

**Subject: History Year 1**

**What are the aims and intentions:**

**That all the children:**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History - key stages 1 and 2 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Links to EYFS:**

**Knowledge and understanding of the world**

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To look closely at similarities, differences, patterns and change.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Nurse Nurse	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]	Provide some criteria about what makes a person significant in history. Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell.	Who is Florence Nightingale? What does a nurse do? Why are they important?

		<p><u>Historic enquiry</u> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p> <p><u>Chronological Understanding</u> Understand the difference between things that happened in the past and the present Describe things that happen to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago</p>	<p>Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today.</p> <p>Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived.</p> <p>Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.</p>	<p>How has nursing changed? How did she change history?</p>
	Key Vocabulary	<p>Nurse, Year, decade, century, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers 1960s, toys, materials, wood, plastic, simple, mechanical, inventions, homes, houses, grandparents' time, the older generation, memories, drawing photograph, camera, detective, opinion, artefact What...? When...? Where...? Florence Nightingale, Mary Seacole, hospital, Queen, king.</p>		
		<p>Cultural Capital: nurse visit, topic boxes, role play, books.</p>		
Spring	God Save the Queen	<p>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]</p> <p><u>Historic enquiry</u> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer</p> <p><u>Chronological Understanding</u> Understand the difference between things that happened in the past and the present</p>	<p>Demonstrate an understanding of the chronology of various significant British kings and queens, such as Elizabeth I and Queen Victoria.</p> <p>Know the chronological order of some queens.</p>	<p>Who is the Queen? What is the role of the queen? How are the queens similar/different?</p>

		Describe things that happen to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago	Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.	
	Key Vocabulary	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, grandparents' time, the older generation, memories, What...? When...? Where...? , Queen, king.		
		Cultural Capital: Coronations, national anthem, jubilee party, weddings.		
Summer	Magnificent Materials  (Toys through history)	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.  <u>Historic enquiry</u> Identify different ways in which the past is represented look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.  <u>Chronological Understanding</u> Understand the difference between things that happened in the past and the present Describe things that happen to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago	Explain what they know about toys today. Explain how we can find out about the past. Describe features of different toys. Recognise old and new toys. Use words relating to the passing of time.	What are the toys we use today? How have the toys changed? How are the toys the same/different? Which toys are modern? How do you know?
	Key Vocabulary	Year, decade, century, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers 1960s, toys, materials, wood, plastic, simple, mechanical, inventions, grandparents' time, the older generation, memories, drawing photograph, camera, opinion, artefact What...? When...? Where...?		
		Cultural Capital: beamish, Preston park, bowes museum, visitor.		