

Ashwell Primary School

History Curriculum

Year 1 - Knowledge and Skills Organiser



Year 1- Key Historical skills to be developed during Year 1	Key Vocabulary
<p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic. Place some basic events onto a timeline and use this to support the retelling of past events. Uses words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young <p><u>Change and development</u></p> <ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents) <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> Begin to understand why events happened or why things changed. <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> Begin to understand why events and certain people in the past are important. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Ask and answer some historical questions. Sort pictures, objects, events into 'old' and 'new' <p><u>Using sources of evidence</u></p> <ul style="list-style-type: none"> Uses different sources of evidence to investigate the past e.g. artefacts, pictures, stories, the Internet and databases. Begin to understand different ways we can learn about the past (e.g. images, stories etc) 	<p>old new now yesterday past present timeline same different parents grandparents important artefacts</p>
<p>Prior knowledge / skills this builds on: Reception</p> <p><u>Area of Learning -Understanding of the World- Past and Present</u></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now Understand the past through settings, characters and events in books and through storytelling Talk about the lives of the people around them and their roles in society 	<p>What comes next: Year 2</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Record some events and people onto a timeline. Remember a few significant names and dates. Use common words and phrases related to the passing of time (now, then, before). Begin to use historical vocabulary (e.g. past, present, recently, decades, centuries) <p><u>Change and development</u></p> <ul style="list-style-type: none"> Describe how the past and present are the same and different. Discuss the speed of change - sometimes in slow increments, sometimes in leaps. <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life

Significance and interpretation

- Understand why the people and events being studied are important.
- Give their view with reasons e.g. Who was the greatest explorer?

Historical enquiry

- Ask and answer historically relevant questions.
- Compare events from different periods in history (e.g. different discoveries/voyages).

Using sources of evidence

- Uses a wide range of historical sources to answer questions and find out about the past.
- Compare different versions of a past event e.g. two different accounts, two different photographs of a person or event

Year 1 – Castles

Core Knowledge to be acquired:

- Learn about the life of William the Conqueror
- Discuss how this is represented in the Bayeux tapestry
- Identify the features of a motte and baily castle and describe their functions.
- Describe how the role the features of a castle had in protecting it against an attack.
- Find out about the lives of different people who might have lived in a castle.
- Order castles from different time periods and identify how castles have changed over time. Begin to give reasons for this.
- Discuss why many castles are now in ruins and the important work of charities like English Heritage who protect them.

Key Vocabulary:

William the Conqueror
Bayeux tapestry
Castle - motte and bailey castle
Norman
drawbridge
battlements
moat
keep
portcullis
tower
bailey
wooden

Curriculum Enrichment / Cultural Capital Opportunity

- Opportunities to explore replica artefacts linked to castles e.g. model castle, replica armour.

Year 1 – Toys

Core Knowledge to be acquired:

- Investigate toys played with by their parents and grandparents and those played with further back in time.
- Recognise the similarities and differences between old and new toys
- Describe old and new toys using appropriate vocabulary.
- Identify which toys are old and which are new and give reasons for choices.
- Put toys in chronological order, giving reasons for ideas.
- Describe how toys have stayed the same and/or changed over time.

Key Vocabulary:

Old / new
modern
similarities
difference
materials- e.g. wood, metal, plastic
names of toys e.g. teddy, spinning top
mechanical

Curriculum Enrichment / Cultural Capital Opportunity

- Toys Past and Present Workshop from North Herts Museum Service.
- Opportunities to explore real and replica toys from the past.
- Visit to Ashwell Museum

Year 1 – History linked to geographical fieldwork in Ashwell

Core Knowledge to be acquired:

- Name some historical buildings in the local area.
- Describe historical buildings in the local area
- Identify clues to tell us how old a building is.
- Describe similarities and differences between old and new buildings e.g. comparing old and new houses in the village.

Key Vocabulary:

buildings
house
museum
local

Curriculum Enrichment / Cultural Capital Opportunity

- Visiting local area

Year 1 – Grace Darling

Core Knowledge to be acquired:

- Compare the differences between Grace Darling's life in Victorian times and life today.
- Describe and sequence the rescue of the Forfarshire.
- Identify how Grace Darling was remembered, including the array of Victorian memorabilia produced after the rescue.
- Learn why and how Grace Darling is remembered today.
- Discuss the link between Grace Darling's heroism and modern RNLI medal winners.

Key Vocabulary:

Victorian
lighthouse
lifeboat
rescue
storm
ship
heroine
Forfarshire.

Curriculum Enrichment / Cultural Capital Opportunity

- Opportunities to explore replica household objects that were used in Victorian times.

Prior knowledge / skills this builds on: Reception

Area of Learning -Understanding of the World- Past and Present

- Know some similarities and differences between things in the past and now
- Understand the past through settings, characters and events in books and through storytelling
- Talk about the lives of the people around them and their roles in society

What comes next:

Year 2- Events beyond living memory- Great Fire of London

Year 2- The lives of significant individuals in the past – Great Explorers, Mary Seacole and Florence Nightingale

Year 2- Significant historical events in their own locality- Great Fire of Ashwell.