



**YEAR 1**

**HISTORY CURRICULUM**

# Year 1 History - Broader Curriculum Aims and Objectives

## National Curriculum Key Themes

- Changes within living memory and beyond
- The lives of significant individuals-aspects of change in national life.
- Significant events within and beyond living memory.

## Topics of Study-Substantive Concepts

- My Family Tree-**Settlements and Social History**
- Kings and Queens-**Monarchy/Empire**
- Fantastic Flights-**Communication and Invention**

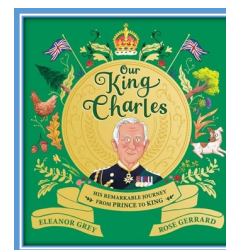
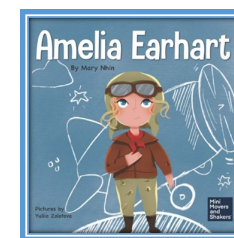
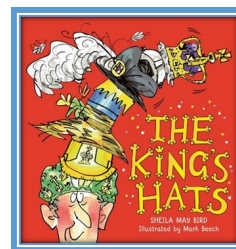
## Key Historical Knowledge and Understanding

- \* A family tree includes all members of a family and shows how they are linked.
- \* Members of the same family often share similar features because they inherit genes from their parents.
- \* Schools were different in the past. They didn't have lots of technology in the classroom just one single computer or television . Teachers wrote on blackboards with chalk.
- \* Homes were different in the past. Different materials were used to build houses. They didn't have the number of electrical appliances that we have now.
- \* Today we can fly in many different ways using a wide variety of flying machines.
- \* To get to this point there has been many machines invented and developed over the years.
- \* The first flying machine to take to the air was the hot air balloon. It was invented by the Montgofier brothers after years of experimenting with balloons and parachutes.
- \* The first motor-powered aeroplane was designed, built and flown by the Wright Brothers over 100 years later. It was called the 'Flyer' and was the first of its kind to succeed so it is very important/significant to the history of flying (aviation).
- \* Just over 30 years later, Amelia Earhart was the first woman to fly on her own from America to the UK across the Atlantic Ocean.
- \* Overtime aeroplanes have advanced as technology has and they can now fly faster and further.
- \* A monarch is a king or queen, an emperor or a sultan. They are usually part of a royal family and rule until their death. Britain is a monarchy because it has a king. The British royal family has ruled over the United Kingdom for hundreds of years.
- \* The crown is inherited which means that the heir becomes the monarch as soon as their parent dies. Monarchs are crowned during a coronation ceremony.
- \* The role of a monarch is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently.

## Vocabulary

Before, after, later, long ago, now, next, memory, past, present, decade, timeline, baby, toddler, child, teenager, adult, elderly, generation, photography, future, old, new, now, yesterday, change, monarchy, coronation, crown, heir, royal, machine, invention, inventor, pilot, transport, motor, engine, flight, passenger.

## Quality Literature Links



## Year 1 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Recognise some causes to historical events. Identify consequences to historical events.	Recognise some similarities and differences between the past and the present.	Recognise some similarities and differences within technology e.g. aeroplanes flown by Wright Brothers to now.	Recognise why certain individuals e.g. Amelia Earhart are significant in history (achievements and impact).	Look at simple artefacts and pictures to ask questions about the past.	Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.



**PRIOR LEARNING LINKS -  
EYFS FOUNDATIONS FOR HISTORY:**

- Learnt about their own significant events and people, e.g. birthday, family.
- Developed understanding of how they physically changed from infancy to early childhood.
- Learnt about how the local area has changed-old and new buildings around Marton.

**FUTURE LEARNING LINKS**

- **Y1 Kings and Queens:** Learn about the Royal family tree and the significance of this for the monarchy.
- **Y1: Fantastic Flights:** Changes to flight engineering over time and its impact on the lives of everyday people.
- **Y2: Great Fire of London:** Changes made to improve safety including the establishment of the London Fire Brigade.

