

Whitefield Primary School - Long Term Curriculum Overview Year 1

History

NC KS1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Why is it good to be me? (overview study)</u> NC: Pupils should be taught about: Changes within living memory.</p> <p>1. Using a photograph of themselves. Identify their features. 2. Using a photo of themselves as a baby and themselves now- identify similarities and differences. Use historical vocabulary to describe themselves in the past. 3. Sequence objects on a timeline relating to childhood e.g. a baby</p>		<p><u>What kind of house do you live in? Have our houses changed over time?</u> NC: Pupils should be taught about: Changes within living memory. Events beyond living memory that is significant nationally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>1. Using the local area, pupils go on a learning walk and identify key features of modern day houses. 2. Identify different types of homes. Identify similarities and differences. Use correct vocabulary. 3. Look at homes from the past sort into groups. Place them on a timeline.</p>		<p><u>Who is Queen Elizabeth II and have we always had a Queen?</u> NC: Pupils should be taught about: Changes within living memory. Events beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>1. What is a Monarch? List criteria. Identify similarities/differences between castles/palaces and regular homes. 2. Who knows who our Monarch is? Research- create a fact file on her. Place significant events on a time line e.g. the Jubilee</p>	

	<p>toy, a toddler toy, a toy for a 5yr old.</p>		<p>4. Study homes from 1940's Identify key features. Label household objects. Sort into groups. Place on timeline. WOW-visit museum and experience Wash Day in 1940. Write a recount of their visit.</p> <p>5. Introduce photo of Kitty Wilkinson - Why is she remembered? How did she change lives locally?</p>		<p>celebrations. Why do we celebrate these?</p> <p>3. Has she always ruled the country? Create a class royal family tree. Pupils create their own family tree.</p> <p>4. Introduce Queen Victoria. Explain she lived a long time ago. She's the Queen's great-great grandmother. Identify continuity and change/similarities and differences.</p> <p>5. Research changes that happened in Britain during her reign (sending Christmas cards, having Christmas trees, railways etc)</p> <p>6. Introduce Queen Elizabeth 1 use pictures and identify how they look different. Explain she ruled a long, long time ago. Children identify similarities/ differences between Tudor Life and Life now.</p> <p>7. Place monarchs on a timeline. Explain how they are same /different.</p>	
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Chronological understanding

- Can they create personal timelines .Can they put up to 3 objects in chronological order? Can they tell me about things that happened when they were little?
- Can they use time words and phrases e.g. old, new, long time ago?
- Can they use phrases like 'when Grandad was little'?
- Can they recognise that a story told to them may have happened a long time ago?
- Can they say why they think a story was set in the past?

Knowledge and interpretation

- Can they explain about past events, differences between past and present in our own/others lives?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as a dolly tub, washboard?
- Can they explain why certain objects were different in the past e.g. kitchen appliances, music systems, televisions?
- Investigate how times have changed and differences in transport, entertainment, homes, household objects etc;
- Do they understand that we have a Queen who rules us and that Britain has had a Queen for many years?
- Can they compare and contrast current queen with Elizabeth 1st/Queen Victoria
- Do they know who will succeed the queen and how the succession works?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they find out about the past through asking an older person?
- Can they give a plausible explanation about what an object was used for in the past?
- Can they give a recount of the actions of a significant person from Liverpool (Kitty Wilkinson) and how they impacted on local home life?
- Can they give a plausible explanation about an artefact/photograph from the past?
- Can they find out more about a famous person from the past by researching and using a variety of sources of information?

Organisation and communication

- Can they demonstrate their knowledge and understanding of the past in different ways e.g. role play, drawing writing and talking