

# 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):
Autumn 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>I am beginning to place people in chronological order.</li> <li>I am beginning to use words and phrases relating to the passing of time.</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I am beginning to ask and answer questions.</li> <li>I can observe and handle artefacts with interest.</li> </ul> <p><u>Communicating, Presenting &amp; Organising:</u></p> <ul style="list-style-type: none"> <li>I can find out something about the past by talking to an older person.</li> <li>I can use simple ways of recording my learning about the past.</li> </ul> <p><u>Comparing Past &amp; Present:</u></p> <ul style="list-style-type: none"> <li>I am beginning to identify and talk about the different ways the past is represented.</li> <li>I can identify similarities and differences between past and present in my own and other people's lives.</li> <li>I can describe some simple similarities and differences between artefacts.</li> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>1) What is a family tree?</li> <li>2) What did my grandparents play with?</li> <li>3) How was school different in the past?</li> <li>4) How does my life compare to my great grandparents?</li> <li>5) Visit to Beamish</li> <li>6) Assessment:</li> </ol>
	<b>Substantive Knowledge/ Assessment:</b>	
	<ul style="list-style-type: none"> <li>I know that a grandparent is a parent of a parent.</li> <li>I know that a great-grandparent is a grandparent's parent.</li> <li>I know that toys my great grandparents played with mostly did not have batteries.</li> <li>I know that houses looked different in the past (style).</li> </ul>	
	<b>Vocabulary:</b>	
<p>school houses town</p>	<p>long ago Beamish modern similar different</p>	<p>history past recent history</p>

# 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"> <li>I can name and locate the four countries of the United Kingdom on a map.</li> <li>I can identify characteristics of the four countries of the United Kingdom.</li> <li>I can use basic geographical vocabulary to describe the area I am studying.</li> <li>I am beginning to use a world map or atlas to locate and label the United Kingdom and its countries.</li> <li>I can identify a map, an atlas and a globe.</li> </ul>	<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 &amp; Scotland special?</p> <p>5) What makes Wales special?</p>
	<b>Substantive Knowledge/ Assessment:</b>	
	<ul style="list-style-type: none"> <li>I know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland.</li> <li>I know that London is the capital of England.</li> <li>I know that Edinburgh is the capital of Scotland.</li> <li>I know that Cardiff is the capital of Wales</li> <li>I know that Belfast is the capital of Northern Ireland.</li> <li>I know that Mount Snowdon is in Wales.</li> <li>I know that Mount Snowdon has a little Railway.</li> <li>I can recognise a picture of Buckingham palace and know that this is where the Queen lives.</li> <li>I know that the columns that make up the Giant's causeway are mainly hexagons.</li> </ul>	<p>6) What makes Northern Ireland special?</p> <p>7) <b>Assessment:</b> What makes use the United Kingdom?</p>
	<b>Vocabulary:</b>	
<p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>Edinburgh</p> <p>London</p> <p>Cardiff</p> <p>Belfast</p>	<p>railway</p> <p>Mount Snowdon</p> <p>Buckingham Palace</p> <p>hexagons</p> <p>globe</p> <p>atlas</p> <p>maps</p>	<p>island</p> <p>land</p> <p>sea</p> <p>mountains</p> <p>towns</p> <p>cities</p>

# 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"> <li>I am beginning to place objects, people and events in chronological order</li> <li>I am beginning to sequence and recount changes that have happened within living memory.</li> <li>I am beginning to recognise and communicate changes beyond my living memory</li> <li>I am beginning to use common words and phrases relating to the passing of time.</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I am beginning to show some understanding of how people find out about the past</li> <li>I am beginning to ask questions.</li> <li>I am beginning to answer questions by using different sources</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>I am beginning to understand and identify different ways that the past is represented.</li> </ul> <p><u>Communicating, Presenting &amp; Organising:</u></p> <ul style="list-style-type: none"> <li>I am beginning to use drama/role play to recount significant individuals and events from the past.</li> <li>I am beginning to use historical terms/vocabulary in my explanations/work</li> <li>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</li> </ul> <p><u>Comparing Past &amp; Present:</u></p> <ul style="list-style-type: none"> <li>I am beginning to identify and talk about the different ways the past is represented.</li> <li>I am beginning to talk about how actions change the way we do things today.</li> </ul>	<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><b>Substantive Knowledge/ Assessment:</b></p>																	
	<ul style="list-style-type: none"> <li>I know family members of Queen Elizabeth, husband, children, grandchildren, father and mother</li> <li>I know other monarchs that have ruled our country, other kings and queens.</li> </ul>																	
	<p><b>Vocabulary:</b></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"> <li>I am beginning to recognise and communicate changes beyond my living memory</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>I am beginning to ask questions</li> <li>I am beginning to answer questions by using different sources</li> <li>I am beginning to use sources to find out about significant historical events, people and places in my locality.</li> <li>I can observe and handle artefacts with interest</li> </ul> <p><u>Communicating, Organising &amp; Presenting</u></p> <ul style="list-style-type: none"> <li>I am beginning to use historical terms/vocabulary in my explanations/work.</li> <li>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.</li> </ul>	<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><b>Substantive Knowledge/ Assessment:</b></p>	
	<ul style="list-style-type: none"> <li>I know what life in a castle might have been like and how it is different to my own.</li> <li>I know some of the jobs people did in a castle.</li> <li>I know why castles are built.</li> </ul>	
	<p><b>Vocabulary:</b></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"> <li>I can use basic geographical vocabulary to describe the area I am studying.</li> <li>I can identify characteristics of the four countries of the United Kingdom.</li> <li>I can name and locate the four countries of the United Kingdom on a map.</li> </ul> <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> <li>I am beginning to use a simple compass following N, E, S and W directions.</li> <li>I can use/follow locational and directional language, up/down, forwards backwards, near/far.</li> <li>I can create a simple map using real objects to represent places or features.</li> </ul> <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> <li>I can recognise a photograph taken by a teacher as something they have seen.</li> <li>I can present geographical data on a weather chart.</li> <li>I am beginning to talk about observations I make on my fieldwork. <i>E.g. buildings, trees, roads.</i></li> <li>I can draw simple pictures/ outlines to represent features I've seen on my school grounds.</li> </ul>	<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><b>Substantive Knowledge/ Assessment:</b></p>		
	<ul style="list-style-type: none"> <li>I know how to use a compass to show my direction</li> <li>I know that different types of clothing can protect you from different types of weather</li> <li>I know that the Angel of the North is quite near to school and we could walk there</li> <li>I know that it would take a few hours to drive to the London Eye</li> <li>I know that the Sydney Harbour Bridge is on the other side of the world, which is very far away</li> </ul>		
	<p><b>Vocabulary:</b></p>		
	<table border="1"> <tbody> <tr> <td data-bbox="181 1011 539 1372">                     hail thunder lightning storm                 </td> <td data-bbox="539 1011 898 1372">                     rain near far                 </td> <td data-bbox="898 1011 1254 1372">                     North East South West compass                 </td> </tr> </tbody> </table>		hail thunder lightning storm
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