

Whitefield Primary School - Long Term Curriculum Overview Year 1/2

History

NC KS1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>How have I changed since I was a baby? (Overview study) NC: Pupils should be taught about: Changes within living memory.</p> <p>1.Using a photograph of themselves. Identify their features. 2.Using a photo of themselves as a baby and</p>	<p>Why were Christopher Columbus and Neil Armstrong very brave people? NC: Pupils should be taught about: Events beyond living memory that is significant nationally or globally. 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>1.Define Explorer/Exploration. Introduce Photo of Christopher Columbus. How</p>		<p>Why is gaming more fun than toys in the past? NC: Pupils should be taught about: Changes within living memory. Events beyond living memory that is significant nationally.</p> <p>1 .Children bring in a favourite toy to school. And describe features. 2. Have toys always been like this? What were they</p>		<p>What were Summer Holidays like on Merseyside in the past? NC: Pupils should be taught about: Changes within living memory. Events beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>1.Identify features of seaside holidays, transport, leisure activities etc. 2. Have seaside holidays</p>

	<p>themselves now-identify similarities and differences. Use historical vocabulary to describe themselves in the past.</p> <p>3. Sequence objects on a timeline relating to childhood e.g. a baby toy, a toddler toy, a toy for a 5yr old.</p>	<p>do we know he's from the past? What clues in the photo tell us about him and his life?</p> <p>2. Identify similarities/differences between his life and ours.</p> <p>3. Compare/contrast sea journeys with that of a 15th Century sailor. Are they the same/different in any way? Hot-seat -what was journey like?</p> <p>4. What did Christopher Columbus discover? What were his achievements? What makes him significant?</p> <p>5. Introduce Neil Armstrong - show photo, refer back to Christopher Columbus? Use clues from photo to acquire information.</p> <p>6. Put events in order on a timeline. Hot seat Apollo 11 mission. Write a diary entry.</p> <p>7. What were Neil Armstrong's achievements? What would life be like if he hadn't gone to the moon?</p> <p>8. Who was the greatest explorer?</p>		<p>like in the past? Use artefacts to identify similarities and differences? Can the children sort artefacts/words to describe toys into groups? Can the children explain how toys have changed?</p> <p>3. Sequence toys on a timeline labelled with 'decades'.</p> <p>4. Can they identify toys played with by great-grandparents?</p> <p>5. Create captions for toy display identifying features. Use language related to the past.</p>		<p>always been like this? Look at photographs/ illustrations- how do we know these images are of the past? Identify features of holidays in the past. Sequence holiday scenes on a timeline using decades.</p> <p>3. Sort artefacts into groups using language linked to passage of time. Dress up in clothes from the past.</p> <p>4. Where did people go on holiday in Merseyside? Look at images of Southport/New Brighton 100 years ago. Write a postcard about holidaying in the past.</p> <p>5. Compare/contrast activities/transport with holidays now.</p> <p>6. Does Merseyside have great seaside destinations?</p>
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Chronological Understanding

Can they sequence events/changes on a timeline?

Can they tell me about things that happened when they were little and use words such as young, younger, old older? Can they explain how they have changed since they were born?

Can they recognise that a story told to them may have happened a long time ago? Can they say why they think a story was set in the past?

Knowledge and interpretation

Can they explain the differences between past and present in their lives?

Do they appreciate that some people have helped our lives be better today?

Compare and contrast Neil Armstrong with Christopher Columbus.

Use of phrases and words to show passage of time e.g long time ago, old new etc

Can they tell us about an important historical event that happened in the past?

Can they begin to identify the differences between old and new objects?

Can identify objects from the past?

Can they use phrases like when Granddad was little?

Link to Merseyside Southport and New Brighton, compare holidays then and now.

Can they explain the differences between past and present in their life and that of other children from a different time in history.

Historical enquiry

Can answer a range of questions using artefacts/photographs provided

Can they find out more about a famous person from the past and carry out some research on him or her?

Can they give a plausible explanation about what an object was used for in the past.

Can they explain why certain objects were different in the past?

Can they find out about the past by talking to an older person?

Organisation and Communication

Show knowledge and understanding of the past in different ways - role play/hot-seating, drawing, writing e.g. poster/advertisement for seaside holidays, recount of a visit