

Year on Year History Coverage, Skills (Concepts) and Vocabulary

Year 1	National Curriculum	Key Purpose Questions	Key concepts (Skills)	Vocabulary	Key Takeaways/Assessment
Autumn 2 Changes in Living Memory	Changes in living memory.	<p>Introduction:</p> <ol style="list-style-type: none"> Who I am within my family? What are the similarities and different between now and then? (Use the book PEEPO) <p>Toys through time:</p> <ol style="list-style-type: none"> What are our toys like today? What were our grandparents' toys like and how do we know? What are the similarities and differences between the toys from the past and the toys of today? 	<p>Chronology: Understands and uses common words relating to the passing of time: in the past, the olden days, not nowadays, a long time ago.</p> <p>Similarities and Differences Main concept 'now' and 'then'. Children can spot significant differences between now and then e.g. kettles without plugs, wells for water.</p>	<p>Before I was born Then/Now Same/different Remember</p> <p>Material Modern Traditional</p>	<p>Start to understand the passage of time goes beyond their lives. Know that in the past people had different lives, homes, toys etc... from what we have today.</p> <p>Children to talk about toys from the past and toys we have today.</p> <p>Talk about the types of toys grandparents would have had and how do we know this.</p> <p>Children can explain what are the similarities and differences between the toys of the past and the toys of today.</p>
Spring Our Capital City	Events beyond living memory that are significant nationally and globally The Great Fire of London.	<ol style="list-style-type: none"> How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the Fire? How did people manage to live through the Great Fire? 	<p>Change and Continuity: Can orally retell the main episodes of famous past events e.g. The Great Fire of London, in the correct sequence and how it changed over the short period</p> <p>Chronology: Start to realises that we use dates to describe events in time, e.g. 1666 for The Great Fire of London.</p> <p>Cause and Consequence: Start to give simple explanations of an important event, offering a cause to why the event took place e.g. why the Great Fire of London spread so quickly.</p> <p>Enquiry: Starting to describe and make deductions about artefacts by spotting clues to function and use. Start to talk about their use e.g. bucket in The Great Fire.</p>	<p>A long time ago Source Evidence Historical event</p> <p>Diary Pitch/Tar Thatch Flammable Pudding Lane Samuel Pepys</p>	<p>Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.</p> <p>They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.</p> <p>They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.</p>
Summer 2 To the Moon and Back	The lives of significant individual in the past who have contributed to national and international achievements – Neil Armstrong	<ol style="list-style-type: none"> Has man ever been to the moon and how can we know for sure? Why did the astronauts risk their lives to go to the Moon? How were the spacemen able to get there and back safely? What did they do when they got to the Moon and how do we know 	<p>Similarities and Differences: Main concept 'now' and 'then'. Children can spot significant differences between now and then e.g. kettles without plugs, wells for water, Neil Armstrong has no mobile phone</p> <p>Interpretation: Begin to understand that we have different views of familiar events.</p>	<p>Significant Evidence Historical event Remember</p> <p>Astronaut Command module Lunar Orbit</p>	<p>The Moon landing happened in 1969 after years of the space race between America and Russia.</p> <p>The Moon Landing changed the world for ever. It showed how clever people were who could land men on the moon and made people very excited about what else could be achieved.</p> <p>Nobody has returned to the moon since 1969.</p>

