

Year 1 History



Autumn Term	Spring Term	Summer Term
Where we study significant events and people from the past to think about how they have influenced our lives here and around the world.		
<p>Events beyond living memory that are significant nationally (commemorated by anniversaries) Gun Powder plot 1603-1606</p>	<p>Changes in Living memory Toys 1800's – to present</p>	<p>Lives of significant others who contributed and compare aspects of life in different periods Grace Darling (RNLI) 1815-1842</p>

<p>Progression of Historical skills (entering)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils are beginning to remember key events about the areas they have studied <p>Questioning</p> <ul style="list-style-type: none"> • Pupils are beginning to answer questions verbally related to an area of study <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils are beginning to use names and places that link to areas of study • Pupils can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils are beginning to compare two events, saying which one happened first • Pupils have seen a timeline • Pupils may begin to make simple links between areas of study 	<p>Progression of Historical skills (developing)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils can remember some key events about the areas they have studied <p>Questioning</p> <ul style="list-style-type: none"> • Pupils are beginning to ask simple questions when they are unsure • Pupils are answering questions verbally related to an area of study with increasing accuracy <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can use names and places that link to areas of study • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g a long time ago <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils can compare two events, saying which one happened first • Pupils are beginning to understand timelines • Pupils may begin to make simple links between areas 	<p>Progression of Historical skills (secure)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils can remember most key events about the areas they have studied • Pupils are beginning to understand that they can find historical information in books <p>Questioning</p> <ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer some questions verbally related to an area of study <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can use and are beginning to remember names and places that link to areas of study • Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago <p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy • Pupils know what a timeline is • Pupils are beginning to make comparisons between areas of study
<p>Topic key questions</p> <p>What is History? Activity - Show children a range of artefacts. Introduce concept that things happened before they were born. Discussion around those people having feelings, attitudes. People can be affected by events and tell stories about them. Expose to the vocabulary of how we can tell it old, past, long ago.</p>	<p>Topic key questions</p> <p>What are our toys like today? Activity – hide the toys in a feely bag. Children to feel and describe. After, put all children toys together ask the children how we can sort them – size etc. Focus is understanding the now so can compare later on.</p> <p>Who plays with these toys?</p>	<p>Topic key questions</p> <p>What did Grace do that made her famous and why is she still remembered? Activity – use pictorial clues for children to make inferences. Create a vocab wall e.g. storm, rescue. Create a rescue timeline</p>

<p>What do you know about bonfire night? Activity - odd one out/slow reveal pictures – rhythm remember, remember CT record on board and photo</p> <p>What did Guy Fawkes do that makes us burn a guy every year? Activity - Children to act out the story of the plot in sequence (creates a time line of events)</p> <p>What went wrong with the plot, how do we know? Activity - Children to consider evidence – lots of discussion</p> <p>How well did the TV show tell the story? Activity - Children watch the clip and form an opinion based on what they know if it was good or could be improved. Children write or record a message to the producer with their thoughts</p> <p>Is it right to still burn a Guy? Activity – bring in a guy. Children share their views, consider pets, safety. Allow children to share and expand of their views and arguments</p>	<p>Activity – children match and order 4 toys to different age groups (e.g. new born, rattle, 5 yr old a bike) demonstrates toys change with age. Chronology How old do they think? Why? Introduce more vocab to more able</p> <p>How can we tell these toys are old? Activity – sort into hoops old/new toys. Create a Venn if need. Ask children to explain how they know where to put them. Are there equivalents? Encourage use of vocabulary</p> <p>What were your grandparents’ toys like and how do we know? Activity – create a suitcase with ‘grandad’s favourite toys’ show old toys and discuss how we know they are old, what were they etc. Children to caption three pictures of toys. – Additional homework task – ask grandparents to complete a survey of their toys and create graphs</p> <p>Who played with these toys a long time ago? Activity - Show children pictures of children playing with toys. Chn then use the picture clues to try and explain how they know the toys are from long, longer ago.</p> <p>Can you set up a toy museum? Clumsy curator has muddled up the toys. Can you help? Children sort the toys and write captions you can tell this is old because LA Match captions</p>	<p>Why did Grace do what she did and what made her actions so special? Activity – Read the story, discuss the dangers they faced, why do you think they still did this? Give the children 4 reasons and ask them to prioritise – explaining their decisions.</p> <p>Did Grace really carry out this brave act on her own? Activity – compare difference in pictures, what is similar. Why might the pictures show differences (one just Grace, one with her dad?) Enquiry</p> <p>How do we know about Grace’s actions which happened so long ago? Activity – Prove it! Use the evidence, pictures etc for children to prove it happened a long time ago (e.g. the clothing, old boat a lighthouse)</p> <p>How did sea rescue improve after her heroic action? Activity – compare the rescue back then to the RNLI – their resources and procedures (e.g call 999)</p>
<p>Comparisons to then and now Then – gunpowder, now specialist pyrotechnics Still make Guys to burn Security is still very high at the Houses of Parliament</p>	<p>Comparison to then and now Consider each lesson comparisons between the toys then and now Who plays with the toys then and now What has changed mainly in terms of what we play (e.g. electronics, gaming)</p>	<p>Comparison to then and now Manual lighthouses, now automatic RNLI rescue Modern day heroes – Marcus Rashford (school meals) NHS heroes</p>
<p>School artefacts See paper/online resources in the Year 1 history folder</p>	<p>School artefacts Train, duck on bike, diablo, cup and egg, Ferris wheel, motor bike, tap dancer, Austin car, sprint racer, elephant on a bike, blow football, Tarzan’s crocodile, toy bison horse toy</p>	<p>School artefacts See paper/online resources in the Year 1 folder folder</p>

