

Year 1 Scheme of Work 2026-2027

History in Year 1 History			
	Autumn	Spring	Summer
Focus Enquiry	How have toys changed in living memory?	How has Crewe changed in the last 100 Years?	Who were explorers and what did they do to change the world?
National Curriculum Statement	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	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory Lives of significant individuals Significant historical events
Key Learning and Activities	- What did toy the children's parents /grandparents played with look like? - How have the materials changed? - To reflect on the significance of Walter Tull (leader, brave, soldier, war, professional footballer, impact, achievements, national) and the War (remembrance, commemorate) - Prediction as to who Walter Tull is using photographs - Timeline of events - Designing a medal to commemorate Walter Tull - WT word bank - Sorting photos from football when WT was alive and football today - Researching Nicola Adams (comparing lives to WT) and making notes on her achievements - Sorting photographs of the lives of WT and Nicola Adams. - Why do we wear poppies? - Writing a question for a WW soldier.	- What does a shop look like? (Cold task) children to draw a picture of what the shops look like that they go to. - Role play using signs from shops when grandparents were little, what would we get from there, children to create a shop each and 'sell' what we would have bought from that shop. - Use pictures of shops from when grandparents were little- have a discussion around this. Picture sort of shops when grandparents were little, parents were little and today. - How has Crewe changed over the last 100 years – using historical maps and photos - Artefacts – children to predict what these artefacts are and what job they did, draw a picture and write facts about this. - Timeline of how shops have changed from when grandparents were little to now.	- Recognise items that would have been used in the past and modern items that were yet to be invented - Fact file on Roald Amundsen – who was he? - What was he famous for? - Know who Roald Amundsen is - Sequence events - Similarities and differences between transport used on ice (dog pulled sledge vs snowmobile)

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Key Vocabulary	History – past, present, future Before, now, a long time ago Old, fragile, worn, materials – wood, metal, tin, plastic	Industrial, growth, transport, timeline, shops, explore,	Explorer, voyage, expedition,
Historical Skills	- Children will be able to sequence events/objects in chronological order; now/next, past/present, months - Talk about their own life timelines. - Use a range of sources to find out characteristics of the past. - Describe similarities and differences between historical objects; artefact, compare, comparison - Children will observe and use pictures, photographs and artefacts to find out about the past. Children will observe or handle evidence to find answers to simple questions about the past.		
Disciplinary Knowledge	Historical Significance Sources and Evidence	Change and Continuity Sources and Evidence Similarity and Difference	Historical Significance Change and Continuity Sources and Evidence Similarity and Difference
Cross Curricular Links	Major Glad Major Dizzy-World War 1		
Useful Resources	https://www.bbc.co.uk/bitesize/articles/zxr d8hv https://www.bbc.co.uk/bitesize/articles/z8 x7m39 https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j	https://www.crewetowncouncil.gov.uk/council-services/crewe-heritage/heritage-resources https://www.bbc.co.uk/stoke/content/articles/2009/09/29/crewe_railways_feature.shtml	https://www.bbc.co.uk/teach/class-clips-video/articles/zjh8bdm