

History - Year 1

Purpose of Study

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Children are encouraged to make links to their prior learning in History and other subjects and identify themes and trends that run through their History topics. For example, children are encouraged to think about the concept of exploration or cultural change within the context of different time periods and different parts of the world. Children are given the opportunity to learn about local History that is relevant to them and the History of different cultures around the world. They will develop their own lines of enquiry by asking and answering questions based on sources and artefacts, and they are encouraged to think about the key historical concepts through creative activities such as drama, role playing, discussion and debate, the use of video and Mantle of the Expert. At South Gosforth, we ensure that History has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain a deeper understanding of the complexities of the subject.

Aims

In line with the National Curriculum for History it is our aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Autumn	Toys in the past	
Culture	Prior Learning Children will have been introduced to the idea of the past in Reception, and how some events/objects can be placed further in the past than others. Children now build on the idea of chronology using their own lifetime, placing significant events of their life in chronological order and exploring changes from the past to the present through the technological changes in toys.	
Creativity	Key Learning Intentions To place events and artefacts on a simple timeline. To discuss changes in my own life.	
Challenge	To describe some changes in comparing aspects of my life to that of my parents or grandparents. To discuss events in the past and changes over time using words like: past, present, older, newer, ___ years ago, ___ is older than ____. Find answers to some simple questions about the past from simple sources of information.	
Character	Overview of historical knowledge Children will understand how the toys they play with have changed in their lifetime. The children then begin to compare artefacts and to use the historical terms old and new to describe items. They extend their understanding of chronology by looking at changes beyond their living memory by looking at toys their parents and grandparents may have played with.	Key Vocabulary past, present, memory, similar, different, old, new, then, now
	Overview of historical skills Examine a range of photos or artefacts and put the pictures into chronological order . Examine differences between life at different times ; look at two pictures of toys and label similarities and differences. Find out about the past using a range of sources and asking and answering questions. Make increasing use of period specific vocabulary when organising and communicating their ideas. Create a timeline by arranging their own toys and then toys beyond their living memory in chronological order .	
	Milestones of learning	
	Children explore the concept of the ‘present’ by explaining what their favourite toy is now and if that has been the same all their life. They understand that things may change over time	Children begin thinking about their favourite toy at the moment. The story of Dogger by Shirley Hughes could be used as a stimulus to discuss what it would be like to lose a favourite toy. Children to draw and label their favourite toy.
	Children build on their concept of time by exploring the ‘past’ in their lifetime. They understand that things have changed in their lifetime.	They will begin by thinking about the type of toys they like to play with at this stage in their life and then create a timeline to show how that has changed from a baby, a toddler and a pre-school aged child and the reasons behind that. How have our favourite toys changed over our lifetime?
	Children explore the concept of things changing beyond their lifetime. They build on the timeline they created	Look at pictures of artefacts of older toys – what do they notice? What is the same, what is different?



	last week and begin to explain how some toys were different. They can explain how do they know some toys are older than others.	Place a selection of toys in chronological order from the oldest to the newest and identify their reasoning.
	Children explore the concept of things changing beyond their lifetime. They are able to explain the similarities and differences between their toys and those of their parents and grandparents.	Carry out survey of parents/grandparents/staff to find out what type of toys they played with. Look at 3 generations of the same toy – sequence and explain/label changes.
	Children explore how toys have changed and some of the reasons e.g. technological changes, safety, attitudes to toys, separate toys for girls and boys.	3 ways that toys have changed. Children to decide if they would prefer their toys or that of their grandparents – give reasons why.
	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Then and now images of type of toy – what is the same/different?</p>	
	<p>Enhancements</p> <p>20th Century Toys Box of Delight from Tyne and Wear museums and possible visit to Discovery museum for workshop on 20th Century toys. Children explore their own and peers' toys in the classroom. Children interview grandparents about the toys they had. Which toys should belong in a museum? ('Toy Museum' Mantle of the Expert.)</p>	

