

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 1

Term: Autumn and Spring 1



Unit: Childhood



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>adult - A person between 18 and 64 years old.</p> <p>artefact - An object made in the past.</p> <p>baby - A very young person between 0 and 1 year old.</p> <p>child - A young person between 4 and 12 years old.</p> <p>childhood - The time in a person's life when they are a child.</p> <p>coronation - A ceremony where the crown is placed on the head of the new king or queen.</p> <p>decade - A period of 10 years.</p> <p>elderly - An older person over 65 years old.</p>	<p>Use a range of historical artefacts to find out about the past.</p> <p>Historical artefacts are objects that were made and used in the past.</p> <p>Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>Stories, pictures and role play help people learn about key past events and empathise with historical figures.</p> <p>Change is a natural part of life. Changes include: bodily changes; school changes, such as moving class or family changes, such as moving house or a new baby arriving. People suffer losses, such</p>	<p>What a historical artefact is and how historians use them.</p> <p>What a historical source is and the different items that they could be.</p> <p>Ways in which you can learn about the past.</p> <p>The ways in which people's lives and responsibilities change as they grow older.</p>	<p>Cause and Consequence</p> <p>Recognise that time moves forward, and changes happen over time, including physical and emotional changes.</p> <p>Change and Continuity</p> <p>Recognise that time moves forward, and changes happen over time, including physical and emotional changes.</p> <p>Describe changes within or beyond living memory.</p> <p>Identify the stages that people go through as they grow older and recognise that their responsibilities,</p>

<p>family tree - A drawing that shows all the members of a family and how they are related to each other.</p> <p>past - Something that has already happened.</p> <p>present - Something that is happening now.</p> <p>teenager - A person between 13 and 19 years old.</p> <p>today - On this day.</p> <p>toddler - A young child between 1 and 3 years old who can walk</p>	<p>as friends leaving, toys going missing and pets dying.</p> <p>People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents.</p> <p>Photographs can be ordered chronologically on a timeline.</p> <p>Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p> <p>A decade is 10 years.</p> <p>A family tree is a diagram that shows the relationship between generations of people in a family.</p> <p>In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the</p>	<p>What a timeline is and how it can display historical information.</p> <p>The different words that historians use when describing the passing of time.</p> <p>How long a decade is and what the word means.</p> <p>What a family tree shows and how it works.</p> <p>When the 1950s was and how long ago that was.</p> <p>What life was like for people in the 1950s.</p>	<p>needs and lifestyles change over time.</p> <p>Order information on a timeline.</p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Order information on a timeline.</p> <p>Significance</p> <p>Describe a significant historical event in British history.</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Similarity and Difference</p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Identify similarities and differences between ways of life within or beyond living memory.</p> <p>Evidence and Interpretation</p> <p>Use a range of historical artefacts to find out about the past.</p>
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	<p>radio, visited dance halls and began to watch television.</p> <p>In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.</p> <p>The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.</p> <p>Identifying similarities and differences helps us to make comparisons between life now and in the past.</p>	<p>That the coronation of Queen Elizabeth II was a significant event in Britain in the 1950s.</p> <p>The ways in which historians can compare life now and life in the past.</p>	<p>Historical artefacts are objects that were made and used in the past.</p> <p>Express an opinion about a historical source.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 1

Term: Spring 2 and Summer



Unit: School Days



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>arithmetic - The part of mathematics that deals with adding, subtracting, multiplying and dividing numbers.</p> <p>blackboard - A large board with a black surface used by teachers for writing on with chalk.</p> <p>cane - A long piece of wood or bamboo that was used to punish children in the Victorian era.</p> <p>centenary - The hundredth anniversary of a significant event.</p> <p>classroom - A room where a class of children is taught.</p> <p>education - The process of teaching or learning.</p>	<p>Historical artefacts are objects that were made and used in the past.</p> <p>Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</p> <p>Stories, pictures and role play help people learn about key past events and empathise with historical figures.</p> <p>A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.</p>	<p>What historical artefacts are and how historians use them.</p> <p>How first-hand account can be different because of different points of view and opinions.</p> <p>That there are different ways of learning about the past.</p> <p>What a timeline is and how it can display historical information.</p>	<p>Cause and Consequence</p> <p>Describe how a place or geographical feature has changed over time.</p> <p>Change and Continuity</p> <p>Order information on a timeline.</p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Describe changes within or beyond living memory.</p> <p>Describe how a place or geographical feature has changed over time.</p>

<p>era - A period of history that begins with a significant event.</p> <p>future - A period of time that is to come.</p> <p>lesson - A period of time in which a person is taught about a subject, such as maths or handwriting.</p> <p>past - Something that has already happened.</p> <p>present - Something that is happening now.</p> <p>punishment - An unpleasant experience or task given to someone who has broken a rule.</p> <p>Victorian - During the reign of Queen Victoria.</p>	<p>Important events in a school's history include celebrations and anniversaries.</p> <p>In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</p> <p>The Victorian era is named after Queen Victoria.</p> <p>During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</p> <p>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</p> <p>In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</p>	<p>Significant events in St Anne's history and how they can be celebrated and are historically significant to the people of St Anne's.</p> <p>When the Victorian era was and what life was like then. (1837-1901)</p> <p>Who the Victorian era is named after and who Queen Victoria was.</p> <p>The Industrial Revolution took place mainly during the Victorian era. (approx. 1760-1840 – although historians debate the exact dates.)</p> <p>What life was like to children during the Victorian era and the similarities and differences with their lives today.</p> <p>What it was like to go to school in Victorian times and the similarities and differences with their experiences of going to school.</p>	<p>Significance</p> <p>Describe important events in the school's history.</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods</p> <p>Understand the term significant and explain why a significant individual is important.</p> <p>Identify some key features of a significant historical event beyond living memory.</p> <p>Similarity and Difference</p> <p>Describe how a place or geographical feature has changed over time.</p> <p>Evidence and Interpretation</p> <p>Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p>
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	<p>Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</p> <p>Geographical features such as roads and towns can change over time.</p>	<p>The significance of Samuel Wilderspoon in Victorian times.</p> <p>How towns can change over time.</p>	
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