

Y1 HISTORY: What was life like for our grandparents and great-grandparents in our local area?

Term:
Enquiry
Q:

Skills (including disciplinary knowledge):

Weekly Coverage (Lessons):

Chronology:

- I am beginning to place people in chronological order.
- I am beginning to use words and phrases relating to the passing of time.

Historical Enquiry:

- I am beginning to ask and answer questions.
- I can observe and handle artefacts with interest.

Communicating, Presenting & Organising:

- I can find out something about the past by talking to an older person.
- I can use simple ways of recording my learning about the past.

Comparing Past & Present:

- I am beginning to identify and talk about the different ways the past is represented.
- I can identify similarities and differences between past and present in my own and other people's lives.
- I can describe some simple similarities and differences between artefacts.
- I can identify toys that my grandparents may have played with, my parents may have played with and toys which my parents may have played with.

- 1) What is a family tree?
- 2) What did my grandparents play with?
- 3) How was school different in the past?
- 4) How does my life compare to my great grandparents?
- 5) Visit to Beamish
- 6) Assessment:

Substantive Knowledge/ Assessment:

- I know that a grandparent is a parent of a parent.
- I know that a great-grandparent is a grandparent's parent.
- I know that toys my great grandparents played with mostly did not have batteries.
- I know that houses looked different in the past (style).

Vocabulary:

school
houses
town

long ago
Beamish
modern
similar
different

history
past
recent history

Autumn 2: History

Y1 GEOGRAPHY: What makes us a United Kingdom?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Spring 1: Geography	<p><u>Geographical Skills (including disciplinary knowledge):</u></p> <ul style="list-style-type: none"> I can name and locate the four countries of the United Kingdom on a map. I can identify characteristics of the four countries of the United Kingdom. I can use basic geographical vocabulary to describe the area I am studying. I am beginning to use a world map or atlas to locate and label the United Kingdom and its countries. I can identify a map, an atlas and a globe. 	<p>1) Where is the United Kingdom on a globe?</p> <p>2) What countries make up the United Kingdom?</p> <p>3) What is a capital city and what are ours?</p> <p>4) What makes England & Scotland special?</p> <p>5) What makes Wales special?</p> <p>6) What makes Northern Ireland special?</p> <p>7) Assessment: What makes use the United Kingdom?</p>
	Substantive Knowledge/ Assessment:	
	<ul style="list-style-type: none"> I know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland. I know that London is the capital of England. I know that Edinburgh is the capital of Scotland. I know that Cardiff is the capital of Wales I know that Belfast is the capital of Northern Ireland. I know that Mount Snowdon is in Wales. I know that Mount Snowdon has a little Railway. I can recognise a picture of Buckingham palace and know that this is where the Queen lives. I know that the columns that make up the Giant's causeway are mainly hexagons. 	
	Vocabulary:	
England Scotland Wales Northern Ireland Edinburgh London Cardiff Belfast	railway Mount Snowdon Buckingham Palace hexagons globe atlas maps	island land sea mountains towns cities

