



# Year 1: History



## Autumn Term – Local Area

### *Enquiry: Why is the history in my local area significant?*

| Overview of unit:  | Substantive Knowledge:  | Disciplinary Knowledge:   |
|--|---|---|
| <p>Pupils should be taught about events beyond living memory that are significant nationally or globally. Our Year 1 historians will know about the lives of significant individuals in the past who have contributed to national and international achievements and consider significant historical events, people and places in their own locality. As part of this topic, the children will learn about their school, why and when it was built and they will learn about the Baulcombe family, who attended the school and then fought for their country during the war. They will learn about the lives of John Cadbury and William Shakespeare and discover the impact that they have on the local area today.</p> | <ul style="list-style-type: none"> <li>➤ Why was Bentley Heath School built?</li> <li>➤ What did John Cadbury do in 1824 and why is it important today?</li> <li>➤ Who is William Shakespeare and what did he write around the year 1595?</li> <li>➤ How did the First World War affect the lives of people where I live?</li> <li>➤ Who were the Baulcombe family of Bentley Heath and why do we remember them?</li> </ul> | <p><b>Identify</b><br/>Distinguish something or someone from others that may be similar.</p> <p><b>Describe</b><br/>'Say what you see'. Give an account in words of something or someone.</p> <p><b>Observe</b><br/>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p><b>Select</b><br/>Decide upon and choose that information considered most suitable or relevant.</p> <p><b>Categorise/Classify</b><br/>Arrange information into groups according to shared qualities or characteristics.</p> <p><b>Sequence</b><br/>Place a set of related events or things that follow each other into an order.</p> <p><b>Compare and contrast</b><br/>Find similarities and differences.</p> <p><b>Recall</b><br/>Remember and recount something learned.</p> <p><b>Reason/speculate</b><br/>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p><b>Summarise</b><br/>Outline or sum up briefly the main points about something.</p> <p><b>Empathise</b><br/>Placing yourself in another's position to better understand their motives, decisions and actions.</p> |

Sequence:

In Nursery and Reception pupils were supported to make sense of their own life story and of past and present. They examined and talked about images of familiar situations in the past and examined

artefacts from the past commenting on similarities and differences to modern day equivalents. Through story and role play, the children heard and discussed accounts of the past involving people, places and events. They were supported to organise events using basic chronology and were taught to recognise that things happened before they were born.

Important Subject Vocabulary

Manufacture- something made from new materials

Commercial- the buying and selling of goods

Marketing- promoting a product

Conditions – the state something is in

Social change- the way human relationships and behaviours change over time

Patriotic- feeling a love for and loyalty for one's country

Enlist- to join the army, navy or air force

Memorial- a ceremony, custom, building,

**Spring Term**

**Enquiry: *What does it take to be a great explorer?***

| Overview of unit:  | Substantive Knowledge:  | Disciplinary Knowledge:  |
|--|---|--|
| <p>Pupils should be taught about changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. Our Year 1 historians will learn about events beyond living memory that are significant nationally or globally and they will study the lives of significant individuals in the past who have contributed to national and international achievements. Through the use of photographs, films, paintings, woodcut prints, letters and maps our historians will understand the achievements of a number of great explorers through time and consider some of the things that they have in common.</p> | <ul style="list-style-type: none"> <li>• What an explorer does both in the past and in modern times</li> <li>• The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer</li> <li>• The accomplishments of Amy Johnson</li> <li>• Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time</li> <li>• What Christopher Columbus succeeded in doing during his expeditions</li> <li>• Why Christopher Columbus was able to accomplish what he did</li> <li>• Who Neil Armstrong was and what he achieved in 1969</li> <li>• What the 'space race' was during the 1960s</li> <li>• The challenges that will be faced by explorers to Mars</li> <li>• The personal qualities that most explorers must have to succeed</li> </ul> | <p><b>Identify</b><br/>Distinguish something or someone from others that may be similar.</p> <p><b>Describe</b><br/>'Say what you see'. Give an account in words of something or someone.</p> <p><b>Observe</b><br/>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p><b>Select</b><br/>Decide upon and choose that information considered most suitable or relevant.</p> <p><b>Categorise/Classify</b><br/>Arrange information into groups according to shared qualities or characteristics.</p> <p><b>Sequence</b><br/>Place a set of related events or things that follow each other into an order.</p> <p><b>Compare and contrast</b><br/>Find similarities and differences.</p> <p><b>Recall</b><br/>Remember and recount something learned.</p> <p><b>Reason/speculate</b><br/>Thinking and forming ideas about something without necessarily firm</p> |

|  |  |  |
|--|--|--|
|  |  | evidence yet to back it up – conjecture, supposition.<br><b>Summarise</b><br>Outline or sum up briefly the main points about something.<br><b>Empathise</b><br>Placing yourself in another’s position to better understand their motives, decisions and actions. |
|--|--|--|

