



# History Long Term Overview- Year 1



Concepts of past and present, old and new		Autumn 2		
		The aim of this unit of work is to introduce year 1 pupils to the concept of past, present, old and new through the topic of toys.		
(Toys)		NC Objectives	Overview	Working Historically
		Pupils will be taught about; <ul style="list-style-type: none"> <li>Changes within living memory.</li> </ul>		Pupils will; <ul style="list-style-type: none"> <li>know the difference between old and new Sort toys into different groups including 'old' and 'new'</li> <li>know that toys from the past are different to toys now</li> <li>know what materials toys are made from</li> <li>can describe a toy</li> <li>know some toys people in the past played with.</li> </ul>
<b>Chronological Understanding:</b> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order (timeline)</li> <li>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/carers were young.</li> </ul>				
				<b>Knowledge and understanding of events, people and changes in the past:</b>
				<b>Historical interpretation:</b> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>Relate his/her own account of an event and understand that others may give a different version</li> </ul>
				<b>Historical enquiry:</b> <ul style="list-style-type: none"> <li>Describe some simple similarities and differences between artefacts.</li> <li>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</li> <li>Sort artefacts from 'then' and 'now'.</li> <li>Ask and answer relevant basic questions about the past.</li> </ul>
				<b>Organisation and communication:</b> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past, including role-play.</li> <li>Talk, draw or write about aspects of the past.</li> </ul>



# History Long Term Overview- Year 1



Spring 2			
The aim of this unit of work is to introduce year 1 pupils to some local history and examine how the Leeds, Liverpool canal was instrumental for our local housing and industry.			
NC Objectives	Overview	Working Historically	
<p><b>Significant places in our local area</b></p> <p><b>(Leeds and Liverpool Canal)</b></p>	<p>Pupils will be taught about;</p> <ul style="list-style-type: none"> <li>Study significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils will;</p> <ul style="list-style-type: none"> <li>know what a river and a canal is.</li> <li>know why canals were used</li> <li>know how coal and cotton was delivered to Blackburn Mil</li> <li>know how people travelled on canals</li> <li>know what life was like living on canals</li> </ul>	
			Key Skills:
			<p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order (timeline)</li> </ul>
			<p><b>Knowledge and understanding of events, people and changes in the past:</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>
			<p><b>Historical interpretation:</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> <li>Relate his/her own account of an event and understand that others may give a different version</li> </ul>
			<p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>Describe some simple similarities and differences between artefacts.</li> <li>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</li> <li>Ask and answer relevant basic questions about the past.</li> </ul>
<p><b>Organisation and communication:</b></p> <ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past.</li> </ul>			



# History Long Term Overview- Year 1



Summer 2			
The aim of this unit is for pupils to learn about significant events and people. Pupils will learn about the life of David Attenborough and explore how his life and work have changed life for us today.			
Lives of significant individuals	NC Objectives	Overview	
<p>(David Attenborough)</p> <p>Pupils will be taught about;</p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>		<p>Pupils will;</p> <ul style="list-style-type: none"> <li>know David Attenborough was born in London in 1926</li> <li>know what life was like when David Attenborough was growing up</li> <li>know how David Attenborough has cared for the environment</li> <li>know some key events in David Attenborough's life</li> <li>can order the key events on a timeline.</li> </ul>	
		Working Historically	
		Key Skills:	
		<p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present.</li> <li>Describe things that happened to themselves and other people in the past</li> <li>Place known events and objects in chronological order (timeline)</li> <li>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.</li> </ul>	
		<p><b>Knowledge and understanding of events, people and changes in the past:</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>	
<p><b>Historical interpretation:</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul>			
<p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>Describe some simple similarities and differences between artefacts.</li> <li>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</li> <li>Ask and answer relevant basic questions about the past.</li> </ul>			
<p><b>Organisation and communication:</b></p> <ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</li> <li>• Speak about how he/she has found out about the past e.g. through role-play.</li> <li>Record what he/she has learned by drawing and writing, including using ICT.</li> </ul>			



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