



History Long Term Plan: Year 1

What are the aims and intentions of this curriculum?

Pupils will learn:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Term	Topic	Key Learning	Vocabulary
Autumn	All about me! (Changes within living memory)	<p>What is my history?</p> <ul style="list-style-type: none"> • Know how to order three photographs on a simple timeline. • Know that what is happening now is called the present, and everything that happened before is called the past. • Know how to use vocabulary such as past, present and memory. <p>How can I find out more about myself?</p> <ul style="list-style-type: none"> • Can talk about three memories. • Know how to arrange memories on a timeline. • Can explain why memories are special, for example, an event or occasion. <p>How are special events remembered?</p> <ul style="list-style-type: none"> • Can recall four events celebrated throughout the year. • Can begin to recognise similarities and differences between how people celebrate events 	<p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: now, present, past, timeline, remember event, significant Celebrate, celebration, childhood, living memory, lifetime, time capsule.</p>



		<p>What was it like for children in the past?</p> <ul style="list-style-type: none">• Can ask questions about the past.• Can compare the past to today <p>What have I learnt about childhood in the past?</p> <ul style="list-style-type: none">• Can think of one similarity between childhood now and childhood in the past.• Can think of one difference between childhood now and childhood in the past <p>How am I making history?</p> <ul style="list-style-type: none">• Know how to use correctly use the language of time• Can think of three ideas about themselves to add to a time capsule.• Can discuss possible changes in the future.	
Spring	How have toys changed?	<p>What is your favourite toy?</p> <ul style="list-style-type: none">• Can recall my past when talking about my favourite toy.• Can use words relating to time (old, new, now, long ago, then, before, after).• Know how to add items onto a timeline. <p>Did your parents and grandparents play with the same toys as you?</p> <ul style="list-style-type: none">• Can locate within living memory on a timeline.• Can ask questions about the past.• Can compare the past to today <p>What were toys like in the past?</p> <ul style="list-style-type: none">• Know how to add items onto a timeline.• Can sort and sequence artefacts from different time periods.• Can use words relating to the passing of time.• Can ask and answer questions about artefacts <p>What is similar and different about toys now and in the past?</p>	<p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: old, new, now, long ago, then, before, after, parent, grandparent, living memory, past, present, change, toy, old, modern</p>



		<ul style="list-style-type: none"> • Can identify similar toys from different periods. • Can identify differences between toys <p>How have teddy bears changed over time?</p> <ul style="list-style-type: none"> • Can identify changes between teddy bears from now and 100 years ago. • Can identify similarities between teddy bears from now and 100 years ago. • Can explain why teddy bears have been a popular toy for over 100 years. • <p>How have toys changed?</p> <ul style="list-style-type: none"> • Can identify toys that children play with now. • Can identify toys that children played with in the past. • Can describe ways in which some toys have changed over time 	
<p>Summer</p>	<p>How was school different in the past</p> <p>(significant historical events, people and places in their own locality)</p>	<p>Were schools different in the past?</p> <ul style="list-style-type: none"> • Can correctly place four photographs on a timeline. • Can recognise similarities and differences between schools. • Know that schools have changed over time. <p>How have schools changed within living memory?</p> <ul style="list-style-type: none"> • Can ask questions about the past. • Can compare schools in the past with schools today <p>How were schools different in the 1900s?</p> <ul style="list-style-type: none"> • Can make some inferences from historical information. • Know how we can find out about schools in the past <p>How have schools changed?</p> <ul style="list-style-type: none"> • Can recognise features of modern classrooms. • Can recognise features of classrooms 100 years ago. 	<p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: beyond living memory, past, present, source, evidence, decade, past Present, source, evidence, similar, different, modern</p>



History Curriculum: Year 1

		<ul style="list-style-type: none">• Can think of similarities and differences between classrooms now and in the past. <p>What is similar and different about schools now and in the past?</p> <ul style="list-style-type: none">• Can find two differences for each period.• Can find two similarities for each period.• Can compare schools today with schools from two periods of time. <p>Enquiry Question: Would you have preferred to go to school in the past?</p> <ul style="list-style-type: none">• Can explain whether they would have preferred to go to school in the past or not.• Can use facts learnt about schools in the past to make a decision.• Know how to express a personal response to history.	
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