



Year 1

Autumn Term	Spring Term	Summer Term
The lives of our Grandparents	Clarice Cliff and Emma Bridgewater	Explorers- Neil Armstrong and Christopher Columbus
Legacy, Everyday Life	Legacy, Work and Trade	Legacy
Chronology and Causation		
<p>C2- I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>C3-I can recall key information about a significant figure.</p> <p>C4-I understand that some objects belong to the past.</p> <p>C5-I can recognise that familiar objects we have today would have been different in the past.</p> <p>C6-I can begin to appreciate what a timeline is.</p> <p>C7-I can put three objects/ events into chronological order on a timeline.</p> <p>C8-I know what chronological means.</p> <p>C9-I can communicate my knowledge through; discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>		
Historical Enquiry		
<p>H2-I can respond to simple questions about the past.</p> <p>H3-I can offer an opinion as to why something may have happened in the past and why they know</p> <p>H4-I can observe and handle artefacts.</p> <p>H5-I can ask simple questions about the past.</p>		
Interpretation and Significance		
<p>I3-I can identify similarities and differences between different times.</p> <p>I4-I can talk about some people and events I have studied and give reasons for their actions.</p> <p>I5-I can begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote it.</p> <p>I6-I can begin to identify and recount historical details from the past from sources e.g. pictures/stories.</p>		

Link to Progression Document	Link to Progression Document	Link to Progression Document
<p>To be taught this term. C2, C4, C5, C6, C7 H4, H2 I3, I6</p>	<p>To be taught this term. C3, C8 H3 I4, I5</p> <p>Revisited this term C2, C6, C7 H2, H4 I3, I6</p>	<p>To be taught this term. C9 H5 I5</p> <p>Revisited this term C2, C3, C6, C7, C8 H2, H3, H4 I3, I4, I6</p>
Subject Specific Vocabulary	Subject Specific Vocabulary	Subject Specific Vocabulary
<p>Grandparents, chalk, easel, Toys- (1960's and 70's examples- space hoppers, clackers, Scalextric, view master, roller skates, Barbie, Sindy, Action Man, Chopper Bikes, Dinky Toys), artefact, photograph</p>	<p>Clarice Cliff, Emma Bridgewater, pottery, potbank, painter, design, Stoke-on-Trent, Bizarre ware, china, local</p>	<p>Christopher Columbus, Italy, Nina, Pinta, Santa Marina, voyage, Spain, Americas, Neil Armstrong, space, mission, moon, Apollo 11, NASA, explore, exploration</p>
I will...	I will...	I will...
<ul style="list-style-type: none"> ● Know how different our grandparents' toys were and be able to compare our toys to theirs by handling artefacts and photographs. EL ● Know what a timeline is and be able to place 3 toys onto the timeline in chronological order. EL ● Know what our grandparents' school days were like and use words and phrases to describe that this was in the past. EL 	<ul style="list-style-type: none"> ● Know who Clarice Cliff and Emma Bridgewater were/are. ● Be able to talk about Clarice Cliff and recall key details of her life. L EL W&T ● Be able to talk about Emma Bridgewater and recall key details of her life. L EL W&T ● Understand that Clarice Cliff is a local significant person L ● Understand the impact these people have made on our lives 	<ul style="list-style-type: none"> ● Know what an explorer is. W&T ● Know who Christopher Columbus was and why he was significant. L ● Know who Neil Armstrong was and why he was significant by using evidence. L ● Be able to compare the explorations of Neil Armstrong and Christopher Columbus. L

<ul style="list-style-type: none"> ● Be able to answer questions about our grandparent's lives by using a variety of different sources. EL ● Be able to find similarities and differences between our grandparent's lives and ours. L 	<p>today and why they are significant people. L</p> <ul style="list-style-type: none"> ● Be able to make comparisons between their lives. ● Be able to order the events of Clarice Cliff's life on a timeline. L 	<ul style="list-style-type: none"> ● Be able to compare the modes of transport between the different eras. L ● Be able to use a timeline to place these significant people and their achievements onto it. ● Be able to ask my own questions about these significant people.
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***Key Themes running through the History Curriculum at Knypersley First School**

Legacy- A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, buildings and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Everyday Life- How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.

Work and Trade- The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.