



Y1 History overview 2021-22

History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding	Historical Enquiry	Knowledge and Interpretation
Chronological Understanding	<ul style="list-style-type: none"> • Can put three objects in chronological order • Can use words and phrases like old, new, long time ago • Can answer some questions about when they were little • Can understand that some objects belong to the past • Can use locational language • Can retell a familiar story set in the past • Can use the words before and after correctly • Can explain how they have changed since they were born • Can to ask and answer questions • Can use the web, books and different resources to gather information about historical events 	<ul style="list-style-type: none"> • Modelling how to research – for example how famous people helped so our lives can be better today • Modelling how to ask questions to help us find out about the past • Discussion opportunities – for example around our monarchy, that we have a queen that rules us and that Britain has had a king or queen for many years • Model how we can identify the differences between old and new objects • Opportunities for explaining-for example why certain objects were different in the past 	<ul style="list-style-type: none"> • Pupils develop knowledge about the world around them and events that have impacted it over time • They should understand basic subject-specific vocabulary relating to history and chronology • Pupils understand the value of map use/ find historical places/route of explorers 	<ul style="list-style-type: none"> • Class teacher led presentations with children note-taking • Group research opportunities • Modelled strategies relating to research • Field studies off-site • Visits to centres of historical interest • Planned opportunities for use of and access to varied resources 	<p>TERM1:</p> <p>Toys: past and present</p>	<p>Most children will be able to... (working at)</p> <p>Some children will not yet be able to...(working towards)</p> <p>Some children are confidently able to... (exceeding)</p>		
Historical enquiry	<ul style="list-style-type: none"> • Can ask and answer questions about old and new objects • Can spot old and new things on a picture • Can research old and new • Can investigate problems for people in the past • Can use different sources to understand about the past • Can explain how people used an object in the past • Can answer questions using old photos/ artefact • Can carry out a research about a famous person from the past 	<ul style="list-style-type: none"> • Opportunities for researching and analysing case studies • Modelling by teacher • Opportunities for reviewing investigations against criteria 	<ul style="list-style-type: none"> • Pupils extend their knowledge and understanding beyond the local area to include a contrasting locality • This will include the location and characteristics of a range of the world's most significant human features and historical buildings 	<p>TERM2:</p> <p>Castles in the United Kingdom</p>				
Historical Knowledge	<ul style="list-style-type: none"> • Can learn about famous people's lives and their contributions to our world 	<ul style="list-style-type: none"> • Modelled analysis of maps • Planned opportunities to investigate different types of maps, both in books and digitally 	<ul style="list-style-type: none"> • Pupils understand how History reflects a community/ culture through its customs, arts, dress, food, values 	<p>TERM3:</p> <p>Communication over time: the telephone and transport</p>				
Maths links	<ul style="list-style-type: none"> • Can compare the sizes of different buildings • Can compare distances on the map (travellers, castles etc) • Can make a timeline • Can sequence events 	<ul style="list-style-type: none"> • Observational opportunities to be part of each lesson where applicable 	<ul style="list-style-type: none"> • Pupils understand how History can tell us about cultures and communities relating to religion. 					
SMSC	<ul style="list-style-type: none"> • Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs in the Y1 history curriculum • Can resolve conflicts and differing opinions should these arise • Can reflection on choices • Can investigate and offer views on ethical issues in topics studied • Can show a willingness to explore and understand cultures from various historical eras • Can investigate with a team, seeking knowledge of our wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and taking trips to visit places of historical interest 	<ul style="list-style-type: none"> • Plan museum trips and opportunities to investigate with a partner/group • Plan for real experiences in centres of historical interest • Visit castles nearby (eg. Hampton Court) 						