

# Autumn 2 History Expectations

## Year 1



### History

Children should be taught about

- changes within living memory and where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Gunpowder Plot]
- the lives of significant individuals in the past who have contributed to national and international achievements.

Key Skills <i>(these run throughout the term)</i>		Significant Individuals		Change - Toys	
Intent	Implementation	Intent	Implementation	Intent	Implementation
<p>I can use common words and phrases relating to the passing of time <b>(Chronological Understanding)</b></p> <p>I can discuss and describe changes in my own history <b>(Chronological Understanding)</b></p> <p>I can use a variety of historical sources to inform my learning <b>(Historical Enquiry)</b></p> <p>I can ask and answer relevant basic questions about the past <b>(Historical Enquiry)</b></p>	<p>Looking at photographs of children at different stages of their lives</p> <p>Creating personal timelines</p> <p>Create timeline display in classroom to add to as the year goes on</p> <p>Provide CP opportunities for children to examine and discuss a wide range of resources/evidence</p>	<p>I can discuss and describe the lives of important people</p> <p>I can relate an account of an event and understand that other people may give a different version <b>(Historical Interpretation)</b></p> <p>I can talk/draw/write about aspects of the past</p>	<p>Children given opportunities to find out about “persons of interest” within the class form a given list – highlighting significant individuals from recent times that they may be familiar with (supporting BLM, minority groups, women etc)</p>	<p>I can discuss and describe changes in recent history <b>(Chronological Understanding)</b></p> <p>I can place known objects in chronological order</p> <p>I can describe some simple similarities and differences between manmade objects <b>(Historical Enquiry)</b></p> <p>I can sort artefacts from “then” and “now” <b>(Historical Enquiry)</b></p>	<p>Hands on opportunities to look at sources from the past</p> <p>Magic Grandad videos, photos, real toys etc</p>
<b>Terminology to be used:</b> past, present, future, timeline, sources, photographs, books, videos, evidence, questioning skills, how do I know this?		<b>Terminology to be used:</b> Guy Fawkes and other significant individuals relevant to class interests,		<b>Terminology to be used:</b> old, new, past, present, name materials used	

### Additional Support

Resources available in the hall cupboard linked to Toys

### Cross Curricular Links

**Computing** – creating QR codes to websites, stories photographs relevant to area of study, Purple Mash activities (Old and New; Old and new quiz; Toys and Games)