



Year 1

Autumn Term

Can we use toys to find out about the past?

Key Question 1

What does the word chronology mean?



Key Question 3

How can I find out if toys have changed over time?

Key Question 5

How can looking at toys tell us about the world even before our granny and grandad were born?



Key Question 2

How can we show that toys have changed over time?

Key Question 4

Do I play with the same toys my granny and grandad played with?

Key Question 6

Children to present their learning

In this unit children will

Key question	<u>Substantive knowledge –</u> Introducing children to basic historical facts, events and figures. This includes teaching children about key historical events, significant historical figures and everyday life in different historical periods.	<u>Disciplinary knowledge</u> Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures) and developing and appreciation for historical context and the ability to ask questions about the past
1	<ul style="list-style-type: none"> Know that events in history have happened in a specific sequence or timeline. Know what how the passage of time is represented through chronological order. 	<ul style="list-style-type: none"> Practice sequencing pictures of themselves at different ages to create a timeline of their own personal history. Develop skills in identifying and ordering pictures based on chronological order, from earliest to most recent. Explore the use of visual aids, such as photographs, to understand and represent chronological sequences. Begin to develop vocabulary related to chronology, such as "before," "after," "earliest," and "latest." Begin to understand the importance of chronology in historical study and how it helps us understand the past
2	<ul style="list-style-type: none"> Know that the toys they have played with have evolved and changed since they were babies. Know some examples of the type of toys children play with at different stages in their own timelines 	<ul style="list-style-type: none"> Practice sequencing pictures of the toys they have played with from when they were babies until now. Develop skills in identifying and ordering pictures based on chronological order, from the earliest toys to the most recent ones. Explore the use of visual aids, such as photographs of toys, to understand and represent changes over time. Reflect on the reasons why certain toys may have been popular at different stages of their lives. Begin to develop vocabulary related to historical concepts such as "past," "present," "old," and "new." Begin to understand the importance of studying changes over time to gain a deeper understanding of history and society
3	<ul style="list-style-type: none"> Know that historical sources are materials or artefacts from the past that provide information about historical events, people, and cultures. Know different types of historical sources, such as photographs, documents, artefacts, and oral histories. 	<ul style="list-style-type: none"> Practice asking questions to explore the past and understand how toys have changed over time. Learn about different types of historical sources and how they can be used to answer historical questions. Explore the use of primary sources, such as photographs of old toys or interviews with older family members, to learn about changes in toys over time.
4	<ul style="list-style-type: none"> Know that toys have changed over time and may be different from what their grandparents played with. Know of some the similarities and differences between toys from different generations. 	<ul style="list-style-type: none"> Explore the concept of historical comparison between their own toys and those of their grandparents. Learn about the importance of asking questions and gathering evidence to understand historical changes.

	<ul style="list-style-type: none"> Know some ways in which society, technology, and culture have influenced the types of toys available. 	<ul style="list-style-type: none"> Practice using personal experiences and family stories as sources of historical information. Discuss the idea of continuity and change over time in relation to toys and play. Begin to develop skills in comparing different generations of toys and understanding the reasons for differences.
5	<ul style="list-style-type: none"> Know that toys from different time periods reflect the lives of the people who played with them. Know that the toys available for rich and poor children in the Victorian Era Know that the reasons for this were linked to the cost of the materials that they were made from at the time and know that this is different now Know the differences between where rich and poor children played in the Victorian Era 	<ul style="list-style-type: none"> Explore the concept of historical artefacts and how toys can serve as artefacts from the past. Practice examining Victorian toys as historical artefacts and considering what they can tell us about the lives of children in the past. Discuss the differences between toys for rich and poor children during the Victorian era and speculate on the reasons for these differences. Reflect on the ways in which studying toys can help us learn about social and economic inequalities in the past. Begin to develop skills in interpreting historical artefacts and drawing conclusions about the past based on evidence.
6	<ul style="list-style-type: none"> Know some different ways to present their learning about toys from the past 	<ul style="list-style-type: none"> Explore various methods of showcasing what has been learned about toys from the past, such as creating posters, presentations, or displays. Practice summarising key information about historical toys in a clear and concise manner. Learn to use visual aids and props effectively to enhance presentations or displays.



The BIG question

How have homes changed over time?

Year 1 Spring Term

How have houses
changed over time?

Key Question 1

Have houses always looked the same?



Key Question 3

What is an era?
What was the Victorian era and how did it change the way people lived?

Key Question 5

How has learning about homes over time taught us about how the world has changed?



Key Question 2

Have people always had the same things inside houses?

Key Question 4

Why did housework take so long in the Victorian era?

In this unit children will

Key
question

Substantive knowledge

Introducing children to basic historical facts, events, and figures. This includes teaching children about key historical events, significant historical figures, and everyday life in different historical periods.

Disciplinary knowledge)

Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures) and developing and appreciation for historical context and the ability to ask questions about the past

1

- Know that houses have evolved and changed over different historical periods
- Know some simple facts about how changes and cost of available materials influenced house construction in stone age, Iron age, Tudor, Victorian and contemporary eras
- Know about some of the living conditions and lifestyles of people in different historical periods (stone age, Iron age, Tudor, Victorian) through the study of houses.

- Explore the concept of chronological order and sequence by putting the different houses into chronological order.
- Discuss the reasons for changes in house construction and design over time, including advancements in materials available
- Reflect on the differences and similarities between houses from different historical periods.

