

# Year 1 Scheme of Work – History

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<ul style="list-style-type: none"> <li>• <b>Previous learning:</b> EYFS – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters, and events encountered in books read in class and storytelling</li> </ul>							
1.1 How am I making history?	6	<ul style="list-style-type: none"> <li>• To develop an understanding of personal chronology.</li> <li>• To learn more about my history.</li> <li>• To explore how we remember events.</li> <li>• To find out what childhood was like for our parents and grandparents.</li> <li>• To compare childhood now with childhood in the past.</li> <li>• To identify that some things change and some things stay the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Order three photographs correctly on a simple timeline.</li> <li>• Use the terms ‘before’ and ‘after’ when discussing their timelines.</li> <li>• Talk about three memories and place one of them on a timeline.</li> <li>• Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>• Think of three ways they celebrate their birthday.</li> <li>• Ask a visitor one question about childhood in the past.</li> <li>• Know a similarity and a difference between childhood now and in the past.</li> <li>• Add three ideas to a time capsule about themselves.</li> <li>• Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>	Discussions  Picture stimulus	Continuous throughout  Observations  Comparisons  Discussions	To learn about changes within living memory.  To understand some of the ways in which we find out about the past.  To use sources to ask and answer questions.  To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  To develop an awareness of the past, using common words and phrases relating to the passing of time.	N/A
2.1 How have toys changed?	6	<ol style="list-style-type: none"> <li>1. A. To discuss a favourite toy.</li> <li>2. B. To find out what toys our parents and grandparents played with.</li> <li>3. To investigate what toys were like up to 100 years ago.</li> <li>4. To compare toys from the past with modern toys.</li> <li>5. To investigate how teddy bears have changed over time.</li> <li>6. <b>To know how toys have changed over time.</b></li> </ol>	<ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> <li>• <b>Describe how toys have changed over time. Writing opportunity (make sure they use the before and now in their sentences)</b></li> </ul>	Discussions  Picture stimulus	Continuous throughout  Observations  Comparisons  Timelines	To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  To develop an awareness of the past and identify similarities and differences between ways of life in different periods.	British Values

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<p><b>3.1</b> How have explorers changed the world?</p>	<p>6</p>	<ul style="list-style-type: none"> <li>• Explain what explorers do</li> <li>• To recognise the achievements of different explorers using photographs.</li> <li>• To record events on a timeline.</li> <li>• To use photographs to find out about the past.</li> <li>• To recognise changes and similarities (continuities) over time.</li> <li>• To describe the significance of some people and events within history.</li> </ul> <p>- Find out about one of the first great explorers in history: Ibn Battuta.          - Find out more about Christopher Columbus.          - Compare the experiences of Christopher Columbus and Ibn Battuta.          - Find out about Captain Scott's journey to the Antarctic. Delete          - recount the facts about Ibn Battuta          - Show what I know about some great explorers.</p>	<ul style="list-style-type: none"> <li>• Explain what explorers do</li> <li>• Name equipment or transport an explorer would need.</li> <li>• Sequence four photographs from different periods of time.</li> <li>• Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>• Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>• Select the most important events in a historical story.</li> <li>• Sequence events on a timeline and use this to retell the story.</li> <li>• Describe what they can see in a photograph.</li> <li>• Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>• Recall information about past and presentation exploration.</li> <li>• Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>• Describe how an explorer is significant and how they impacted events or people's ideas.</li> <li>• Present significant people using a coat of arms.</li> </ul>	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Comparisons</p> <p>Discussions</p>	<p>To develop an awareness of 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.</p>	<p>Geography – Columbus, Antarctic</p> <p>Science - Armstrong</p>
<p><b>Next learning: Y2 – Chronological Understanding</b>          To know that events in history may last different amounts of time.          To know a decade is ten years.          Sequencing up to six photographs, focusing on the intervals between events.          Placing events on a timeline, building on times studied in Year 1.          Beginning to recognise how long each event lasted.          Knowing where people/events studied fit into a chronological framework.</p>				<p><b>Next learning: Y2 – Substantive Concepts</b>          To know that a monarch in the UK is a king or queen.          To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.          To know that Britain was organised into kingdoms and these were governed by monarchs.          To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).          To know the legacy and contribution of some inventions (e.g. flight).          To be aware of the achievements of significant individuals (e.g. those involved with the history of</p>			

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	flight).
<p><b>Next learning: <u>Y2 – Disciplinary Concepts</u></b>          Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.          To know that daily life has changed over time but that there are some similarities to life today.          Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology.          Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children’s lives now and in the past.          Discussing who was important in a historical event.</p> <p>To know that some events are more significant than others. To know the impact of a historical event on society. To know that ‘historically significant’ people are those who changed many people’s lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.</p> <p>To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.</p>	<p><b>Next learning: <u>Y2 – Historical interpretations</u></b>          Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways.</p>