Sequence:

In Nursery and Reception pupils were supported to make sense of their own life story and of past and present. They examined and talked about images of familiar situations in the past and examined artefacts from the past commenting on similarities and differences to modern day equivalents. Through story and role play, the children heard and discussed accounts of the past involving people, places and events. They were supported to organise events using basic chronology and were taught to recognise that things happened before they were born. The children were taught to compare and contrast characters from stories including important figures. In the previous Year 1 unit, the children were introduced in more detail to the disciplinary knowledge needed for this unit to be successful.

Important subject vocabulary

Voyage-a long journey especially by ship Explore travel to discover or to search for something

Pioneer-a person who does something for the first time

Discrimination-where someone or a group of people are treated differently or unfairly

New World-the lands of North America and South America that were not known to most Europeans until the 1500s

Navigate-travel along a planned route from one place to another

Merchant-someone who buys and sells goods to make a profit

Indigenous-the first and original people to live in a place Mission a task that a person or a group of people is given to

**Summer Term –**

***Enquiry: How do our toys and games compare with those of children in the 1960s?***

| <b>Overview of unit:</b>   | <b>Substantive Knowledge:</b>   | <b>Disciplinary Knowledge:</b>  |
|--|---|---|
| <p>Pupils should be taught about changes within living memory and where appropriate, these should be used to reveal aspects of change in national life. Through the use of photographs, music, toys, games, films, oral histories and television shows, our Year One historians will learn about the lives of significant individuals in the past who have contributed to national and international achievements and have had a direct impact on their lives today.</p> | <ul style="list-style-type: none"> <li>• Some of the ways in which historians divide up time</li> <li>• Why dividing up time into periods helps in the study of History</li> <li>• How to construct a simple timeline of significant events in British history</li> <li>• Some of the important events which occurred during the decade of the 1960s</li> <li>• How to construct a timeline of the main events of the 1960s</li> <li>• Why some of these events were of great significance</li> </ul> | <p><b>Identify</b><br/>Distinguish something or someone from others that may be similar.<br/><b>Describe</b><br/>'Say what you see'. Give an account in words of something or someone.<br/><b>Observe</b><br/>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.<br/><b>Select</b><br/>Decide upon and choose that information considered most suitable or relevant.<br/><b>Categorise/Classify</b></p> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Which were the most popular games and toys of the 1960s</li> <li>• How these toys and games compare with popular toys and games today</li> <li>• Some of the reasons for the similarities and differences they observe</li> <li>• How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games</li> <li>• What the term 'continuity and change' means in history</li> <li>• Some of the significant memories and experiences of adults alive today who lived through the 1960s</li> </ul> | <p>Arrange information into groups according to shared qualities or characteristics.</p> <p><b>Sequence</b><br/>Place a set of related events or things that follow each other into an order.</p> <p><b>Compare and contrast</b><br/>Find similarities and differences.</p> <p><b>Recall</b><br/>Remember and recount something learned.</p> <p><b>Reason/speculate</b><br/>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p><b>Summarise</b><br/>Outline or sum up briefly the main points about something.</p> <p><b>Empathise</b><br/>Placing yourself in another's position to better understand their motives, decisions and actions.</p> |
|--|--|--|

Sequence:

Previously, the children will have learned why some people and events in history are considered more important or significant than others – e.g., John Cadbury and the First World War.

Important subject vocabulary

BC - Means 'Before Christ' and the number of years before Christ's birth that an event happened

AD - - Means Anno Domini 'in the year of the Lord' and the number of years after Christ's birth that an event happened Century a period of a hundred years

Millennium - a period of a thousand years Timeline a graph to show the order in which events happened

World Wide Web (WWW or 'The Web') - part of the Internet that contains websites and web pages

Smart toys - internet-enabled toys with Wi-Fi and Bluetooth built in