

History Curriculum Map & Skills Progression



Year 1 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Pupils should be taught about: <u>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</u> [Linked to study of arctic/ Antarctic explorers]</p> <p><u>Events beyond living memory that are significant nationally or globally.</u> [Linked to WW2 mini theme and Gunpowder Plot mini theme]</p> <p>Pupils should be taught about: <u>significant historical events, people and places in their own locality</u> [Linked to study of arctic/ Antarctic explorers]</p>		<p>Pupils should be taught about: <u>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</u></p> <p>Pupils should be taught about: <u>significant historical events, people and places in their own locality.</u> [Linked to Victorian study] [Recapped from Y1 Autumn term]</p>
Year 1 Key Skills		
<ul style="list-style-type: none"> • Use sources to answer <i>simple</i> questions about the past. • Ask and answer questions about the past through observing and handling a range of sources, such 		<ul style="list-style-type: none"> • Identify <i>some</i> similarities and differences between their own present and aspects of the past. • Place events and objects in order by using common phrases to show

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<p>as objects, pictures, people talking about their past, buildings, written sources.</p> <ul style="list-style-type: none"> Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 		<p>the passing of time (<i>old, new/young, days and months</i>).</p> <ul style="list-style-type: none"> Recognise the distinction between present and past in their own and other people's lives. Identify some similarities and differences between ways of life in different periods.
Year 1 Knowledge and Sequence		
<p>Explorers</p> <ul style="list-style-type: none"> What is an explorer? Using the book <i>The Great Explorer</i> by Chris Judge The journey of an explorer in cold climates. Artefact led lesson. What would you pack if you were going on an expedition? Why do you need_____? List things that are needed for survival. Compare the difference of packing for a hot climate expedition and a cold climate expedition. (Geography link) 		<p>Victorians</p> <ul style="list-style-type: none"> Who are the Victorians? The life of Victorian families and children. Compare life today to a Victorian life. Compare school today and Victorian school finding similarities and differences. Victorian day (experience using role play). Who is Queen Victoria? Link with Y2 to give a question and answers talk.

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<ul style="list-style-type: none"> • Create a fact file on Robert Falcon Scott. • Retell the story of Robert Falcon expedition using story maps and actions. • Interview a desert explorer and an arctic explorer. Create questions to ask. 		<ul style="list-style-type: none"> • Explore Victorian inventions and gain an understanding of the impact of the Victorian's discoveries/work on life today.
Year 1 Vocabulary		
<div> <div> Explorers Robert Falcon Scott voyage New World navigate expedition Antarctic 1901-1904 Discovery Expedition 1910-1913 Terra Nova expedition climate </div> <div> WW2 Week Remembrance Flanders Fields cenotaph wreath peace armistice Gunpowder Plot Day Guy Fawkes Houses of Parliament bonfire gunpowder King James I </div> </div>		<div> <div> Head Master back straightener cane blackboard chalk Victorian Queen Victoria 1837-1901 </div> <div> old new baby children grown up before after first last in the past </div> </div>

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