

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. ▪ Use 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 <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"> ▪ Use 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:</p> <p><u>Nursery</u></p> <p><u>Area of learning- Understanding of the World</u></p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life story and family's history ▪ Show interest in different occupations <p><u>Reception</u></p> <p><u>Area of Learning -Understanding of the World</u></p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community ▪ Comment on images of familiar situations in the past ▪ Compare and contrast characters from stories, including figures from the past. <p><u>Early Learning Goals- Area of Learning -Understanding of the World- Past and Present</u></p>	<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 <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> ▪ Understand why the people and events being studied are important.

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events in books and through storytelling

- 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:

Nursery

Area of learning- Understanding of the World

- Begin to make sense of their own life story and family's history
- Show interest in different occupations

Reception

Area of Learning -Understanding of the World

- Talk about members of their immediate family and community
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.

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

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events in books and through storytelling

What comes next:

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

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

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