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| Year 1: History | | | | |
| Changes within Living Memory | | | | |
| National Curriculum: | Knowledge: | | | Key Questions: |
| * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **Superheroes**   * To know facts about themselves – full name, age, birthday, where they live * To know and chronologically order key events in their lives – first steps, christening, hair cut * To compare themselves to when they were babies and identify changes * To know what a family tree is * To create their own family tree – close (mum, dad, brothers/sisters, step parents, grandparents) * To make comparisons between their childhood and that of their grandparents – clothes, hobbies, homes, technology. | | | * What year was I born? * When did important things happen to me? * What was I like as a baby? * How have I changed over the years? * What is a family tree and what purpose does it have? * How are people related to me? * How is my life different to how my grandparents lived? * What is a timeline? * What does my own timeline look like? |
| **Toy Story**   * To describe what toys are like today. * To describe what parents/grandparents toys were like. * To compare toys today to toys of the past by looking at material, colour, movement, whether they are powered by batteries, use technology etc. * To compare similar toys from different times – Mr. Potato Head, pogo stick, hula hoop, toy cars * To explain how and why toys have changed. * To compare Victorian toys to modern day toys – cup and ball, tiddlywinks, quoits, metal hoop using replica Victorian toys. | | | * What toys do you play with? * What toys did our parents/grandparents have? * How have toys changed? * What did the Victorians play with? |
| **Previous Learning:**   * Understanding of the World - EYFS | | | **Next Learning:**   * How did the Victorians spend their leisure time? (including seaside) * Family Trees – Henry VIII | |
| Big Question: | | Key Vocab: | | |
| What is my place in history and what has happened in my life?  How have toys changed through time? | | Grandparents, parents, family tree, toys, past, present, Victorian, timeline, chronological order, birth, compare, different, same, changed, materials, technology, battery-powered. | | |
| Year 1: History | | | | |
| Significant Individuals | | | | |
| National Curriculum: | Knowledge: | | | Key Questions: |
| • **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  e.g. 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 and Edith Cavell | **Superheroes**   * To find out about significant individuals who have become famous because of their impact on history due to their role/responsibilities/careers –Florence Nightingale. * Recall basic facts about Florence Nightingale, e.g. birth date, where she was born, occupation etc. * To understand how she improved the conditions of hospitals and her role in standardised training for nurses. * To understand why she became known as ‘the Lady with the Lamp’. | | | * Who is Florence Nightingale? * In which year was Florence Nightingale born? * What was her occupation? * In what war did she help the injured soldiers? * How did she improve the conditions of hospitals and why? * Why did she become known as ‘the Lady with the Lamp?’ * Can we put the events in Florence Nightingale’s life into chronological order? |
| **London**   * Know who Guy Fawkes is and when he was born. * Compare his year of birth to the children’s own year of birth. * Understand that there were religious quarrels between the Catholics and the Protestants to set the scene for the Gunpowder Plot. * Know the story of the Gunpowder Plot and how it is remembered. * Understand why Guy Fawkes is remembered for his role in the Gunpowder Plot. * Order the events of the Gunpowder plot – King James I crowned as King, Catholic unrest, Guy Fawkes’ arrest etc. | | | * Who is Guy Fawkes? * When was he born? * What was his role in the Gunpowder Plot? * Why did Guy Fawkes and his friends plot against the King? * How and why is the Gunpowder Plot remembered? |
| **All Things Wild**   * To find out about significant individuals who have become famous because of their impact on history due to their role/responsibilities/careers – Charles Darwin and David Attenborough. * Recall basic facts about their lives – full name, date of birth and occupation. * To understand how their research within the natural world (plants and animals) has impacted our understanding of plants and animals today. * To name some of the animals that Charles Darwin discovered on the Galapagos Islands etc. * To compare the ways that Darwin and Attenborough have carried out their research e.g. Darwin had to draw pictures while Attenborough could use technology such as cameras and videos. | | | * Who is Charles Darwin? * When was Charles Darwin born? * Who is David Attenborough? * When was David Attenborough born? * Can we compare their dates of birth on a timeline? * What did they find out about plants and animals? * Which animals did Darwin discover? * How are the ways they have found about plants and animals similar or different? |
| **Previous Learning:**   * Understanding of the World – EYFS | | | **Next Learning:**   * Significant nurses – Edith Cavell and Mary Seacole. Compare how their impact on nursing and build on the work of Florence Nightingale. * Henry VIII – place him in history compared to Guy Fawkes. How he was a Tudor and James I became the first Stuart. * Captain Robert Scott (Explorer) * William the Conqueror * Philip Astley (Founder of the First Circus) * Eof (From the founding story of Evesham) * Simon de Montfort (Battle of Evesham) * Grace Darling * Matthew Henson (Explorer) * Felicity Aston (Explorer) | |
| Big Question: | | Key Vocab: | | |
| Why and how is the gunpowder plot remembered?  How did Florence Nightingale change hospitals for the better?  How have Charles Darwin and David Attenborough improved our understanding of plants and animals? | | Famous, nurse, Crimean War, hospital, soldiers, conditions, past, present, timeline, chronological order, birth, compare, different, same, changed, nature, animals, plants, Galapagos Islands, bonfire, parliament, protestant, Catholics, gunpowder, treason, James I, Stuart, king, fireworks. | | |

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| Year 1: History | | | | |
| Events Beyond Living Memory | | | | |
| National Curriculum: | Knowledge: | | | Key Questions: |
| •Events beyond living memory that are significant nationally or globally  e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries | **London**  **The Great Fire of London:**  •To identify similarities and differences between London in 1666 and London now.  •To describe differences between fire fighters in 1666 to those of today.  •To know how and where the Great Fire of London started – Pudding lane bakery  •To put events of the Great Fire in order - 2nd September fire begins, 3rd fire posts set up, seen from 60 miles away, 4th reached its peak, houses blown up to stop spreading, 5th wind changes direction, 6th fire extinguished  •To understand how we know about the Great Fire of London – using sources such as diaries, newspapers, letters.  •To identify changes made to London after the Great Fire.  **The Gunpowder Plot:**   * Know who Guy Fawkes is and when he was born. * To look at a portrait of Guy Fawkes. * Compare his year of birth to the children’s own year of birth. * Understand that there were religious quarrels between the Catholics and the Protestants to set the scene for the Gunpowder Plot. * Know the story of the Gunpowder Plot and how it is remembered. * Understand why Guy Fawkes is remembered for his role in the Gunpowder Plot. * Order the events of the Gunpowder plot – King James I crowned as King, Catholic unrest, Guy Fawkes’ arrest etc. | | | When was the Great Fire of London?  Why did the Great Fire of London start and why did it spread so quickly?  How do we know that the Great Fire of London happened? (Samuel Pepys’ diary).  Can you put the key events of the Great Fire of London on a timeline in chronological order? |
| **Previous Learning:**   * Understanding of the World - EYFS | | | **Next Learning:**   * The Battle of Evesham * Henry VIII and the Reformation (creation of the Church of England). * Remembrance Day | |
| Big Question: | | Key Vocab: | | |
| Why and how is the gunpowder plot remembered?  How did the Great Fire of London start and why did it spread so rapidly?  How did they design the rebuilding of London to prevent further fire from spreading? | | Pudding Lane, Samuel Pepys, London, fire, Bakery, diary, Tudor houses, River Thames, bonfire, parliament, protestant, Catholics, gunpowder, treason, James I, Stuart, king, fireworks. | | |