



**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**
- Toys Then and Now-**Communication and Invention**

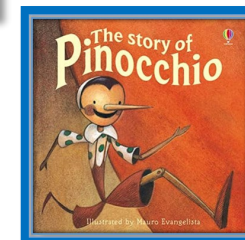
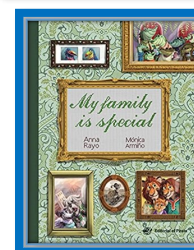
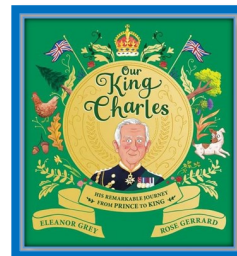
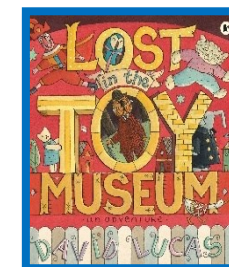
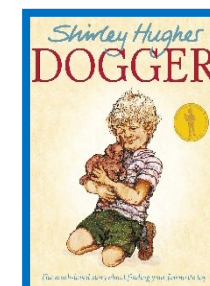
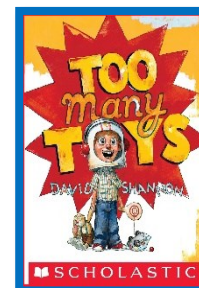
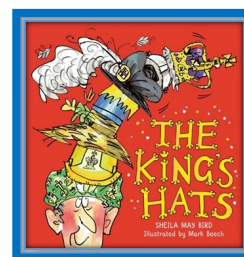
## Key Historical Knowledge and Understanding

- Know that a family tree is used to represent different generations of families and show how they are linked throughout the years.
- Know that humans go through different life stages which can be placed on a timeline.
- Know that a grandparent is someone who is the parent of your mum or dad.
- Know some of the differences between homes & school in life today/in life then.
- Know that Britain is a monarchy meaning it has a king or queen.
- Know that the crown is inherited meaning that the heir becomes the monarch as soon as their parent dies.
- Know that monarchs are crowned during a coronation ceremony.
- Know that Princess Elizabeth was crowned after the death of her father and that Prince Charles was crowned in May 2023 after the death of his mother, Queen Elizabeth II
- Know that Prince William is the next heir to the throne.
- Know that the British Royal Family has ruled over the United Kingdom for hundreds of years.
- Know that toys in the past were different to toys today.
- Know the names of some toys that were popular .
- Know and recognise similarities and differences between toys from the past and toys today.
- Know that toys in the past were made of different materials to toys now usually wood, paper or metal and that they had different features.
- Know that advancements in technology has impacted the way toys have changed and developed over the years.

## 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, museum, artefact, materials, technology.

## 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 Toys Now and Then:** Changes to toys over time and how advancements in technology has impacted this.
- **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 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.

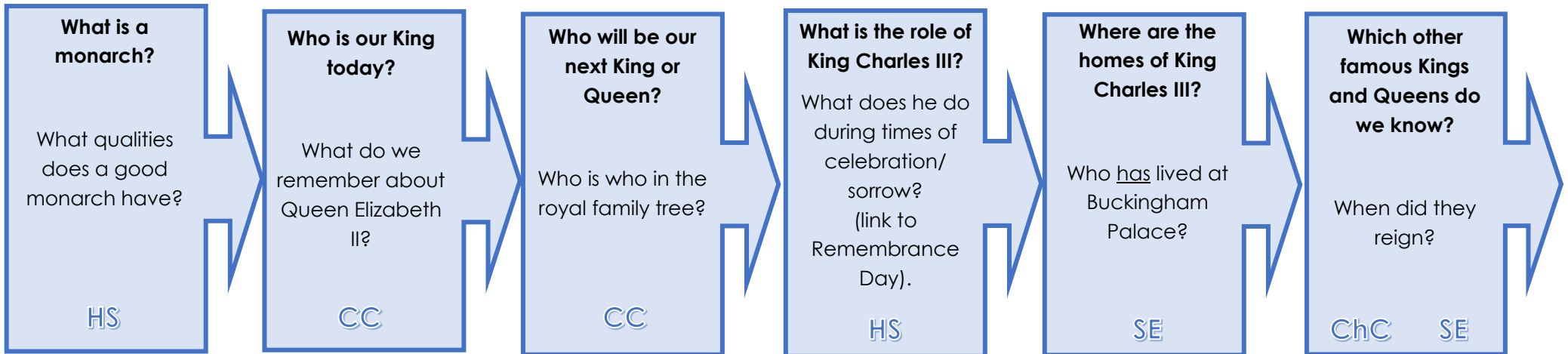
**Year 1 History**

**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**

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**PRIOR LEARNING LINKS-HISTORY**

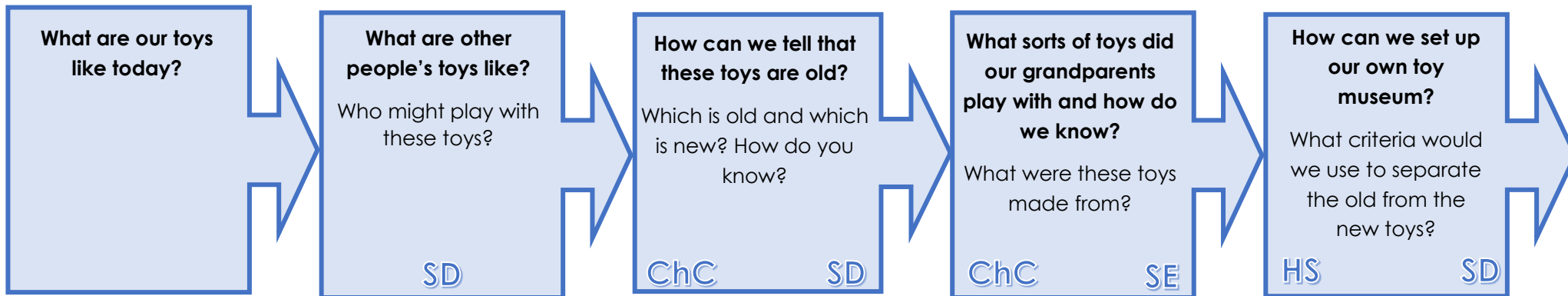
- **EYFS Foundations for History** - Looked at changes to transport to develop their concept of past and present. Also changes to the way people shop.
- **Y1: My Family History:** Learnt about the changes that have occurred within houses and schooling since their grandparents childhood to now.

**FUTURE LEARNING LINKS-HISTORY**

- **Y2 Nurturing Nurses** -Florence Nightingale and Mary Seacole. Understanding of what makes people historically significant. Lasting affects of their achievements-healthcare. Changing attitudes to race now and then.

**Year 1 History**  
**Unit of Learning: Toys Now and Then**  
**Historical School Theme: Changes in Britain**  
**What toys were played with in the past?**

**Teaching Sequence for this Unit**



**Focus for Disciplinary Knowledge**

| 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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