



DOWN AMPNEY PRIMARY SCHOOL

Term 1

Unit Overview: KS1 History

Local Study

Enquiry Question – How do we know what Ralph Vaughan Williams/the Church were like in the past?

<p>National Curriculum objectives</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. <p>Chronological understanding</p> <ul style="list-style-type: none"> Develop an awareness of the past. Be aware of and describe features of the past. Identify similarities / differences between periods. <p>History Concepts</p> <ul style="list-style-type: none"> Talk about who was important eg in a simple historical account. Identify different ways in which the past is represented. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions relating to key concepts. Understand some ways we find out about the past. 	<p>Local study: A study of a significant local person and a local landmark.</p> <p>Substantive knowledge: Concepts</p> <p><u>Settlement</u></p> <ul style="list-style-type: none"> All Saints was founded by the Knights Templar in 1265, though much of its current shape is the result of a Victorian rebuilding. The striking spire dates to the 14th century, when the south porch was added. I know that the Church is usually at the centre of a settlement, however this is not the case in Down Ampney. The ancient church of All Saints' was built by the Knights Templar in the 13th century and is now on the edge of the village because the centre of gravity of the village moved when the plague struck. Ralph Vaughan Williams is a famous composer who was born in Down Ampney Village in 1872. 'Linden Lea' in Down Ampney was named after one of Ralph Vaughan Williams' compositions. <p>Disciplinary Knowledge</p> <p>Significance</p> <ul style="list-style-type: none"> Find key information about Ralph Vaughan Williams and his life. <p>Evidence</p> <ul style="list-style-type: none"> Identify relevant evidence which tells us more about a significant individual. <p>Similarity and difference</p> <ul style="list-style-type: none"> Analyse buildings within Down Ampney and compare similarities and differences to the All Saints Church building. 	<p>Key Topic Vocabulary</p> <p>past, present, before, after, old, older, Down Ampney, now, then, different, settlement, evidence, timeline, modern, local area, significant</p> <p>Phonics / polysyllabic words</p> <p>Significant Composer</p>	
		<p>Key People</p> <p>Ralph Vaughan Williams</p>	<p>Extended writing opportunities</p> <p>Biography about Ralph Vaughan Williams.</p>



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<p><u>Learning Journey Questions</u></p> <p>Why is the Church significant in Down Ampney? How do we know what the Church was like in the past? What is similar and different about the buildings in Down Ampney? Who was Ralph Vaughan Williams? Why is Ralph Vaughan Williams significant to us?</p>	<p><u>Prior learning:</u></p> <ul style="list-style-type: none"> • Develop an understanding of the past and present. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Teach children about a range of contrasting environments within both their local and national region. • Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Use everyday language related to time. • Order and sequence familiar events. • Answer ‘how’ and ‘why’ questions ... in response to stories or events. 	<p><u>Future learning</u></p> <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
<p><u>Reading opportunities</u></p> <p>Old, older, oldest Great Women Who Made History</p>	<p><u>British Values</u></p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: Pupils are encouraged to look at history through different perspectives, such as eye-witnesses or secondary accounts and learn that opinions and memories can differ for a variety of reasons. • Democracy: Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today and use vocabulary such as ‘fair’ ‘unfair’ ‘better’ ‘worse’ etc to describe their feelings about historical periods and events. <p><u>Christian Values</u></p> <ul style="list-style-type: none"> • Courage: Children will have a sense of enjoyment and fascination when learning about themselves and their local area and have the courage to ask questions to explore their identity and own history. • Respect: Children will understand the importance of significant people and what impact they had on the modern world. • Trust: Children will understand the importance of the church as a significant landmark in the local area and how trust in the church and God was central to village life in the past. 	