Spring	Bridges and transport of Newcastle	
Culture	<p>Prior Learning</p> <p>In their previous unit, children explored the concept that objects will have changed from the past to the present. They began developing their sense of chronology and have created a simple timeline. In their geography unit of work in the previous term they have identified that Newcastle is our nearest city and that the Tyne is the river that runs through it. The children use the metro for school trip and they will have taken part in the metro safety assembly.</p>	
Creativity	<p>Key Learning Intentions</p> <p>To know about significant historical events, people and places in their own locality. To use artefacts/photographs to ask and answer questions about the past. To ask questions about what it was like for people in the past. Find answers to some simple questions about the past from simple sources of information.</p>	
Challenge		
Character	<p>Overview of historical knowledge</p> <p>Children will understand that the River Tyne is the main river in Newcastle and has many different crossings that were built for different purposes. The understand the changes linked to technology (linked to transport) and culture were the main reasons for these developments over time. The children will explore local history and learn that the metro system is a more recent development in technology that uses older train lines and stations that were built in the Victorian time.</p>	<p>Key Vocabulary</p> <p>in the past, long ago, recent, change, travel, transport, train, tram, bus, horse and cart, bridge, timeline, chronological</p>

	<p>Overview of historical skills</p> <p>Examine a range of photos or artefacts and put the pictures into chronological order. Examine differences between life at different times; look at two pictures of the Tyne and label similarities and differences. Find out about the past using a range of sources and asking and answering questions. Explain why each of the bridges was built for a different purpose, drawing on changes in transport.</p>	<p>order, significant.</p>
	<p>Milestones of learning</p>	
	<p>Children will know that currently the Tyne has 7 main bridges running from Newcastle city centre to Gateshead. They will be able to say what type of transport each bridge is for.</p>	<p>Match bridge to picture and then label which type of transport uses it. What's the same/different about each bridge – what do they notice? Draw their favourite bridge and label it.</p> <p>Create a class timeline and place the building of each of the current bridges on it - which is the oldest/newest?</p>
	<p>Children will know that the types of transport that goes across the Tyne has changed over the years. They will know that currently you can cross the Tyne by foot, bicycle, car, train and metro. They will know that the types of transport have changed over time.</p>	<p>Compare picture of High Level bridge in 1849 to picture of current High Level Bridge. List types of transport in each. Compare transport from the past to now eg. Buses/trolley buses, steam trains/trains/metro, bikes/penny farthings,</p>
	<p>Children will know that the biggest change to transport in our local area and the country was the advent of the railway. They will know that George Stephenson was a significant individual in this and he was from Newcastle. They will know he designed and built the Rocket and that it was the fastest engine at the time and that all other steam engines were modelled on this.</p>	<p>Come back to the High Level bridge and look at when it was built and what type of transport it was for. Define the word 'significant'. Focus on the creation of the 'Rocket'. Use video to show what it looked like Stephenson's Rocket (1829) - 3D scene - Mozaik Digital Education and Learning (mozaweb.com)</p> <p>Stick picture in books of the Rocket and write a sentence to explain why it was important – <i>it was the fastest, it was reliable, and what was used to power it.</i></p>
	<p>Children will know that after the Rocket, trains became very popular and people used them to get around all over the country. They will know that trains have changed a lot since the Rocket was created.</p>	<p>Remind chn what the Rocket was and how it worked. Use these videos to show how trains have changed over the years. Steam - BR Standard Class 3 2-6-2T steam locomotive - 3D scene - Mozaik Digital Education and Learning (mozaweb.com)</p> <p>Electric - TGV POS train - 3D scene - Mozaik Digital Education and Learning (mozaweb.com) Why didn't George Stephenson's trains use electricity to power them?</p>



		<p>Look at trains being created now as even faster, better for the environment and quieter, but expensive to make...</p> <p>Magnets - Maglev Trains - 3D scene - Mozaik Digital Education and Learning (mozaweb.com)</p> <p>Chn to have a picture of each type of train and label what powers them.</p>
	<p>The children will know that trains are really important in our area. They will know our local transport system the Metro, was built using railway lines. They will know that this is an important type of transport in the city.</p>	<p>Highlight that the railway lines made it much easier to travel around – people travelled to places like Whitley Bay for day trips and seaside holidays became popular.</p> <p>Chn to look at map of NER and find places they recognise.</p> <p>Look at photo of old South Gosforth station and current metro station – what is the same, what is different?</p> <p>Ask children which is the quickest way to get to Whitley Bay now – the Metro.</p> <p>Discuss personal experiences of being on the metro and where it goes. Compare the old NER map and the metro map – what is the same, what is different?</p> <p>Look at when the metro system was created, revisit the timeline of the bridges and look at when the metro bridge was built.</p> <p>Chn to answer the question, Why is the metro important in our city? (easy to get around, better for the environment than cars, public transport reduces number of cars on the road, cheaper than petrol in cars).</p>
	<p style="text-align: center;">Assessment</p> <p>Children have pictures of the different types of train and create a timeline with them, adding labels to describe each of them.</p>	
	<p>Enhancements</p> <p>Metro safety assembly, Tyne and Wear museum – Stephenson Railway museum workshop, boxes of delight</p>	

