

What are the knowledge and skills being covered in History?

Year 1

<u>Autumn 2</u>			
Topic title: Past and Present			
Enquiry question: How am I making History?			
<p>Prior learning:</p> <ul style="list-style-type: none"> Children should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>Future learning:</p> <ul style="list-style-type: none"> How have toys Changed? How have explorers changed the world? 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. 	<p>Skills:</p> <ul style="list-style-type: none"> Sequencing three or four events in their own life. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Placing events on a simple timeline. Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and 	<p>Vocabulary:</p> <p>Celebrate</p> <p>Celebration</p> <p>Change</p> <p>Childhood</p> <p>Different</p> <p>Event</p> <p>Family</p> <p>Future Grandparents</p> <p>Lifetime</p>

	<ul style="list-style-type: none"> • To know that people change as they grow older. • To know that throughout someone's lifetime, some things will change and some things will stay the same. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that people celebrate special events in different ways. • To know that some people and events are considered more 'special' or significant than others. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. 	<p>ideas/objects that remain the same.</p> <ul style="list-style-type: none"> • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Describing the main features of concrete 	<p>Living memory Memory Now</p> <p>Present</p> <p>Past</p> <p>Remember</p> <p>Significant Similar</p> <p>Time capsule Timeline</p>
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	<ul style="list-style-type: none"> • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs. 	<p>evidence of the past or historical evidence.</p> <ul style="list-style-type: none"> • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago. 	
<p>Critical Content Statements:</p> <ul style="list-style-type: none"> • The year I was born was 2018. • Every year I have a birthday, and my age gets bigger by 1. • My 1st Day of school was September 2023. • I started year 1 in September 2024. • As people grow older they change. • The present is what is happening now. • The past has already happened. 		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • Children may not know the year they were born. • Children may not know when their birthday is. (teachers to have a copy of birthdays for lesson 2). • Children may mix up the past and present. • Children may not be able to differentiate between yesterday, today and tomorrow. 	

Spring 2

Topic title:

Toys

Enquiry question:

How have toys changed?

Enrichment – Trip to the Bradford Industrial Museum

Prior learning:

- EYFS – development of language such as 'old' and 'new', and sequencing simple pictures.
- Year 1 History – How am I making History?

Future learning:

- Year 1 Explorers topic
- Year 2 History (Great Fire of London, Our Past, Monarchy).

Knowledge:

- To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that everyday objects have changed over time.
- To know that everyday objects have changed as new materials have been invented.
- To know some similarities and differences between the past and their own lives.
- To know that everyday objects have similarities and differences with those used for the

Skills:

- Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).
- Sequencing three or four artefacts from different periods of time.
- Beginning to look for similarities and differences over time in their own lives.
- Describing simple changes and ideas/objects that remain the same.
- Understanding that some things change while other items remain the same and some are new.

Vocabulary:

- artefact
- century
- decade
- different
- evidence
- historian
- living memory
- memory
- modern
- now
- past
- present
- remember
- sequence
- similar
- source
- special

	<p>same purpose in the past.</p> <ul style="list-style-type: none">• To know that we can find out about the past by asking people who were there.• To know that artefacts can tell us about the past.• To know that we remember some (but not all) of the events that we have lived through.• To know that the past can be represented in photographs.• To know some inventions that still influence their own lives today.	<ul style="list-style-type: none">• Asking why things happen and beginning to explain why with support• Being aware that some things have changed, and some have stayed the same in their own lives.• Recalling special events in their own lives.• Using artefacts, photographs and visits to museums to answer simple questions about the past.• Finding answers to simple questions about the past using sources (e.g. artefacts).• Sorting artefacts from then and now.• Beginning to identify different ways to represent the past (e.g. photos, stories).• Asking how and why questions based on stories, events and people.	
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		<ul style="list-style-type: none">• Asking questions about sources of evidence (e.g. artefacts).• Using sources of information, such as artefacts, to answer questions.• Drawing out information from sources.• Making simple observations about the past from a source.• Interpreting evidence by making simple deductions.• Making simple inferences and deductions from sources of evidence.• Describing the main features of concrete evidence of the past or historical evidence.• Drawing simple conclusions to answer a question.• Communicating findings through discussion and	
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		<p>timelines with physical objects/ pictures.</p> <ul style="list-style-type: none"> Using vocabulary such as – old, new, long time ago. 	
<p>Critical Content Statements:</p> <ul style="list-style-type: none"> Toys are things we play with. Children in the past also played with toys. New toys might be made from plastic. New toys might use batteries to move and they may light up or make noises. New toys are made by machines, usually in factories. Old toys are made from wood or metal. Old toys were usually moved by hand. Old toys were usually made by hand. 		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> Children may find it difficult to distinguish between old and new toys and may need support in developing appropriate vocabulary to aid their understanding. Children may not have access to a wide range of toys at home and may need to spend time exploring first. Children may become confused as to what constitutes artefacts from the past. 	

Summer 2

Topic title:

Explorers

Enquiry question:

How have Explorers changed the world?

Prior learning:

- EYFS foundational knowledge and vocabulary
- Year 1 History – How am I making History, Toys

Future learning:

- Year 2 History (Great Fire of London, Our Past, Monarchy).

Knowledge:

- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.
- To know that 'the present' is time happening now.

Skills:

- Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).
- Placing events on a simple timeline.
- Recording on a timeline a sequence of historical stories heard orally.
- Describing simple changes and ideas/objects that remain the same.

Vocabulary:

achievement
beyond living memory
coat of arms
determination
discovery
equipment
event
exploration
explorer

	<ul style="list-style-type: none"> • To know that within living memory is 100 years. • To know that there are similarities and differences between their lives today and their lives in the past. • To know some similarities and differences between the past and their own lives. • To know that some people and events are considered more 'special' or significant than others. • To know that photographs can tell us about the past. • To know that the past can be represented in photographs. 	<ul style="list-style-type: none"> • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Using artefacts and photographs to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking why things happen and begin to explain why with support. • Finding answers to simple questions about sources of evidence (e.g. artefacts). • Sorting artefacts from then and now. 	<p>historical significance</p> <p>living memory</p> <p>North Pole</p> <p>past</p> <p>present</p> <p>qualities</p> <p>remember</p> <p>resilience</p> <p>solo</p> <p>timeline</p> <p>transport</p> <p>voyage</p> <p>yacht</p>
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- To know some inventions that still influence their own lives today.
- To know some achievements and discoveries of significant individuals.

- Develop their own interpretations from historical artefacts.
- Drawing out information from sources.
- Making simple observations about the past from a source.
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence.
- Drawing simple conclusions to answer a question.
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as – old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.

	<ul style="list-style-type: none"> • Expressing a personal response to a historical story or event. 	
<p>Critical Content Statements:</p> <ul style="list-style-type: none"> • An explorer is someone who finds out more about an unknown area. • A voyage is a journey made by sea. • Christopher Columbus was a famous explorer in 1492. • Mary Kingsley was an explorer from 1893. • Matthew Henson was an explorer from 1909. • Ellen McArthur is a famous sailor who is still alive today. • Ellen McArthur began her work as an explorer in 2005. 	<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • Children may find it difficult to understand that the explorers are people who achieved things in the past. • As with previous topics, children may become confused as to what constitutes artefacts from the past. • Children may need support in understanding that the explorers studied are from different time periods. 	