



## Year 1 History

Chronology and Causation	Interpretation and Significance	Historical Enquiry
<b>C1</b> To appreciate the difference between long ago and very long ago	<b>I1</b> Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.	<b>H1</b> Respond to simple questions about the past
<b>C2</b> Create a simple timeline to capture recent events	<b>I2</b> Begin to identify and recount historic details from the past from sources e.g. pictures/stories	<b>H2</b> Observe and handle artefacts and ask simple questions about the past
<b>C3</b> Remember parts of stories they have read or have had read to them which involve memories about the past	<b>I3</b> To identify similarities and differences between different times	<b>H3</b> Offer an opinion as to why something may have happened in the past and why they know
<b>C4</b> Recognise that familiar objects we have today would have been different in the past, i.e., telephone	<b>I4</b> To be able to talk about some people and events that they have studied and give reasons for their actions	
<b>C5</b> Begin to appreciate what a timeline is by looking at a time-line over the past 10 years	<b>I5</b> Consider the differences between 'long ago' and 'now'	
<b>C6</b> Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	<b>I6</b> Appreciate that stories passed down through time are prone to exaggeration and some inaccuracy.	
<b>C7</b> Know that the toys their parents and grandparents played with were different to their own		
<b>C8</b> Organise a number of artefacts by age		
<b>C9</b> Know what a number of older objects were used for		



## Year 1 Topic Coverage

Autumn Grandparents	Spring Castles	Summer Local Area
<b>Legacy, Work &amp; Trade, Everyday Life</b>	<b>Legacy, Work &amp; Trade, Everyday Life</b>	<b>Legacy, Work &amp; Trade, Everyday Life</b>
<p style="text-align: center;"><b>C2 C4 C5 C6 C7 C8</b> <b>H1 H2 H3</b> <b>I2 I3</b></p> <p style="text-align: center;">To be revisited from EYFS</p> <p>I can comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p style="text-align: center;">Past &amp; Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Past &amp; Present ELG</p>	<p style="text-align: center;"><b>C1 C9</b> <b>I1 I2 I3 I5 I6</b></p> <p style="text-align: center;">To be revisited:</p> <p style="text-align: center;"><b>C4 C6, C8</b> <b>H1 H2 H3</b></p>	<p style="text-align: center;"><b>C3, I4</b></p> <p style="text-align: center;">To be revisited:</p> <p style="text-align: center;"><b>C1 C2 C4 C6 C9</b> <b>H1 H2 H3</b> <b>I1 I2 I3 I6</b></p>
<b>Subject specific vocabulary</b>		
Marbles, hopscotch, photographs, Clangers moon landing, McDonalds	Moat drawbridge knight turret keep portcullis	Stanley Matthews Clarice Cliffe Reginald Mitchell
<b>Key knowledge</b>		
<ul style="list-style-type: none"> <li>• <i>How to use photos and artefacts to tell us about the past (disciplinary)</i></li> <li>• How to play replica toys to find out about the past <b>L, EL</b></li> <li>• Know how different our grandparents' toys were. <b>EL</b></li> <li>• Know how school was different for our Grandparents. <b>L, EL</b></li> <li>• Place toys on a timeline (disciplinary)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to use photos or a visit to a local castle to tell us about the past (disciplinary)</i></li> <li>• Place different castles on a timeline (disciplinary)</li> <li>• Know that castles were built to keep people safe <b>L, W&amp;T, EL</b></li> <li>• Know names of the different parts of a castle and what they were used for. <b>L, W&amp;T, EL</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to use photos and local places to tell us about the past (disciplinary)</i></li> <li>• Know who Reginald Mitchell was and what he did. <b>L</b></li> <li>• Know who Clarice Cliff was and what she did. <b>L, W&amp;T</b></li> <li>• Know who Sir Stanley Matthews was. <b>L</b></li> <li>• Know about Robbie Williams and his connection today to Stoke-on-Trent. <b>L, EL</b></li> </ul>



		<ul style="list-style-type: none"><li>• Place the above famous people on a timeline (disciplinary)</li></ul>
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### **Key themes running through the History curriculum at Marlfields Primary 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, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

**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.

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