



Y1 History overview 2019-20 Toys: changes within living memory; Castles in the United Kingdom; Communication over time: the telephone and transport

History Activity	Desired Skills	Approaches to Developing Skills Knowledge and Interpretation	Desired Knowledge and Understanding	Approaches Developing 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"> putting three objects in chronological order use words and phrases like old, new, long time ago answer some questions about when they were little to understand that some objects belong to the past use locational language retell a familiar story set in the past use the words before and after correctly be able to explain how they have changed since they were born to be able to ask and answer questions use the web and books /different resources to gather information about historical events 	<ul style="list-style-type: none"> understand that some famous people helped so our lives can be better today understand that we celebrate certain event because of what happened many years ago understand that we have a queen that rule us and that Britain has had a king or queen for many years begin identify the differences between old and new objects explain why certain objects were different in the past 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world They should understand basic subject-specific vocabulary relating to history and chronology Understand value of map use/ find historical places/route of explorers Pupils should 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 Understand how History reflects a community/ culture Understand how History can tell us about cultures and communities relating to religion. 	<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: Toys: changes within living memory</p>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Historical enquiry	<ul style="list-style-type: none"> ask and answer questions about old and new objects spot old and new things on a picture research old and new investigating problems using different sources explain how people used an object in the past answer questions using old photos/ artefact carry out a research about a famous person 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 			<p>TERM2: Castles in the United Kingdom</p>			
Historical Knowledge	<ul style="list-style-type: none"> learn about famous people's lives 	<ul style="list-style-type: none"> Modelled analysis of maps Planned opportunities to investigate different types of map, both in books and digitally 						
Maths links	<ul style="list-style-type: none"> comparing the sizes of different buildings comparing distances on the map (travellers, castles etc) making a timeline sequencing events 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 			<p>TERM3: Communication over time: the telephone and transport</p>			
SMSC	<ul style="list-style-type: none"> research in pairs or individually according to given briefs, wider knowledge of Y1 History curriculum enjoyment and relaxation study of History can offer (museum trips, local studies of buildings, investigating with a team, knowledge of wider world) 	<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 (Hampton Court) 						