**Year 1 History**

**Unit of Learning: My Family History**

**Substantive Concept:** Settlements and Social History

**Who are my family and what was their childhood like?**

**Teaching Sequence for this Unit.**

**What is a family tree?**

Who are your family and where do they fit?

SE

**Where are we on the human timeline?**

How have we changed since we were born?

SE ChC

**Where are our parents/grandparents on the timeline?**

How have they changed since they were born?

SE ChC

**What was school like when my grandparents were young?**

How does it compare to life today?

SE ChC SD

**What was it like inside my grandparents' houses when they were young?**

How do they compare to homes today?

SE ChC SD

**Would you like to have lived and gone to school during your grandparents' days?**

SE HI

**How we 'work' and 'think' like an Historian**

Cause and Consequence - <b>CC</b>	Change and Continuity - <b>ChC</b>	Similarity and Difference - <b>SD</b>	Historical Significance - <b>HS</b>	Sources and Evidence - <b>SE</b>	Historical Interpretations - <b>HI</b>
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant-criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

### PRIOR LEARNING LINKS

- **EYFS Foundations for History** – Learnt about how toys have changed within and beyond living memory.
- **Y1 Kings and Queens:** Learnt about the Royal Family tree. Who was Queen before? Who is King now? Who will be King next? Used sources of evidence to explore royal homes. Used a timeline to put other Kings and Queens, before or after each other.



### FUTURE LEARNING LINKS

- **Y2 Explorers**-Learn about changes in other forms of transport through studying Cook and Shackleton. Learn about the impact of these two explorers.

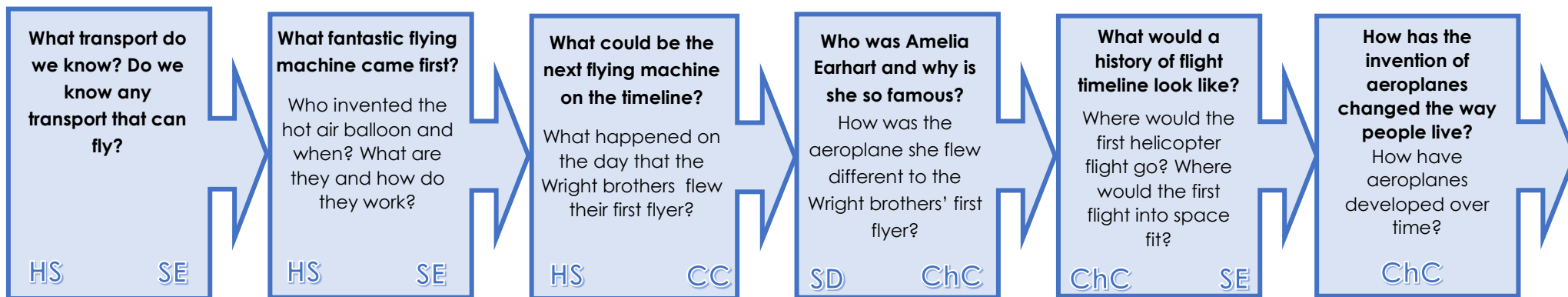
## Year 1 History

### Unit of Learning: Fantastic Flights

**Substantive Concept:** Communication & Invention

**What were the first flying machines and how did they change the world?**

### Teaching Sequence for this Unit



### How we 'work' and 'think' like an Historian

Cause and Consequence - <b>CC</b>	Change and Continuity - <b>ChC</b>	Similarity and Difference - <b>SD</b>	Historical Significance - <b>HS</b>	Sources and Evidence - <b>SE</b>	Historical Interpretations - <b>HI</b>
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**PRIOR LEARNING LINKS**

**EYFS FOUNDATIONS FOR HISTORY:**

- Learnt about their own significant events and people, e.g. birthday, family.
- Developed understanding of how they physically changed from infancy to early childhood.
- **Y1 My Family History:** Learnt about family trees (including their own) and how they link people within families together.



