



# History – Year 1

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| <p><u>Honesty</u><br/>Describe feelings<br/>Be honest when something hasn't gone right</p>  | <p><u>Love</u><br/>Understand how love can be depicted through artists in history.<br/><br/>How individuals give their love to help others.<br/>E.g. Florence Nightingale.</p> | <p><u>Forgiveness</u><br/>Forgiving mistakes-<br/>The Great Fire of London</p>  | <p><u>Respect</u></p> <ul style="list-style-type: none"> <li>• Asking questions about my own past and others</li> <li>• Respecting other people's opinions</li> <li>• Respect for others personal lives</li> </ul> | <p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> <li>• Bonfire night- Guy Fawkes 5<sup>th</sup> November</li> <li>• Visitor from a nurse</li> <li>• Teacher to bring in photos from their past. Can chd sequence them and discuss past and present.</li> <li>• Trip to The Lowry</li> <li>• Seaside now and then. Set up different seaside activities in the hall.</li> <li>• Speak to an elderly member of the community to see if they can share their past or generations of families or visit a care home.</li> </ul> |   |   |
| <p><u>A Love Of Language</u><br/>see key skills below<br/><u>Reading:</u><br/>Read different sources.<br/><u>Listening:</u><br/>Opportunities to listen to videos of sources.<br/><br/><u>Speaking:</u><br/>Opportunities to speak and listen to others to share our thoughts on events.<br/><br/>Being able to speak about our own lives.<br/><br/><u>Writing:</u><br/>Write about different events from our past.</p> | <p><u>Aspirations</u><br/>Aspiring to make your own history in life<br/><br/>Aspiring to achieve a career they want.</p>   | <p><u>Bringing Learning To Life</u><br/><br/>Role play of different significant people.<br/><br/>Make family trees based on their wider family eg cousins, grandma etc.<br/><br/>Teacher to bring in photos for children to sort.</p> | <p><u>Emotional Well-Being</u><br/>Understanding that animals/ people have died in the past.<br/><br/>Friendships- When friendships don't go right.</p>  | <p><u>Resilience</u><br/>Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree<br/><br/>Understand the problems that individuals have overcome to succeed.</p>   | <p><u>Valuing Our Diversity</u><br/>Understanding that different people have different beliefs.<br/><br/>Understand</p> | <p><u>Respect and Responsibility</u><br/><br/>We are responsible for our own actions.<br/><br/>We value others beliefs.<br/><br/>Understand that our actions have consequences.</p> |
| <p>What will they learn?</p>  |  |   | <p>In what order?</p>  |  |   |   |

| Key Concepts   | Key Skills   | Autumn  | Spring  | Summer  | End points  |
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| <p>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Explore events beyond living memory that are significant nationally or globally.</p> <p>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. (Eg , Christopher Columbus and Neil Armstrong) or (Mary Seacole and Florence Nightingale) or ( William Caxton and Tim Berners Lee)</p> <p>Significant historical events, people and places in the locality.</p> | <p><u>Events, people and changes.</u><br/>To tell the difference between past and present in their own and other people’s lives by:</p> <ul style="list-style-type: none"> <li>•Using and making simple comparisons to parts of stories, and features of events.</li> <li>•Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>•Use simple stories and other sources to show that they know and understand key features of events.</li> </ul> <p><u>Chronology</u><br/>Show their emerging knowledge and understanding of the</p> | <p><b>Great Fire of London/Stuarts/ First Aeroplane- / Personal History</b></p> <p><b>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>•To tell the difference between past and present tense in their own lives.</li> <li>•Sequence basic events in chronological order.</li> <li>• Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied e.g. The Great Fire of London or the first aeroplane flight.</li> <li>•Recall some facts about people/events before living</li> </ul> | <p><b>History of Nursing</b></p> <p><b>Mary Seacole and Florence Nightingale) or</b></p> <p><b>Explore events beyond living memory that are significant nationally or globally.</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>•Life of Florence Nightingale including key dates and story of her life</li> <li>•Use and make simple comparisons to parts of stories, and features of events.</li> <li>•Place a few events and objects in order by using common phrases to show the passing of time (old,</li> </ul> | <p><b>Celebration of Eccles</b></p> <p>James Birch- Eccles Cakes<br/>Freddie Garrity<br/>Eccles Wakes Festivals<br/>Randolph Schwabe</p> <p><b>Significant historical events, people and places in the locality.</b></p> <ul style="list-style-type: none"> <li>• Discuss what we know about Eccles? What do we like about Eccles? Use digimaps to look at road names.</li> <li>• Look at significant people in the locality eg James Birch’s bakery in Eccles.</li> <li>• Visit Eccles blue plaques- why are they important as part of our local heritage?</li> <li>• Explore Eccles wakes and create a mural</li> </ul> | <p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>• Use past and present tense in reference to time.</li> <li>• To discuss events in time.</li> <li>• Understand that their lives are different to those in the past.</li> <li>• Retell events in stories.</li> </ul> <hr/> <p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>•Use and make simple comparisons to parts of stories, and features of events.</li> <li>•Place a few events and objects on a timeline using phrases to show the passing of time (old, new/young, days and months)</li> <li>•Tell stories about the past.</li> <li>•Understand and use simple historical concepts such as now, yesterday, last week, a long time ago etc.</li> <li>•Recall key facts/events about the individuals studied.</li> </ul> |

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| <p>James Birch- Eccles Cakes<br/>Eccles Wakes Festivals<br/>Randolph Schwabe</p> | <p>past by:</p> <ul style="list-style-type: none"> <li>•Recognising the distinction between past and present</li> <li>•Identifying some similarities and differences between their own present and aspects of the past</li> <li>•Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>•To show what they know understand in different ways (speaking, role-play and drawing).</li> <li>•Understand and use simple historical concepts such as now/then and same/different</li> </ul> <p><u>Enquiry, sources and interpretation.</u></p> <ul style="list-style-type: none"> <li>•Use sources to answer simple questions about the past,</li> <li>•Ask and answer questions about the past through</li> </ul> | <p>memory.</p> <ul style="list-style-type: none"> <li>•Say why people may have acted the way they did.</li> <li>•Identifying some similarities and differences between their own present and aspects of the past</li> <li>•To show what they know understand in different ways through (speaking, role-play and drawing).</li> <li>•Tell stories about the past.</li> <li>•Understand and use simple historical concepts such as now/then and same/different</li> </ul> | <p>new/young, days and months)</p> <ul style="list-style-type: none"> <li>•To show what they know understand in different ways through (speaking, role-play and drawing).</li> <li>•Tell stories about the past.</li> <li>•Understand and use simple historical concepts such as now, yesterday, last week, a long time ago etc.</li> <li>•Recall key facts/events about the individuals studied.</li> </ul> | <p>based on it.</p> <ul style="list-style-type: none"> <li>•Use simple stories and other sources to show that they know and understand key features of events.</li> <li>•Use sources to answer simple questions about the past,</li> <li>•Ask and answer questions about the past through observing and handling a range of sources, such as, artefacts pictures, books, videos and talking about the past, buildings and written sources.</li> </ul> | <p><u>Summer:</u><br/><b>Significant historical events, people and places in the locality.</b></p> <ul style="list-style-type: none"> <li>• Order simple events<br/>Use sources to answer simple questions about the past,</li> <li>•Describe a significant person in the locality eg James Birch and what he was famous for.</li> </ul> |
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|  | observing and handling a range of sources, such as, objects, pictures, talking about their past, buildings and written sources. |  |  |  |  |
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