

Year 1
History Overview

	Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
Autumn	How do our favourite toys and games compare with those of children in the 1960s?	<p>Why do historians divide up time?</p> <p>What do people remember about the 1960s?</p> <p>How do the most popular toys and games of the 1960s compare with those of today?</p> <p>Why were there no smart toys and games in the 1960s?</p> <p>How can we make sure we play with smart toys and games safely and securely?</p> <p>What do adults I know remember about the 1960s?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · changes within living memory – where appropriate, these should be used to reveal aspects of change in national life · the lives of significant individuals in the past who have contributed to national and international achievements <p>significant historical events, people and places in their own locality.</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

<p>Spring</p>	<p>What does it take to be a great explorer?</p>	<p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>? How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's small step also a 'great leap' forward? Are you the kind of person who could become a Mars explorer?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · 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 · the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>
<p>Summer</p>	<p>How do we know so much about where Sappho used to live?</p>	<p>Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24th AD 79?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · events beyond living memory that are significant nationally or globally 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

		<p>What evidence exists of what happened at Pompeii at August 24th AD 79?</p> <p>Why do we know so much about where Sappho used to live?</p> <p>How did the archaeologists know that people had been buried under the ash?</p>		
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