

History Long Term Plan

Year 1	Key Skills	Content / Unit or Topic	Curriculum Links	Key Facts	Key Vocabulary
<b>Chronological Understanding</b>	Sequence events in their life.	<p><b><u>Marvellous Me Topic</u></b>  <b>Family History</b></p> <p>Children will explain how they have changed since they were born. They will create a family tree and sequence their relatives in order correctly. They will explain how people have helped us to have better lives and get to where we are today.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Science</li> <li>- Geography</li> <li>- Art</li> </ul>	<p>Children will understand how they have changed since they were born. They will be able to sequence important events in their life in chronological order. They will be able to sequence their relatives in order correctly. They will be able to explain how people have helped us to have better lives.</p>	<p>Sequencing            Chronological Order            Family tree            Events            Past            Present            Future            Childhood            Change            Relatives            Ancestors</p>
	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p><b><u>Teddy Bears</u></b></p> <p>Children will research Teddy Bears from the past and explore how they have changed over time. Children will be able to sequence Teddy Bears from the first ever Teddy Bear, to present day. They will be able to spot old and new Teddy Bears in pictures.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- DT</li> <li>- Art</li> <li>- Science</li> </ul>	<p>Children will explore and understand how Teddy Bears have changed over time. Children will know when the first Teddy Bear was made (1902/1903). Children will know who made the first Teddy Bears (Michtom and Steiff). Children will know the history surrounding the Teddy Bear.</p>	<p>Teddy Bear            Past            Present            Future            Sequence            Order            Old            New            Change</p>

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<p><b>Range and Depth of Historical Knowledge</b></p>	<p>Recognise the difference between past and present in their own and others' lives.</p>	<p><b><u>Marvellous Me Topic</u></b> <b>Family History</b></p> <p>Children can explain things that have happened in the past, and what is happening in the present, in their lives and others' lives. Children understand the difference and can identify things that have happened in the past, and what has happened in the present.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Science</li> <li>- Geography</li> <li>- Art</li> </ul>	<p>Children can understand what the difference between past and present is. Children know that past means it has already happened, and present is what is currently happening.</p>	<p>Past Present Lives Events</p>
	<p>They know and recount episodes from stories about the past.</p>	<p><b><u>Hot and Cold Explorers</u></b></p> <p>Children can recount stories about explorers Battuta (who explored hot regions) and Amundsen (who explored cold regions). Children can distinguish between both explorers and remember the events that happened for both.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Geography</li> <li>- Science</li> <li>- Art</li> </ul>	<p>Children can identify and name explorers Battuta and Amundsen. Children can remember that Battuta explored hot regions and Amundsen explored cold regions. Children can recount key events and stories about these explorers.</p>	<p>Explorers Battuta Amundsen Hot Cold Regions Events</p>

<p><b>Interpretations of History</b></p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p><b><u>Castles</u></b></p> <p>Children can listen to stories including castles in both fact and fiction books. Children can read stories which include castles (e.g. fairy tales) and recognise that these are fiction stories. Children can read books and listen for factual information, e.g. the structure of a castle, moats, guards, etc.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Geography</li> <li>- Science</li> <li>- Art</li> <li>- DT</li> </ul>	<p>Children understand the difference between fact and fiction. Children can recognise that a story is fiction. Children can identify when information is factual and use their knowledge to back this up.</p>	<p>Fact Fiction Information Story</p>
	<p>Compare adults talking about the past – how reliable are their memories?</p>	<p><b><u>Marvellous Me Family History</u></b></p> <p>Children will listen to older relatives discussing their childhood and explaining how their past is different to the present. Children will compare and contrast different relatives' memories to build up a bigger picture.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Science</li> <li>- Geography</li> <li>- Art</li> </ul>	<p>Children will understand that memories can be different. They will recognise that people have different perspectives and may remember things slightly different. Children will be able to compare and contrast the past to the present.</p>	<p>Memories Childhood Past Present Compare Contrast Relative Perspective</p>

<p><b>Historical Enquiry</b></p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p><b><u>Castles</u></b> Children will look at artefacts linking to castles and ask questions about the objects. They will find out what these artefacts may have been used for and why from trusted sources.</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>- English</li> <li>- Geography</li> <li>- Art</li> <li>- DT</li> <li>- Science</li> </ul>	<p>Children will understand what an artefact is. Children will ask inquisitive questions about artefacts. Children will know where to find answers for questions and what are reliable sources.</p>	<p>Artefact Sources Question Answer Information</p>
<p><b>Organisation and Communication</b></p>	<p>Communicate their knowledge through: discussion, drawing pictures, drama / role play, making models, writing, using ICT, etc.</p>	<p><b><u>Marvellous Me</u></b> Children will have discussions with relatives about the past and how their childhoods differ. Children will sequence important events from their life in chronological order. Children will create a family tree to show the sequence of family in history.</p> <p><b><u>Hot and Cold</u></b> Children will discuss how the significant people may have felt during their explorations and what life would have been like during this time – how would they have told the world about their findings? Children will role play as either Battuta or Amundsen during their exploration. Children will write post cards and diary entries as Battuta or Amundsen from either the desert or arctic and put themselves in their shoes.</p> <p><b><u>Teddy Bears</u></b> Children will discuss and identify differences between old and new Teddy Bears. Children will explain what the early Teddy Bears may have been used for. Children will use Teddy Bears throughout history to inspire their own making of a Teddy Bear.</p> <p><b><u>Castles</u></b> Children will discuss artefacts and objects that were used in and around castles. Children will draw a detailed and accurate sketch of a castle. Children will build an accurate castle model out of recyclable materials with a moving part. Children will write about their experiences at a castle and what they learnt.</p>			