		<ul style="list-style-type: none"> Begin to develop vocabulary related to architectural styles, construction materials, and historical periods. Stone Age Iron Age Tudor Victorian Modern
2	<ul style="list-style-type: none"> Know what things were like inside houses when people who are now 70 years old were children. Know what furniture, toys, and specifically household appliances were common in houses during their childhood. 	<ul style="list-style-type: none"> Begin to develop basic interviewing skills by asking questions to 70-year-olds about their childhood homes. Compare the things found in houses of 70-year-olds' childhood to what children have in their own houses now. Identify similarities and differences between past and present homes, such as changes in technology, furniture, or daily routines. Understand how houses and lifestyles have changed over time.
3	<ul style="list-style-type: none"> Begin to understand the concept of an era as a specific period with distinct characteristics and events. Know about the Victorian era as a historical period characterised by significant advancements and changes. Know of some Victorian inventions that changed daily life, including the camera, telephone, car, vacuum cleaner, bicycle, and radio. 	<ul style="list-style-type: none"> Explore the concept of an era and its significance in understanding historical periods. Discuss the importance of significant inventions in shaping daily life during the Victorian era. Reflect on the impact of these inventions on different aspects of Victorian life, such as work, leisure, and communication. Develop vocabulary related to Victorian inventions, such as "camera," "telephone," "car," "vacuum cleaner," "bicycle," and "radio."
4	<ul style="list-style-type: none"> Understand the concept of housework and its importance in daily life during the Victorian era. Know about some of the tools and appliances used for housework in the Victorian era, such as the iron, dolly, washboard, wash tub, and carpet beater. Know about the labour-intensive nature of housework in the Victorian era and the reasons why it took so long to complete. Gain insight into the roles and responsibilities of individuals, particularly women and children, in carrying out household chores during the Victorian era. 	<ul style="list-style-type: none"> Explore the concept of housework and its significance in understanding daily life during the Victorian era. Engage in hands-on experiences with Victorian artefacts related to housework, such as the iron, dolly, washboard, wash tub, and carpet beater. Experience washing clothes using Victorian domestic appliances to gain a deeper understanding of the labour involved in housework during the Victorian era. Discuss the differences between modern and Victorian methods of housework and the impact of technological advancements on daily life. Reflect on how understanding how housework was done in the past enables us to understand how modern life is different from the past and begin to discuss the positives and negatives of this
5	<ul style="list-style-type: none"> Gain insight into how learning about homes over time provides valuable information about how the world has changed over time 	<ul style="list-style-type: none"> Discuss how changes in homes over time can be used to learn about lives of people in the past Reflect on the impact of technological advancements on the way housework is now done Begin to develop critical thinking skills by considering the factors that have influenced changes in homes over time and their implications for domestic life and leisure time



The big question
Why do we have
castles?

Year 1 Summer Term

Why do we have
castles?

Key Question 1

What is a castle and who built the first castles in England?

**Key Question 3**

Why are castles always built on hills?

Key Question 5

Are castles still important today

Key Question**Key Question 2**

What are the features of a castle?

Key Question 4

What was life like Inside castles?

Key Question 6

Why do we have castles ?

In this unit children will

Key
question

Substantive knowledge

Children are introduced to basic historical facts, events, and figures. This includes teaching children about key historical events, significant historical figures, and everyday life in different historical periods.

Disciplinary knowledge)

Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures) and developing and appreciation for historical context and the ability to ask questions about the past

1

- Know of William the Conqueror as a significant historical figure.
- Know that William the Conqueror built the first castles in England.
- Know that Windsor Castle and the Tower of London are important castles built by William the Conqueror

- Begin to Recognise the significance of William the Conqueror in English history as the person who introduced castles.
- Begin to understand some of the reasons behind the construction of castles during William the Conqueror's time.
- Recognise the Tower of London and Windsor castle as some of the older castles in England

2	<ul style="list-style-type: none"> • Know that castles are often built on hills or elevated areas. • Know the practical reasons for building castles on hills, such as better visibility and natural defence 	<ul style="list-style-type: none"> • Begin to understand the historical context of medieval warfare and the need for castles for defence. • Understand why castles needed to be located with good visibility etc for overlooking surrounding areas and deterring potential attackers.
3	<ul style="list-style-type: none"> • Know and name different features commonly found in castles, such as towers, walls, gates, drawbridges, and battlements. • Know the basic purpose or function of each castle feature, such as protection, defence, or providing living quarters. • 	<ul style="list-style-type: none"> • Understand the historical purpose of castles as defensive structures. • Recognise some of the reasons that led to the construction of castles, including the need for protection against invaders
4	<ul style="list-style-type: none"> • Know and describe different aspects of daily life inside medieval castles, such as living quarters, food preparation, entertainment, and defence. • Know key roles and responsibilities of individuals living in a castle, including lords, ladies, knights, servants, and craftsmen. • Know the basic amenities and features commonly found within castle walls, such as great halls, kitchens, bedrooms, and courtyards. 	<ul style="list-style-type: none"> • Begin to understand hierarchy in the context of medieval society
5	<ul style="list-style-type: none"> • Know that castles are important historical landmarks that provide insights into a period in the past (medieval) • Understand that studying castles can help us learn about daily life, and the social structure of the past. • Identify the importance of castles as educational resources for schools, museums, and researchers. • Know that castles attract tourists who spend money on admission fees, souvenirs, and local businesses. • Know that preserving castles ensures that future generations can learn from and appreciate their significance. 	<ul style="list-style-type: none"> • • Recognise the value of castles as primary sources for historical research and understanding. • Begin to understand the economic benefits of tourism related to castles, including job creation and income generation. • Begin to Recognise the importance of the preservation of historical buildings