

What are the aims and intentions of this curriculum?

Year 1

That children understand the key themes which run through our curriculum:

Civilisation and Society Conflict and Invasion Exploration and Invention Hierarchy and Power Significant Figures and Events

Term	Topic	Knowledge	Skills	Assessment
Autumn	How do we find out about the past?	<ul style="list-style-type: none"> • An understanding of the past – living memory, beyond living memory. • An understanding of the different forms of evidence that we can use to find out about the past: maps, pictures, photos, buildings, street signs. 	<p>Chronological Understanding: Sequence artefacts from different periods of time. Use simple vocabulary relating to time.</p> <p>Historical Knowledge of Events, Change, Continuity and Significance: Describe significant people from their own lives and from the past. Identify similarities and differences between ways of life in other time periods. Recognise similarities and differences between the past and present in their own and others' lives.</p> <p>Interpreting the Past: Use photos, pictures and artefacts to find out the past. Use a range of artefacts to gain information about the past.</p> <p>Organisation and Communication About the Past Show an understanding of relevant historical terms. Talk, write and draw about events and people from the past.</p>	

<p>Spring</p>	<p>What is it like to explore the past?</p>	<ul style="list-style-type: none"> • To understand the difference between explorers now and explorers in the past. • To describe how exploration has changed over time. • To explain why someone is historically significant • To know different types of historical evidence and which are more reliable. 	<p>Skills:</p> <p>Historical Knowledge of Events, Change, Continuity and Significance</p> <ul style="list-style-type: none"> • Recognise similarities and differences between the past and present in their own and others' lives. • Know and recount episodes from the past. • Describe significant people from their own lives and from the past. • Identify similarities and differences between ways of life in other time periods. • Understand that there are reasons why people in the past acted as they did. <p>Interpreting the Past</p> <ul style="list-style-type: none"> • Use photos, pictures and artefacts to find out the past. • Start to compare two versions of the same event. • Compare reliability of different sources of evidence. <p>Using Evidence, Historical Investigations and Enquiry</p>	
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	<p>How did we make a cake in the past?</p>	<ul style="list-style-type: none"> • To describe what kitchens look like now. • To describe a kitchen from Victorian times. • To identify differences between Victorian and modern kitchens and explain those differences. • To describe how food eaten now is different to food eaten in the past and explain the reasons for the differences. • To identify differences between shops in the past and the present and explain the reasons for those differences. • To describe how our local high street and changed over time and explain why this might be. 	<p>Skills:</p> <p>Chronological Understanding</p> <p>Place the time studied on a time line.</p> <p>Use dates within the period being studied and show them on the timeline.</p> <p>Sequence several events or artefacts within a period of time.</p>	

- To compare meals now to meals in the past.
- To find out what treats were eaten at different points in the past

Use historical sources to gain information about the Roman invasion.

Use words related to the period and begin to date events.

Historical Knowledge of Events, Change, Continuity and Significance

Understand why people in earlier times made the choices they did, and how those choices may differ from our own. Explore why.

Identify key features of a period.

Identify reasonable explanations for some events.

Identify reasons and results for others' actions.

Interpreting the Past

Look at different representations of the past through different sources. Identify the differences between them. Give reasons for the differences.

Evaluate the use of different sources

Beit Shvidler Primary School – History skills progression document Year 1



			<p>Organisation and Communication About the Past</p> <p>Use appropriate vocabulary such as dates, time period, era, change, chronology</p>	
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