Y1 HISTORY: Who is our monarch and how do they compare to monarchs in the past?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																
Spring 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I am beginning to place objects, people and events in chronological order I am beginning to sequence and recount changes that have happened within living memory. I am beginning to recognise and communicate changes beyond my living memory I am beginning to use common words and phrases relating to the passing of time. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I am beginning to show some understanding of how people find out about the past I am beginning to ask questions. I am beginning to answer questions by using different sources <p><u>Interpretation</u></p> <ul style="list-style-type: none"> I am beginning to understand and identify different ways that the past is represented. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> I am beginning to use drama/role play to recount significant individuals and events from the past. I am beginning to use historical terms/vocabulary in my explanations/work I can use simple ways of recording my learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I am beginning to identify and talk about the different ways the past is represented. I am beginning to talk about how actions change the way we do things today. 	<p>1) What does Monarch mean and who is our monarch?</p> <p>2) What does the Royal family look like? (family tree)</p> <p>3) Who are the significant British monarchs?</p> <p>4) How do Queen Elizabeth II and Queen Victoria compare?</p> <p>5) Why are the royal family important to the UK?</p> <p>6) Assessment: Who is our monarch and how do they compare to monarchs in the past?</p>																
	<p>Substantive Knowledge/ Assessment:</p>																	
	<ul style="list-style-type: none"> I know family members of Queen Elizabeth, husband, children, grandchildren, father and mother I know other monarchs that have ruled our country, other kings and queens. 																	
	<p>Vocabulary:</p>																	
	<table border="1"> <tr> <td>King Charles</td> <td>Prince George</td> <td>monarch</td> </tr> <tr> <td>Queen Elizabeth</td> <td>Princess Charlotte</td> <td>throne</td> </tr> <tr> <td>Prince Philip</td> <td>Prince Louis</td> <td>reign</td> </tr> <tr> <td>Prince William</td> <td></td> <td>crown</td> </tr> <tr> <td>Prince Harry</td> <td>Queen Victoria</td> <td>orb</td> </tr> <tr> <td></td> <td></td> <td>sceptre</td> </tr> </table>		King Charles	Prince George	monarch	Queen Elizabeth	Princess Charlotte	throne	Prince Philip	Prince Louis	reign	Prince William		crown	Prince Harry	Queen Victoria	orb	
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Y1 HISTORY: Why were castles built in the past?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Summer 1: History	<p><u>Chronology</u></p> <ul style="list-style-type: none"> I am beginning to recognise and communicate changes beyond my living memory <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> I am beginning to ask questions I am beginning to answer questions by using different sources I am beginning to use sources to find out about significant historical events, people and places in my locality. I can observe and handle artefacts with interest <p><u>Communicating, Organising & Presenting</u></p> <ul style="list-style-type: none"> I am beginning to use historical terms/vocabulary in my explanations/work. I can use simple ways of recording my learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus. 	<p>1) What is a castle and where are they built?</p> <p>2) What are the features of a castle?</p> <p>3) Who lived in a castle?</p> <p>4) Trip to Alnwick Castle</p> <p>6) Assessment: Why were castles built?</p>
	<p>Substantive Knowledge/ Assessment:</p>	
	<ul style="list-style-type: none"> I know what life in a castle might have been like and how it is different to my own. I know some of the jobs people did in a castle. I know why castles are built. 	
	<p>Vocabulary:</p>	
<p>castle moat turret</p>	<p>tower portcullis drawbridge</p>	<p>battlement bailey arrow loops</p>

Y1 GEOGRAPHY: How do people find their way around outdoors?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Summer 2: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> I can use basic geographical vocabulary to describe the area I am studying. I can identify characteristics of the four countries of the United Kingdom. I can name and locate the four countries of the United Kingdom on a map. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I am beginning to use a simple compass following N, E, S and W directions. I can use/follow locational and directional language, up/down, forwards backwards, near/far. I can create a simple map using real objects to represent places or features. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can recognise a photograph taken by a teacher as something they have seen. I can present geographical data on a weather chart. I am beginning to talk about observations I make on my fieldwork. <i>E.g. buildings, trees, roads.</i> I can draw simple pictures/ outlines to represent features I've seen on my school grounds. 	<p>1) How can the weather stop us from being outdoors?</p> <p>2) Is it near or far?</p> <p>3) What is a compass and how do we use it?</p> <p>4) How do we follow a compass?</p> <p>5) What's your favourite place in school?</p> <p>6) Assessment: How do people find their way around outdoors?</p>	
	<p>Substantive Knowledge/ Assessment:</p>		
	<ul style="list-style-type: none"> I know how to use a compass to show my direction I know that different types of clothing can protect you from different types of weather I know that the Angel of the North is quite near to school and we could walk there I know that it would take a few hours to drive to the London Eye I know that the Sydney Harbour Bridge is on the other side of the world, which is very far away 		
	<p>Vocabulary:</p>		
	<table border="1"> <tbody> <tr> <td data-bbox="181 1015 539 1372"> hail thunder lightning storm </td> <td data-bbox="539 1015 898 1372"> rain near far </td> <td data-bbox="898 1015 1252 1372"> North East South West compass </td> </tr> </tbody> </table>		hail thunder lightning storm
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