

Year 1 History Curriculum Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Theme	KER-PLUNK!		NIMBUS		BURR	
Subject Focus	Me since birth, My family, My family as younger people, My relatives, Memory and artefacts, heirlooms, changes to childhood and school				Change and influential people	
Essential Questions/ Key concepts	Language framing the past, chronology and sequencing of events, people's views of the past are different because of their context and narrative, whoever writes the past gives it to others, memory and facts are often different				Why don't we use the same things we did in the past? Why do some people influence change? Who are some important people who have influenced our lives? What was life like for people long ago?	
National curriculum-knowledge and skills	-Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. -They should understand some of the ways in which we find out about the past and identify different ways in which it is represented..				-significant historical events, people and places in their own locality. -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Spark, Trips, Visitors, events	All About Me (Parent Café) Strangers' Hall (Toys)				Windmill	
Diversity/PSHE links	Voices in history can be ignored and forgotten. History is often written by the powerful and the 'winners' Links to change and growth in ourselves				diverse famous people from across the country and world who have influenced change	

Hope Kindness Forgiveness Aspiration Love Courage Trust Respect Friendship

Maestro/Cross- curricular links	Childhood, School Days, Memory Box		
Key vocabulary	Baby, birthday, human, memory, new, old, parent, toddler, past, present, childhood, museum,		burr stone, windmill, flour, bread, mill, miller, wheat, barley, malt, monarch, president, king, queen
Skills progression	<p>1a I can make some comments about things (features, events, people and themes) from the past</p> <p>1b I can sequence a few events or related objects</p> <p>1c I can use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'.</p> <p>1h I can pick out information about the past from sources like pictures, objects and stories</p> <p>1j I can talk, draw and write to show my ideas</p>		
Prior knowledge check	Family photo albums. Who is in your family? Who are your grandparents?		Who is the King? What happens in a windmill? Why don't we use them anymore?
Assessment	<p>By the age of 7:</p> <p>Tell me about some people from when you were little</p> <p>Who do you know who is old?</p> <p>Do you know a story from the past?</p> <p>What is the same and what is different about these two pictures? · Why did these people do this/act like that?</p> <p>How do we know this a long time ago? How long ago was this? · How do we know things about the past?</p> <p>How can you find out about the past?</p> <p>Can you show me what you know about _____?</p>		