Summer	The Queen
Culture	<p>Prior Learning</p> <p>The children have looked at chronology and timelines in their history and understand that events happened before they and their parents were born. They have been introduced to the term 'significant' when talking about people in the past. Our children currently, are old enough to remember the coronation of King Charles III. The children are familiar with the terminology of Kings and Queens from traditional stories.</p>
Creativity	<p>Key Learning Intentions</p> <p>To know about the lives of significant individuals.</p> <p>To place events and artefacts on a simple timeline.</p> <p>To use artefacts/photographs to ask and answer questions about the past.</p>



Challenge	Find answers to some simple questions about the past from simple sources of information.	
Character	Overview of historical knowledge The children will know what a monarch is and that our current monarch is King Charles III but his mother Queen Elizabeth II was the longest reigning monarch this country has had. They will understand that we have had a monarch for hundreds of years and that there have been many kings and queens. They will understand that a coronation is the event that puts the person as the ruler. They will know that Elizabeth II ruled from 1952 to 2023 and that over her reign the country changed a huge amount. They will know that her legacy remains as we see her influence all around with places named after her.	Key Vocabulary Monarch Reign Significant Coronation Ceremony
	Overview of historical skills Children will look at the chronological order of QEII reign and use timelines to show the passing of time. They will look at a range of sources to identify ways in which the past is represented . They will use these sources to ask and answer questions about the reign of QEII and what the country looked like at different times.	
	Milestones of learning	
	What is a monarch? Children will know that a monarch is the ruler of a country. They will know that our current monarch is King Charles III and before him, his mother Elizabeth II was our Queen. They will know Great Britain has had kings and Queens for many hundreds of years.	Introduce vocab significant and monarch Portraits of King Charles and Queen Elizabeth Look at the role of a monarch in our country - what qualities do the children think the monarch should have? List them.
Who was Queen Elizabeth? The children will know that Elizabeth became queen in 1952 after her father died. They will know that she married Prince Philip and had 4 children. They will know that she was the longest serving monarch that that our country has had.	Use photos of Elizabeth to compare her as a Princess to her as a Queen near the end of her reign - what is the same, what is different? Look at timeline of events - identify important events in her life. Introduce vocabulary of jubilee. How many jubilees did Elizabeth have? Create simple family tree showing Elizabeth and Philip, their children and then William’s children to show line of succession.	
How did life change over QEII’s reign? The children will know that the lives of people in Britain changed a lot between 1952 and 2023. They will know about simple changes in technology and fashion as well as linking it to their previous learning around changes in toys. The children will understand that this was the first time a coronation was shown on television	Compare photos of objects from 1952 and now - telephone/mobile, televisions, fridges, outfits of children, pictures of schools. Children to identify what is the same, what is different? Use videos and talking points to listen to people describing what life was like in the 1950s.	



	What is a coronation?	<p>Introduce vocabulary of coronation and ceremony.</p> <p>Use the video sources to examine and discuss parts of the ceremony https://www.bbc.co.uk/programmes/p04d7hhh</p> <p>Use pictures of significant objects such as the crown, the orb and sceptre.</p> <p>Compare coronation of King Charles III to Elizabeth II - what is the same, what is different?</p> <p>Re-create a coronation in the classroom</p> <p>Look at how the country celebrated the coronation with street parties.</p>
	<p>Where do we see the impact of QEII locally?</p> <p>The children will know that often buildings, roads and monuments are often named for the monarch as a mark of respect. They will know that locally, there are streets near us named after the monarch's residences (Buckingham, Sandringham, Windsor, Kensington and Balmoral). They will also know that there are buildings such as the QEII hospital in Gateshead and the QEII metro bridge.</p> <p>Name previous monarchs eg. Queen Victoria, King Charles II. Use RVI as an example.</p>	<p>Use photos to show the residences of the monarch and then use local map to find the streets named after the residences. Match picture of royal residence to the street.</p> <p>Label local buildings and monuments named after the monarch.</p>
	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Why was Queen Elizabeth significant?</p> <p>Use pictures of changes in technology, coronation and local landmarks for children to write simple sentence about the pictures show?</p>	
	<p>Enhancements</p> <p>Plan and create a coronation street party</p> <p>Re-enact the coronation</p> <p>Invite grandparents/visitors in to talk about how life changed over the reign of Queen Elizabeth II</p>	