National curriculum

Pupils develop an awareness of the past using common words and phrases relating to the passing of time
 They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 Pupils develop vocabulary of every day historical terms.

National curriculum

Pupils develop an awareness of the past using common words and phrases relating to the passing of time
 They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 Pupils develop vocabulary of every day historical terms.

National curriculum

Pupils develop an awareness of the past using common words and phrases relating to the passing of time
 They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 Pupils develop vocabulary of every day historical terms.

Key vocabulary for children

Gunpowder	A chemical explosive
Houses of Parliament	Place where important government people meet
Treason	A crime of killing the king or queen
Catholic	Member of the Roman Catholic church
Protestant	Member of the Church of England
Torture	To severely hurt or injury someone badly
Plotters	People who secretly make plans to do something bad
Guy Fawkes	Part of a group plotting to kill king James I
Kings James I	King of England 1603-1625

Key vocabulary for children

Toys	An object for a child play with
Old	Something that belongs in the past, opposite to new
Past	Something that has already happened
Artefact	An old object made by a human
Similar	Objects that have the same things alike
Different	Not the same as each other
Modern	An object that is now or not very long ago
New	Object just made

Key vocabulary for children

lighthouse	A tower with a beacon to warn ships about the rocks
shipwreck	Sinking or breaking up of a ship at sea
heroine	A woman admired for been really brave
Northumberland	A place in the north east
rescue	Someone is saved from a dangerous situation
survivors	A person who stays alive in an event where others have died
boat	A Vessel that can travel on water
coast	The land near the sea

Keys dates and events

1603	King James becomes King of England
1604	Many Catholics are angry about this
May 1604	A group of catholic men start to plot
March 1605	They hide gunpowder under the Houses of Parliament
1 st Nov 1605	King James I finds out about the plot

Keys dates and events

Thousands of years ago.	Toys made from stones, carved from wood
1800s	Metal toys – toy soldiers, spinning wheels. Rag and peg dolls
1902	First teddy bears
1903	Wax crayons
1907	Meccarno
1939	Lego
1959	Barbie doll
1989	First electronic games

Keys dates and events

1669	Oldest lighthouse is built
1815	Grace Darling is born
1825	The Darlings move into Longstone Lighthouse
1838	The SS Forfarshore crashes Queen Victoria rewards Grace Darling
1842	Grace darling dies
1880	A book about Grace is written
1938	Museum opened in memory of Grace Darling

5 th Nov 1605	Guy Fawkes is captured		
January 1606	Guy Fawkes is executed		

<p>Cross curriculum links</p> <p>Geography (landscapes – human and physical features))</p> <p>Music (dance/sport through the ages)</p>	<p>Literacy (spoken word, writing)</p> <p>Maths (concept of time)</p> <p>RE (religious concepts – Gunpowder plot/moral dilemma)</p>	<p>Science materials – Toys</p>
---	---	---------------------------------