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| **History****(Y1 scheme)** |
| **Term 1**History: How am I making History? |
| Vocabulary | Knowledge | Objectives |
| celebration change childhood future grandparent lifetime living memory present | Order three photographs correctly on a simple timeline. Use the terms ‘before’ and ‘after’ when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. | 1. To develop an understanding of personal chronology.
2. To learn more about my history.
3. To explore how we remember events.
4. To find out what childhood was like for our parents and grandparents.
5. To compare childhood now with childhood in the past.
6. To identify that some things change and some things stay the same.
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| **Term 2**History: How have toys changed from the past?  |
| Vocabulary | Knowledge | Objectives |
| artefact century decade evidence historian modern past present sequence | Discuss their favourite toy using language related to the past.Ask questions about toys in the past. Make comparisons between toys in the past and present.Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. | 1. To discuss a favourite toy.
2. To find out what toys our parents and grandparents played with.
3. To investigate what toys were like up to 100 years ago.
4. To compare toys from the past with modern toys.
5. To investigate how teddy bears have changed over time.
6. To know how toys have changed over time.
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| **Term 3**History: How have explorers changed the world?  |
| Vocabulary | Knowledge | Objectives |
| achievement beyond living memory determination discovery exploration historical significance  | Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people’s ideas. Present significant people using a coat of arms. | 1. To know what an explorer is.
2. To recognise the achievements of different explorers using photographs.
3. To record events on a timeline.
4. To use photographs to find out about the past.
5. To recognise changes and similarities (continuities) over time.
6. To describe the significance of some people and events within history.
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