**FUTURE LEARNING LINKS**

- **Y2 The Great Fire of London:** Learn about the role of King Charles II during the Great Fire and the impact of his decisions.
- **Y4 Romans:** Learn about the Roman empire and the emperors who invaded Britain.
- **Y5 Anglo-Saxons and Vikings:** Learn about the most famous Anglo-Saxon King, Alfred the Great who fought against the Viking invaders and defended England from them.

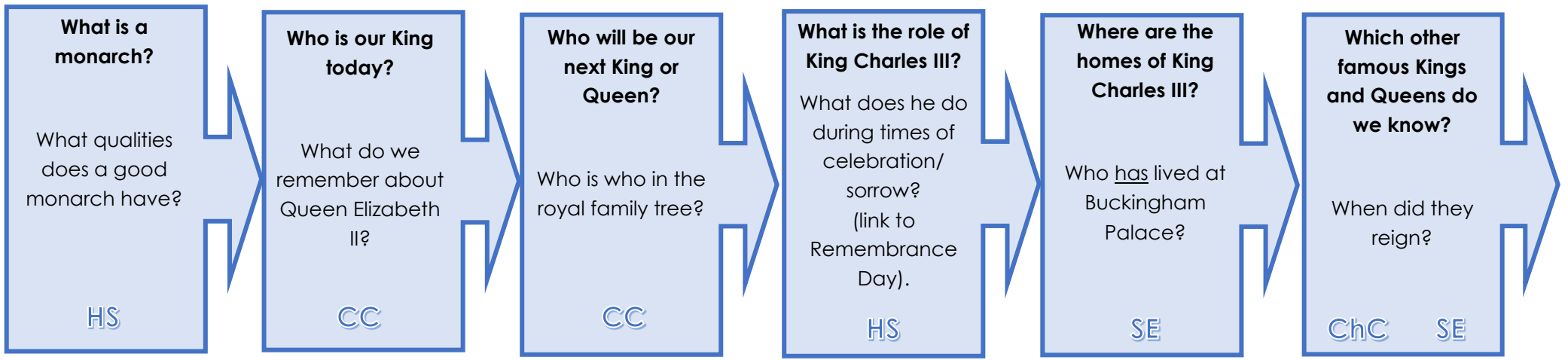
**Year 1 History**

**Unit of Learning: Kings and Queens**

**Substantive Concept: Monarchy/Empire**

**Why do we have Kings and Queens?**

**Teaching Sequence for this Unit.**



**How we 'work' and 'think' like an Historian**

Cause and Consequence - <b>CC</b>	Change and Continuity - <b>ChC</b>	Similarity and Difference - <b>SD</b>	Historical Significance - <b>HS</b>	Sources and Evidence - <b>SE</b>	Historical Interpretations - <b>HI</b>
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

## Year 1 Sequence of Knowledge

### Key Knowledge and Vocabulary: My Family Tree

<ul style="list-style-type: none"> <li>* A family tree includes all members of a family and shows how they are linked.</li> <li>* Members of the same family often share similar features because they inherit genes from their parents.</li> </ul>	<ul style="list-style-type: none"> <li>* Humans go through different stages in their lifetime than can be placed in an order on a timeline.</li> <li>* During childhood we grow rapidly and learn new life skills.</li> </ul>	<ul style="list-style-type: none"> <li>* Our grandparents or great/grandparents were once babies and now are elderly.</li> <li>* As we grow older our bodies start to wear out and our skin gets less stretchy, causing wrinkles.</li> </ul>	<ul style="list-style-type: none"> <li>* Schools were different in the past.</li> <li>* They didn't have lots of technology in the classroom just one single computer or television .</li> <li>* Teachers wrote on blackboards with chalk.</li> </ul>	<ul style="list-style-type: none"> <li>* Homes were different in the past.</li> <li>* Different materials were used to build houses.</li> <li>* They didn't have the number of electrical appliances that we have now.</li> </ul>
<b>Family, member, family tree, linked, related, generation, inherit, features, genes.</b>	<b>Human, lifecycle, stage, timeline, baby, toddler, child, teenager, adult, elderly.</b>	<b>Grandparent, great-grandparent, baby, elderly, older, younger, age, change.</b>	<b>Schools, past, present, technology, change, inventions, classroom.</b>	<b>Homes, , technology, materials, change, inventions, electrical appliance.</b>

