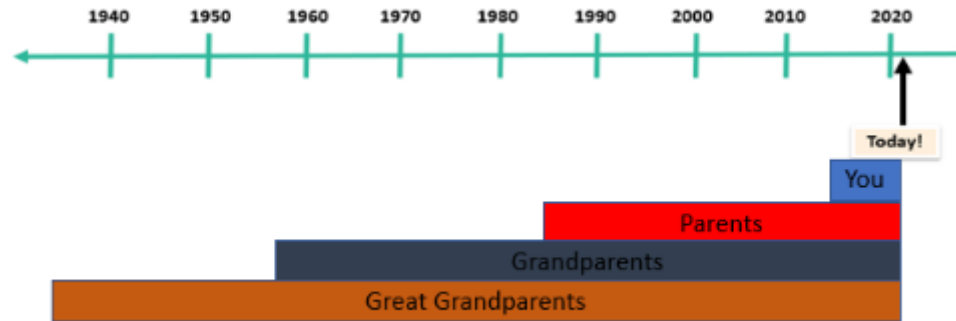




Year 1 Autumn

My Family History
 Has childhood always been the same?



Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught (knowledge about the past)	Making connections/How knowledge will be built upon
Link to Families topic from EYFS where children experienced: - <ul style="list-style-type: none"> • Talking about who is in their family. • Talking about who the members of their local community are. 	<ul style="list-style-type: none"> • Know people can be seen to change over time • Describe events from my own and my family’s life story • Use photographs, objects and stories to explain similarities and differences between past and present • Use ‘oral history to find out about the recent past by talking to your grandparents. • Know the Key features of home life in the 1950’s / 60’s /70’s • Recognise and classify toys from the 1950’s / 60’s /70’s – know which toys were popular. • Know what it was like in the 	Year 1 Great inventions the development of transport. Why do things change over time? Transport has changed across history so that people can travel further (between and across continents) today than they could before Homes reflect the times in which they were built, and so look different at different times in history

	<p>Classrooms in 1950's / 60's /70's</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Knows what life was like in the 1950s / 60s/ 70s • Order some events chronologically. Including things that happened before my own birth • We describe time (chronology), as shown in the timeline above, using special words: Decade is 10 years. Century is 100 years A month has 4 weeks. There are 12 months in a year 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Sequencing the past- Chronology</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Oral History Same Different Compare Before After Past Now Living Memory Modern Old</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> • Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance • Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. • Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p>		
<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Use a wide vocabulary of every day historical terms – now / then same / different 		

Year 1

- Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing
- Understand historical concepts and use them to make simple connections and draw contrasts.

Sequencing the past- Chronology

- Recognising the distinction between past and present.
- Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).
- Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).

Change and development Similarities and Differences

- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.
- Identify that some things within living memory are similar and some things are different.
- Recognise some similarities and differences between the past and the present.
- Identify some similarities and differences between ways of life in different periods.

Continuity and Change

- Begin to identify old and new things across periods of time through pictures, photographs and objects.
- Begin to understand that some things change and some things stay nearly the same.

Significance and interpretations Historical Significance

- Explain reasons why someone might be significant.
- Talk about why the event or person was important and what changed/happened

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Historical Enquiry Historical Investigations

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;

Year 1 Spring

Great Inventions- Planes, Trains and Trams



Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small>	Making connections/How knowledge will be built upon
EYFS - Farming and the inventions of machinery and tractors.	Know we can travel in many ways today Transport options have changed in living memory The Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot's licence Karl Benz invented the first car, and Henry Ford developed the assembly line, which was a new	The role of aeroplanes in warfare (Y6 WW2) Year 2 Seaside Holidays- Know of the impact of the aeroplane on the world because it made long-distance travel quick, cheap and easy. Year 1 'The Greatest explorers' -how they travelled

	<p>way of making cars that made them affordable for everyone</p> <ul style="list-style-type: none"> • Know we can travel in many ways today. People in the past could travel less far than we can today • Options to travel in the air, by car or by train have changed over time. • Know of the development of the railway and trains. • Know of key people involved in the development of the railway - Richard Trevithick, George Stephenson • Know the Wright brothers invented the aeroplane . • Know of the first commercial aeroplane flight that took place in 1914 in Florida, USA. • Trams – Know the significance of Blackpool’s Trams. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework • Knows about the time period of late 1800s and early 1900s and how the great inventions affected these time periods 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Change and Development</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Inventor, invented, flight, travel, journey, evidence, transport, significance,</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> • Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance • Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. 		

Year 1

- Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Key Assessments – Highlighted

Sequencing the past- Chronology

- Recognising the distinction between past and present.
- Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).
- Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).

Change and development Similarities and Differences

- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.
- Identify that some things within living memory are similar and some things are different.
- Recognise some similarities and differences between the past and the present.
- Identify some similarities and differences between ways of life in different periods.

Continuity and Change

- Begin to identify old and new things across periods of time through pictures, photographs and objects.
- Begin to understand that some things change and some things stay nearly the same.

Significance and interpretations Historical Significance

- Explain reasons why someone might be significant.
- Talk about why the event or person was important and what changed/happened.

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

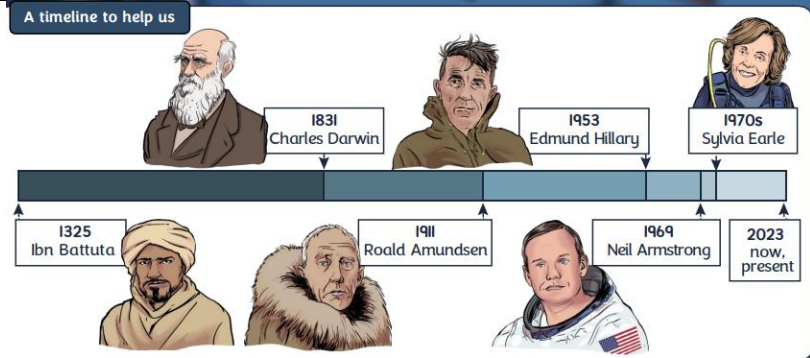
- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- talk and write about things from the past using some historical vocabulary

Year 1

Explorers

Who were the greatest explorers?





Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught (knowledge about the past)	Making connections/How knowledge will be built upon
<p>Y1 Great inventions – The development of transport</p>	<ul style="list-style-type: none"> • Know written records are an important way of finding out about explorers. We can also use photographs, maps and objects. • Name some significant explorers from the past - Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary and know their achievements. • Know some of the reasons why people explore. • Know some explorers are considered to be so significant that their achievements are remembered with memorials including statues, stamps, coins and street and place names. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • To use words like past, before, present, then and now to show my understanding. • To study explorations from different times and make comparisons between them 	<p>Y2 Holidays – travel to our holiday destinations and exploring new places.</p>

	<ul style="list-style-type: none"> To use a timeline to show the order of life events. 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Significance and interpretations</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Explorer Explore Exploration Significant Before After Past Present monument continuity change then now</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p> <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development Similarities and Differences</p> <ul style="list-style-type: none"> Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and differences between the past and the present. Identify some similarities and differences between ways of life in different periods. <p>Continuity and Change</p> <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects. 		

Year 1

- Begin to understand that some things change and some things stay nearly the same.

Significance and interpretations Historical Significance

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Historical Interpretations

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Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, *voyage*, society;
- talk and write about things from the past using some historical vocabulary

Historical Enquiry Historical Investigations

- Identify some of the basic 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 (pictures, plays, films, written accounts, songs, museum displays, stories)
- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;

Using sources as evidence

- Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.
- Use sources to answer *simple* questions about the past.