



# WHOLE SCHOOL PE OVERVIEW



## YEAR 1

### Unit 1: Autumn Term (NAME) How did my grandparents live?

Unit Context	<p>Changes within living memory: When my great grandparents were young – shopping and holiday habits</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Changes in technology in last 50 years – fridges, materials, packaging, ready meals - link to advances in technology (trains, swimming costume materials, seaside resorts) etc.</li> <li>• <b>Housing and architecture</b> What did shops look like in the past? What did beach fronts look like in the past?</li> <li>• <b>Food, Farming and Trade</b> What goods were made? What was sold, traded in tourist locations?</li> <li>• <b>Weapons and warfare</b> Shopping in wartime – rationing, grow your own etc.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – <i>I was born, I started school, Last Christmas etc.</i></li> <li>• Identify that things from the past might be different to those today – <i>e.g. houses, cars, games, clothing, technology etc.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime - <i>How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc.</i></li> <li>• With support, sequence artefacts in chronological order – <i>foods, signs, shopping based technologies, swimsuits, sea fronts etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives – <i>How was life different now to when your grandparents were 6?</i></li> <li>• Identify that some things have stayed the same – <i>grandparents had to shop, had to eat healthily, grandparents had holidays, people still go to the beach or buy ice creams etc.</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past - <i>Guided enquiries using knowledge from topic.</i></li> <li>• Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about a person or an event. – <i>Family photographs, heirlooms etc.</i></li> <li>• Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – <i>clothing, housing etc.</i></li> </ul>
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• Children should be able to describe the similarities and differences between shops now and shops in the past. Including, what you can buy, what they looked like inside, tills, convenience etc.</li> <li>• To know how shopping has changed in the last 50 years. Children should be able to sequence images of the inside and outside of shops to show how they have changed and developed.</li> <li>• To understand how technological advances have influenced shopping e.g. electronic tills, self-service tills, fridges and freezers, lighting, trolleys, barcodes etc and the impact this has had on people's lives.</li> <li>• To understand at least one other element of life that has changed in the last 50 years e.g. holidays.</li> </ul>

**Unit 2: Spring Term  
(NAME)**

<p>Unit Context</p>	<p><b>Why do we remember the 5<sup>th</sup> November?</b>            Significant event: Significant historical event – Gunpowder Plot 1605</p> <ul style="list-style-type: none"> <li>• <b>Housing and architecture</b> Houses of Parliament cellars basements etc.</li> <li>• <b>Society (politics and class)</b> Parliament: Catholic attempt to remove Protestant monarchy</li> <li>• <b>Beliefs</b> Catholic Protestant</li> <li>• <b>Weapons and warfare</b> Gunpowder fireworks and firework safety</li> </ul>
<p>Disciplinary knowledge</p>	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – <i>attempt to blow up parliament</i></li> <li>• Identify that things from the past might be different to those today – <i>e.g. weapons, houses, fashion, cities etc. Absolute power pf monarch.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime. – <i>length of monarchs rule etc.</i></li> <li>• Identify that events and changes have happened in order and sequence events in chronological order – <i>order of the gunpowder plot timeline</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives - <i>What was different when Guy Fawkes was around? What would happen if someone tried it now? Would they be burned? Could you get under parliament that easily now?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identifying that certain events have had major consequences in history - <i>Guy Fawkes was burned. Effect on religion – Catholics? Dangers of gunpowder realised – firework safety.</i></li> <li>• Identify some people whose actions have had major consequences in history.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Begin to identify why certain people/events are significant in history.</li> <li>• Recognise that we celebrate significant events that happened a long time ago – <i>Bonfire night</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past - <i>Guided enquiries using knowledge from topic.</i></li> <li>• Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about someone or something. – <i>Guy Fawkes barrels, clothes etc.</i></li> </ul>
<p>Substantive knowledge</p>	

**Unit 3: Summer Term  
(NAME)**

Unit Context	<p><b>Who was the 'father' of our railways?</b>            Significant people from history- George Stephenson            For the first term, focus on the significance of George Stephenson then in the second term, begin to look at the Wright brothers and their invention. Spend time drawing comparisons between the two. Could also look at Karl Benz.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Invention of his Steam Engine (Rocket)</li> <li>• <b>Housing and architecture</b> – Railway stations</li> <li>• <b>Food Farming and Trade</b> – people were now able to travel and trade goods from further afield</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that things from the past might be different to those today – <i>e.g. transport</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events and changes have happened in order and attempt to sequence events in chronological order – <i>different modes of transport</i></li> <li>• Identify that there have been different periods of time, which have happened in a specific order – <i>Tudors, Victorians, 20<sup>th</sup> C etc.</i></li> <li>• Sequence artefacts or events from distinctly different periods of time (3-4 items) – <i>Modes of transport, Transport related inventions etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives – <i>How was life different before trains/planes were invented? How did it change life for the average person?</i></li> <li>• Identify that some things have stayed the same – <i>People wanted to move around. People needed to sell their goods etc.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify that certain events have had major consequences in history – <i>George Stephenson's developments led to national railways etc. Whole country became more accessible, Mechanised flight brought on lots of other different</i></li> <li>• Identify some people whose actions have had major consequences in history -</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Begin to identify why certain people/events are significant in history – <i>achievements, impact, how would life be different if they hadn't done what they did?</i></li> <li>• Identify why some individuals are significant both locally and nationally – <i>George Stephenson – growth of the area, growth of railways nationally etc. effect on the world of his inventions</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past on events beyond living memory - <i>Guided enquiries using knowledge from topic.</i></li> <li>• Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about someone or something. – <i>George Stephenson's suitcase. Wilbur or Orville's briefcase.</i></li> <li>• Begin to make reasoned interpretations about why some artefacts belong to certain people or eras – <i>could compare types of planes or transport methods.</i></li> </ul>
Substantive Knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To know what transport is and how it has changed since The Victorian era</li> <li>• To know who Karl Benz (horse and carriage and cars), George Stephenson (trains) and The Wright Brothers (aeroplanes) are and how their inventions have changed transport over time</li> <li>• To know some key inventions and be able to place them in chronological order e.g. first railway was Stockton --&gt; Darlington, Stephenson's Rocket, passenger train etc.</li> <li>• To be able to give reasons why/how life has changed due to the introduction of railways</li> </ul>