of Skills</p> <ul style="list-style-type: none"> To describe a significant person from the past. To explain why a person is remembered. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify Louis Braille as the creator of Braille. Describe how Braille helps people read. <p>Year 2</p> <ul style="list-style-type: none"> Explain why Louis Braille's contribution remains important today. Describe how his invention changed people's lives. <p>Core Vocabulary</p> <ul style="list-style-type: none"> Louis Braille significance <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> blind 	<ul style="list-style-type: none"> disability - A physical or mental condition that limits a person's movements, senses or activities. discrimination - Unfair treatment of people because of their colour, age, religion, disability or sex. equality - Ensuring that every individual has an equal opportunity to make the most of their lives and talents. protest - To disapprove or object to something. famous - Someone who is known about by many people. equality - Ensuring that every individual has an equal opportunity to make the most of their lives and talents. protest - To disapprove or object to something. famous - Someone who is known about by many people. courageous - Facing danger or standing up against the odds.
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<p>questions, choosing and using parts of stories and other sources to show that they know and understand key features of events" (using photographs, books, artefacts and other historical sources)</p> <ul style="list-style-type: none"> "understand some of the ways in which we find out about the past and identify different ways in which it is represented" (using sources and evidence to learn about 	<ul style="list-style-type: none"> • reading • disability <p>Lesson 3 - Who was Rosa Parks? Learning Objective <i>To be able to describe why Rosa Parks is remembered.</i> Statutory Knowledge</p> <ul style="list-style-type: none"> • Rosa Parks stood up for equal rights • Rosa Parks refused to give up her seat on a bus • Rosa Parks helped bring about change <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Rosa Parks lived in America • Many people joined the movement for equal rights <p>Progression of Skills</p> <ul style="list-style-type: none"> • To describe a significant person from the past. • To identify why people acted in a particular way. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify Rosa Parks as a significant person from the past. • Describe what Rosa Parks did. <p>Year 2</p> <ul style="list-style-type: none"> • Explain why Rosa Parks' actions were important. • Describe how her actions contributed to social change. <p>Core Vocabulary</p> <ul style="list-style-type: none"> • Rosa Parks • change <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • equality 	
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<p><i>significant people)</i></p>	<ul style="list-style-type: none"> • discrimination • protest <p>Lesson 4 - What do these people have in common? Learning Objective <i>To be able to compare significant people from the past.</i> Statutory Knowledge</p> <ul style="list-style-type: none"> • Florence Nightingale, Louis Braille and Rosa Parks helped others • Their actions improved people's lives • They are remembered because they made a difference <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • They lived in different periods of history • They helped different groups of people <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify similarities and differences between people from different times. • To explain why people are significant. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify ways the three individuals helped other people. • Recognise simple similarities between them. <p>Year 2</p> <ul style="list-style-type: none"> • Compare the contributions of Florence Nightingale, Louis Braille and Rosa Parks. • Explain why each person is considered significant. <p>Core Vocabulary</p> <ul style="list-style-type: none"> • significance • change 	
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	<p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• famous• courageous• achievement <p>Lesson 5 - How do we know about these people? Learning Objective <i>To be able to use sources to find out about the past.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Historians use sources to learn about the past• Sources can include photographs, books and objects• Sources help answer questions about historical people <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Different sources can tell us different things• Historians often use more than one source <p>Progression of Skills</p> <ul style="list-style-type: none">• To use sources to answer questions about the past.• To ask simple questions about historical people and events. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Use photographs, books and artefacts to learn about people from the past.• Identify information from a source. <p>Year 2</p> <ul style="list-style-type: none">• Use evidence from a range of sources to answer historical questions.• Explain how sources help us learn about significant individuals. <p>Core Vocabulary</p> <ul style="list-style-type: none">• source	
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	<p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• photograph• book• artefact• evidence <p>Lesson 6 - How have these people changed our lives today?</p> <p>Learning Objective</p> <p><i>To be able to explain how people from the past have influenced modern life.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Florence Nightingale changed nursing and hospitals• Louis Braille changed how blind people can read• Rosa Parks helped bring about equal rights• Their contributions still affect people today <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• People can make a difference through their actions• Significant people often leave a lasting impact <p>Progression of Skills</p> <ul style="list-style-type: none">• To explain why people are remembered.• To recognise how people have changed life today. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Describe one way each person helped people.• Recognise that their actions still affect people today. <p>Year 2</p> <ul style="list-style-type: none">• Explain how each individual's contribution has influenced modern life.• Describe the lasting impact of their achievements.	
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	<p>Core Vocabulary</p> <ul style="list-style-type: none"> • change • significance <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • influence • contribution • legacy <p>Lesson 7 - Endpoint Assessment</p> <p>Learning Objective</p> <p><i>To be able to explain how people from the past have changed our lives today.</i></p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Significant people can change the lives of others • Florence Nightingale, Louis Braille and Rosa Parks are remembered for important reasons • Their actions had lasting effects • We can learn about them using historical sources <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Different people can make a difference in different ways • The impact of significant people can continue for many years <p>Progression of Skills</p> <ul style="list-style-type: none"> • To explain why a person is significant. • To compare significant people from the past. • To use sources and historical vocabulary to discuss the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify Florence Nightingale, Louis Braille and Rosa Parks. • Describe why they are remembered. <p>Year 2</p>	
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- Explain why each person is historically significant.
- Compare their contributions and explain how they changed people's lives.

Endpoint Outcome

Children create a simple presentation, poster or class museum display answering the enquiry question:

How have people from the past changed our lives today?

Children should:

- identify Florence Nightingale, Louis Braille and Rosa Parks
- explain what each person did
- explain how they helped people
- explain why they are remembered today

Core Vocabulary Expected

- Florence Nightingale
- Louis Braille
- Rosa Parks
- source
- change
- significance

Previously Taught Vocabulary Retrieved and Applied

- past
- present

Quiz Basket: How Have People from the Past Changed Our Lives Quiz Basket

1. Who was Florence Nightingale?
 - o A nurse who improved hospitals and cared for soldiers.
2. Who was Louis Braille?
 - o The creator of a reading system for blind people.



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| | <ol style="list-style-type: none">3. Who was Rosa Parks?<ul style="list-style-type: none">o A woman who stood up for equal rights by refusing to give up her seat on a bus.4. What does significance mean?<ul style="list-style-type: none">o How important something is in history.5. What does change mean?<ul style="list-style-type: none">o When something becomes different.6. What is a source?<ul style="list-style-type: none">o Something that tells us about the past (e.g. objects, pictures, writing).7. How did Florence Nightingale help people?<ul style="list-style-type: none">o She improved hospitals and nursing.8. How did Louis Braille help people?<ul style="list-style-type: none">o He created a reading system that helps blind people read.9. How did Rosa Parks help people?<ul style="list-style-type: none">o She stood up for equal rights and helped bring about change.10. What is an artefact?<ul style="list-style-type: none">o An object made or used in the past.11. What is evidence?<ul style="list-style-type: none">o Information that helps us understand the past.12. How do we know about Florence Nightingale, Louis Braille and Rosa Parks today?<ul style="list-style-type: none">o We learn about them through historical sources.13. Why are Florence Nightingale, Louis Braille and Rosa Parks remembered today?<ul style="list-style-type: none">o Because they helped people and changed lives for the better.14. How have people from the past changed our lives today?<ul style="list-style-type: none">o Their actions and achievements still help people in the present. | |
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The Saints Academies

St Peter's CE Academy Alton

Key Knowledge History - KS1 Year A

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