### Key Knowledge and Vocabulary: Fantastic Flights

<ul style="list-style-type: none"> <li>* Today we can fly in many different ways using a wide variety of flying machines.</li> <li>* To get to this point there has been many machines invented and developed over the years.</li> </ul>	<ul style="list-style-type: none"> <li>* The first flying machine to take to the air was the hot air balloon.</li> <li>* It was invented by the Montgolfier brothers after years of experimenting with balloons and parachutes.</li> <li>* Their first test journey involved only a duck, a sheep and a chicken.</li> </ul>	<ul style="list-style-type: none"> <li>* The first motor-powered aeroplane was designed, built and flown by the Wright Brothers over 100 years later.</li> <li>* It was called the 'Flyer' and was the first of its kind to succeed so it is very important/significant to the history of flying (aviation).</li> </ul>	<ul style="list-style-type: none"> <li>* Just over 30 years later, Amelia Earhart was the first woman to fly on her own from America to the UK across the Atlantic Ocean.</li> <li>* Aeroplanes had changed a lot in this time, as the 'Flyer' flown by the Wright brothers only stayed in the air for 12 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>* Overtime aeroplanes have advanced as technology has and they can now fly faster and further.</li> <li>* Less than one hundred years ago, the first human was able to land on the moon because of the invention of the space rocket.</li> </ul>
<b>Variety flight, aviation, invention, developed, ideas.</b>	<b>Machine, invented, tested, experimented, unmanned.</b>	<b>Motor-powered, designed, succeed, significant, history.</b>	<b>Solo, significant, faster, further, speed, distance, height.</b>	<b>Technology, advanced, improve, science.</b>

### Key Knowledge and Vocabulary: Kings and Queens

<ul style="list-style-type: none"> <li>* A monarch is a king or queen, an emperor or a sultan.</li> <li>* They are usually part of a royal family and rule until their death.</li> <li>* Britain is a monarchy because it has a king.</li> <li>* The British royal family has ruled over the United Kingdom for hundreds of years.</li> </ul>	<ul style="list-style-type: none"> <li>* The crown is inherited which means that the heir becomes the monarch as soon as their parent dies.</li> <li>* King Charles became king as soon as his mother Queen Elizabeth II died.</li> <li>* Monarchs are crowned during a coronation ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>* The royal family tree is like our family tree showing how each of the members are linked.</li> <li>* The royal family tree is quite large because Queen Elizabeth II had four children.</li> <li>* Prince William is King Charles' eldest son so he will become the next King.</li> </ul>	<ul style="list-style-type: none"> <li>* The king visits other countries and welcomes visitors to the UK to represent our nation.</li> <li>* He leads and supports the nation in times of celebration, crisis or remembrance.</li> <li>* His role is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently.</li> </ul>	<ul style="list-style-type: none"> <li>* Charles has several family homes across England and Scotland.</li> <li>* He was born in Buckingham Palace as was the Prince of Wales.</li> <li>* Buckingham Palace is King Charles' London residence.</li> <li>* It is a working palace that the public can now visit during the summer months.</li> </ul>
<b>Rule, royal, family, birth, death, throne.</b>	<b>Crown, inherit, pass down, ceremony.</b>	<b>Relative, genes, inherit, oldest, youngest, offspring</b>	<b>Commonwealth, role, serve, duty, nation, represent.</b>	<b>Rule, royal, family, birth, death, throne.</b>