

Year 1: Autumn - My Family History

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Say who lives in their house, and name their immediate and extended family (N3-4) • Science: Trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches (Y1) 	<ul style="list-style-type: none"> • Living memory is the time that can be remembered by people who are alive today • A family tree shows the relationships between different generations in a family • Some things in communication / toys / schools have changed in living memory (the past) 	<ul style="list-style-type: none"> • Transport has changed across history so that people can travel further (between and across continents) today than they could before (Y1 <u>Spr</u>) • Homes reflect the times in which they were built, and so look different at different times in history (Y1 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> • Change & continuity: Over time, some things about a place/person stay the same and some things stay the same (Rec Sum) • Historical evidence: Look at photographs and images to see how life was different in the past (Rec <u>Aut</u>) • Chronology: Use vocabulary like now, then, before, after, and a long time ago (Rec <u>Aut</u>) 	<ul style="list-style-type: none"> • Change & continuity: Historians can describe changes that have happened over time • Historical evidence: History is the study of humans who lived in the past • Historical evidence: Historians learn about the past by interpreting sources • Historical evidence: Sources can be written, video/audio, images, artefacts or oral history • Chronology: Historians place events in the order in which they happened • Chronology: Decide whether a source shows life in the past or in the present • Chronology: Place events in pupils' days in order 	<ul style="list-style-type: none"> • Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 <u>Spr</u>) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources (Y2 <u>Aut</u>) • Chronology: State, with reasons, whether one source shows life in a more or less recent time than another (Y1 Sum)
VCs	<ul style="list-style-type: none"> • Community & family: Talk about the lives of the people in my community, including my family, and their roles in society (N3-4) 	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history 	<ul style="list-style-type: none"> • Community & family: In the past, communities were smaller because people could not travel so far (Y1 <u>Spr</u>) • Community & family: People in history lived in communities that look different to ours today (Y2 Sum)

Year 1: Spring - How did people travel in the past?

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Show an interest in occupations linked to transport (and farms) (N3-4 Spr1) Living memory is the time that can be remembered by people who are alive today (Y1 Aut) 	<ul style="list-style-type: none"> We can travel in many ways today Transport options have changed in living memory Apollo 11 was the mission that sent two men to walk on the Moon for the first time The Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot's licence Robert and George Stephenson developed the 'Rocket', one of the first locomotives Karl Benz invented the first car, and Henry Ford developed the assembly line, which was a new way of making cars that made them affordable for everyone Options to travel in space, in the air, by car or by train have changed over time. People in the past could travel less far than we can today 	<ul style="list-style-type: none"> Michael Collins was one of the first men to travel in space to the Moon (Y2 Sum) Quest for knowledge (Y5); considering how knowledge spread and developed as people travelled further across the globe at different times in history
Disciplinary and procedural	<ul style="list-style-type: none"> Change & continuity: Historians can describe changes that have happened over time (Y1 Aut) Historical evidence: History is the study of humans who lived in the past (Y1 Aut) Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) Chronology: Use vocabulary like now, before, after, and a long time ago (Rec Spring) Chronology: Decide whether a source shows life in the past or in the present (Y1 Aut) Chronology: Place events in pupils' days in order (Y1 Aut) 	<ul style="list-style-type: none"> Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history Chronology: Recognise historical periods or events using arrows on a blank timeline Historical significance: Historians choose to study people or events in the past because they resulted in change Similarity & difference: Historians study the way things were different in the past. 	<ul style="list-style-type: none"> Change & continuity: Historians describe how changes affect people's lives (Y2 Spr) Change & continuity: Changes do not follow one trajectory (Y5) Chronology: Place a small selection of sources in chronological order (Y2 Aut) Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)
VCS	<ul style="list-style-type: none"> Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> Community & family: In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> Community & family: In communities in the past, different people often had very defined roles. In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut)

Year 1: Summer - Where did people live in the past?

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Many people lived and worked in castles in the past (Rec Spr) • Geography: Human settlements can be a city, town or village, depending on their size (Y1) • Geography: Rural means countryside; urban means towns and cities (Y1) • Science: The material is what an object is made of, e.g. a cup can be made of paper or plastic (Y1) 	<ul style="list-style-type: none"> • Different people live in lots of different types of home! • Our homes are made of lots of different materials like bricks and glass • Our homes have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet • Homes look different at different times in history, including in living memory • In the Victorian period (before living memory), people lived in cramped houses like back-to-back houses. Houses were made of bricks and glass • Features of homes meant that Victorians did everyday tasks differently than we do today • In the Tudor period (before the Victorians) most people lived in rural areas • Houses were made of wood and wattle and daub. In the urban areas, jettying was used to give people more space • Features of homes meant that Tudors did everyday tasks differently than we do today • In the medieval period (before the Tudors), motte-and-bailey castles were built to protect people. Features included keep, motte, bailey, palisade and gatehouse • Motte-and-bailey castles were made of wood and wattle and daub • A very long time ago, in the prehistoric period, people lived in small villages, in roundhouses with just one room. They were made of wood and wattle and daub 	<ul style="list-style-type: none"> • Jettying and the fact that houses were built very close together was one of the reasons why the Great Fire of London could spread so quickly (Y2 Spr) • Homes became more sophisticated through the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age (Y3)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: History is the study of humans who lived in the past (Y1 Aut) • Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) • Chronology: Use vocabulary like now, before, after, and a long time ago (Y1 Aut) • Chronology: Decide whether a source shows life in the past or in the present (Y1 Aut) 	<ul style="list-style-type: none"> • Historical evidence: State whether a source shows life in a more or less recent time than another • Causation: Things happen because something causes them to happen 	<ul style="list-style-type: none"> • Chronology: Place a small selection of sources in order, from most to least recent (Y2 Spr) • Causation: Some things have lots of causes (Y2 Spr)
VCS	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> • Quest for knowledge: It took a long time for the knowledge that we have today to develop • Community and family: Homes and the things we use in our homes have changed during the lives of the people in our community 	<ul style="list-style-type: none"> • Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2 Sum)