

History Year One Curriculum Overview

Year Group	One	Term	Autumn One					
Theme title								
Assessment								
	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about significant historical events, people and places in their own locality.							
Task			Can I compare home to then and now?			Life of Neil Armstrong and Moon landing		

Year Group	One	Term	Autumn Two					
Theme title								
Assessment								
	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about significant historical events, people and places in their own locality.							
Task			Remembrance Sunday- why we wear poppies. Remember in November.					

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Year Group	One	Term	Spring One					
Theme title								
Assessment								
	NC ref	1	2	3	4	5	6	7
Objective								
Task								

Year Group	One	Term	Spring Two					
Theme title								
Assessment								
	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.							
Task		To learn about different families	To sequence people in a family	To identify similarities and differences	To explore different sources of evidence (their childhood compared to parents / grandparents) Toy Museum – combination of modern and parents childhood toys, children write up an explanation of the toys (differences and similarities)	To extract evidence from sources of evidence	To ask questions to deepen understanding	

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Year Group	One	Term						
Theme title	Summer One							
Assessment	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about events beyond living memory that are significant nationally or globally. Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.							
Task		Castles: Identify different types of building located in towns and cities - sequence them from oldest to newest	Castles: To sequence events – time is linear and they can sequence events within their lives and their parents' lifetimes Then on a timeline	Castles: To understand history can go beyond living memory- remains of past behind/ around us(castles churches, ruins) Sequence large labelled practical timelines	Castles: To explore sources Function of castles- in the past using range of sources – role play, models, artefacts, images and books	Castles: Explore sources and ask questions Different roles of people in the castle including hierarchy using a range of sources.	Castles: To find answers to questions - children to be taught how to independently find information to answer questions at an age appropriate level.	

Year Group	One	Term						
Theme title	Summer Two							
Assessment	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.							
Task		To learn about London: Learn about London as a city including location and key landmarks. Wider knowledge and children's own experience	To sequence events: Understand time as linear and events occur at different stages of life. Promote timelines other than their own.	<u>To sequence events:</u> Children to build on previous lesson using events beyond living memory - GfoL	To explore sources: Children should be taught what Tudor London looked like through a combination of images and text (where appropriate) <i>Introduce the fire starting and spreading from the bakery</i>	To explore sources and ask questions: Children should be taught about the facts of the fire through a combination of sources. Finish by encouraging children to ask questions about the fire that could be investigated.	Enquiry: Children should be taught about the duration of the fire and how it eventually stopped. Chance to investigate and answer own questions (in groups or as a whole class)	

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