

Year 1
Autumn: How am I making history?

Intended outcome of the unit	Lesson	Objective
- Order three photographs correctly on a simple timeline. - Use the terms 'before' and 'after' when discussing their timelines. - Talk about three memories and place one of them on a timeline. - Explain why memories are special and name four events that they celebrate throughout the year. - Think of three ways they celebrate their birthday. - Ask a visitor one question about childhood in the past. - Know a similarity and a difference between childhood now and in the past. - Add three ideas to a time capsule about themselves. - Use key vocabulary to compare the present, the past and possible changes in the future.	1	What is my history? To develop an understanding of personal chronology.
	2	How can I find out more about myself? To learn more about my history
	3	How are special events remembered? To explore how we remember events.
	4	What was it like for children in the past? To find out what childhood was like for our parents and grandparents
	5	What have I learnt about childhood in the past? To find out what childhood was like for our parents and grandparents
	6	How am I making history? To identify that some things change and some things stay the same

Key Vocab:

Celebrate, celebration, change, childhood, different, event, family ,future, grandparent, lifetime, living memory, memory, now, present

Year 1
Spring: How have toys changed?

Intended outcome of the unit	Lesson	Objective
Discuss their favourite toy using language related to the past.	1	What is your favourite toy? To discuss a favourite toy

- Ask questions about toys in the past. - Make comparisons between toys in the past and present. - Sequence artefacts from different periods of time. - Identify changes between teddy bears today and those from 100 years ago. - Describe how toys have changed over time.	2	Did your parents and grandparents play with the same toys as you? To find out what toys our parents and grandparents played with.
	3	What were toys like in the past? To investigate what toys were like up to 100 years ago.
	4	What is similar and different about toys now and in the past? To compare toys from the past with modern toys.
	5	How has teddy bears changed over time? To investigate how teddy bears have changed over time.
	6	How have toys changed? To know how toys have changed over time.

Key Vocab:

Artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence

Year 1
Summer: How have explorers changed the world?

Intended outcome of the unit	Lesson	Objective
- Explain what explorers do - Name equipment or transport an explorer would need. - Sequence four photographs from different periods of time. - Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). - Identify where they travelled and write a sentence about the achievements of one explorer.	1	What is an explorer? To know what an explorer is
	2	Where have explorers travelled and when? To recognise the achievements of different explorers
	3	Who was Christopher Columbus and what did he do? To record events on a timeline.
	4	Who was Matthew Henson and what did he do? To use photographs to find out about the past.

• Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Recall information about past and presentation exploration. • Understand events in relation to the present day and compare how exploration has changed over time. • Describe how an explorer is significant and how they impacted events or people's ideas. • Present significant people using a coat of arms.	5	How has exploration changed? To recognise changes and similarities (continuities) over time.
	6	How can we remember them? To describe the significance of some people and events within history
Key Vocab: Achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present		