

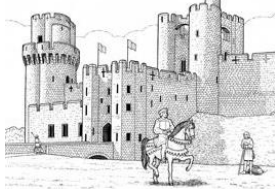


History Unit of Work Year 1 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Space Exploration</div> 	<ul style="list-style-type: none">Know things have already happened (EYFS)Know about my own life story (EYFS)Compare and contrast characters and figures from the past (EYFS)Transport over time (EYFS)	<ul style="list-style-type: none">Significant Individuals on a KS1 timeline (Y2)Space and 20th Century (Y5)	<ul style="list-style-type: none"> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and should use a wide vocabulary of everyday historical terms.They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national lifePupils 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		
Historical Enquiry			
Was life in space the same for Neil Armstrong, Helen Sharman and Tim Peake?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ol style="list-style-type: none">Know how space explorers reach spaceKnow that Neil Armstrong is an American astronaut and that he is the first man to stand on the Moon when my grandparents were youngKnow that Helen Sharman is a British astronaut who was the Briton to visit space when my parents were youngKnow that Tim Peake is a British astronaut and that he was the first Briton to walk in space just before I was bornKnow some differences between life in space for Neil, Helen and Tim.Know where each of these individuals fit on a basic timeline compared to myself, my parents and grandparents.		<p>exploration, astronaut, spacewalk, contribution, achievement, national/international</p> <p>1969, 1991, 2016</p>
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none">Describe what I think of three space shuttles and ask questions about themAnalyse an artefact/source from Neil Armstrong’s missionAnalyse an artefact/source from Helen Sharman’s missionAnalyse an artefact/source from Tim Peake’s missionDescribe some differences in the journey of three astronauts (time in space, food, communication)Compare the space journey of our three significant individuals using phrases such as before I was born, in the past, later, earlier		<p>source, sequence, question, period, reason, compare</p>
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know the name of a famous British person from the past and why they are famousKnow the name of a famous person from outside the UK and why they are famousKnow where these people fit on a basic timeline compared to myself, parents and grandparentsKnow how people in the past have explored.		<u>Disciplinary</u> <ul style="list-style-type: none">Interpretation: I can show an awareness of the past and comment on how I found things outEnquiry: I can analyse artefacts/sources and ask questions about them.Communication: I can comment on what or how I found things out.	
Significant people/places	Neil Armstrong, Helen Sharman, Tim Peake World Museum Planetarium, Jodrell Bank, Pex Hill Observatory		

History Unit of Work Year 1 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Toys in the King’s Lifetime</div> 	<ul style="list-style-type: none">To know things have already happened (EYFS)To know about my own life story (EYFS)To compare and contrast characters and figures from the past (EYFS)To know how transport has changed over time (EYFS)	<ul style="list-style-type: none">Our Queens: Elizabeth I, Victoria, Elizabeth II (Y2)The Power of Monarchy (Y6)	<ul style="list-style-type: none">You can tell how old something is because of what it is made ofMoving toys are more modern <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and should use a wide vocabulary of everyday historical terms.They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Historical Enquiry			
Did people play with the same toys when King Charles was 6?			
Key Concepts			
significance, similarity , difference , continuity, change , cause, consequence, interpretation			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ul style="list-style-type: none">7. Know who King Charles is and that he was our age before our grandparents (use timeline from Autumn topic)8. Know that museums can be used to find out about toys from the past9. Know some examples of toys from the 1950s (Teddy Bear, Metal Toy Cars, Happi-Time Sweeper Set)10. Know some examples of toys from the 1990s (My Little Pony, Transformers, Tamagotchi)11. Know where some examples of toys through time might fit on our basic timeline (grandparent’s toys, parent’s toys, my toys)12. Know how the toys in the past reveal changes to aspects of national life (plastic, electronics)		<p>material, past, modern, present, electronic, plastic</p> <p>1950s, 1990s, 2010s</p>
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ul style="list-style-type: none">7. Explain the idea of ‘old’ and ‘new’ and the difference between these8. Describe what a museum is and how it helps us to find out about the past9. Analyse various unfamiliar toys to make comments about how I think they were used10. Explain why an unfamiliar toy is my favourite11. Compare the toys we have analysed using phrases such as: before I was born, in the past, later, earlier, when King Charles was my age.12. Understand and begin to explain how people’s everyday lives in the past were different to my own.		<p>artefact, decade, living memory, fact/opinion, order, connections</p>
Assessment Outcomes			
Substantive <ul style="list-style-type: none">Know how to organise a number of artefacts/sources by their ageKnow some differences and similarities between Toys now and when the King was our ageKnow what we use today instead of a number of older given artefacts		Disciplinary <ul style="list-style-type: none">Interpretation: I can understand some of the ways in which we find out about the past.Enquiry: I can analyse artefacts/sources and make comments about what I think.Communication: I can use common words & phrases relating to passing of time	
Significant people/places	King Charles III Museum of Liverpool		

History Unit of Work Year 1 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Medieval Castles</div> 	<ul style="list-style-type: none">Know things have already happened (EYFS)Know about my own life story (EYFS)Compare and contrast characters and figures from the past (EYFS)King Charles Lifetime: Monarchs (Spring)	<ul style="list-style-type: none">Our Queens: Queen Elizabeth I, Victoria and Elizabeth II (Y2)	<ul style="list-style-type: none">Only kings, queens and knights live in castles <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and should use a wide vocabulary of everyday historical terms.They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.Pupils should be taught about: events beyond living memory that are significant nationally or globallyPupils should be taught about: significant historical events, people and places in their own locality.		
Historical Enquiry			
Was Beeston Castle built for show downs or showing off?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<div>13. Know that the time of Medieval castles is long before our grandparents were born (use timeline from previous topics)</div> <div>14. Know some castles are still standing and they are used to teach us about life in the past.</div> <div>15. Know that some castles were built for ‘show downs’ to provide protection (moat, arrow loops, stone towers)</div> <div>16. Know that some castles were built to ‘show off’ to show importance and wealth (large halls, large windows, no curtain walls)</div> <div>17. Know where Beeston castle is in our local area</div> <div>18. Know what Beeston castle was used for and name some key features</div>		<div>moat, curtain wall, stone tower, arrow loop, crenulations, banquet</div> <div>1220s</div>
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>13. Talk about medieval castles using phrases such as: before I was born, in the past, later, earlier, before my grandparents were born, a long time ago)</div> <div>14. Explore Beeston castle and find features that tell us about its use</div> <div>15. Take pictures or sketch important historical sources of information in the castle</div> <div>16. Explain what Beeston castle is used for nowadays (to describe and learn about the past)</div> <div>17. Describe what one or two features of the castle were built for</div> <div>18. Explain whether Beeston castle was built to show down or show off</div>		<div>evidence, source, remains, lost, reason, beyond living memory</div>
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know the name of a famous person, or a famous place, close to where I liveKnow how Medieval castles were used in the pastKnow which features of a castle were for defence or for luxuryKnow why medieval Britons built castles		<u>Disciplinary</u> <ul style="list-style-type: none">Interpretation: I can tell you a few ways how the past has been presented or described.Enquiry: I can choose & use parts of stories and other sources of information to show I know and understand key features of people’s lives studied.Communication: I can tell you about a time before I was born	
Significant people/places	Ranulf de Blondewille, Oliver Cromwell Beeston Castle		