



Year 1 History Overview *(Taken from Cornerstones Curriculum Knowledge and Skills Overview)*

| <b>Historical Period</b><br><b>Project Title</b><br><b>Key Concepts</b><br><b>NC PoS Reference</b>  | <b>Vocabulary</b>  | <b>Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)</b><br><b>Core Knowledge – Component Knowledge</b><br><b>Specific Knowledge – Composite Knowledge</b>   | <b>Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)</b>  |
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|  <p>Childhood – History Focus</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p><b>Key Concepts:</b><br/> <b>Artefacts &amp; sources</b><br/> <b>British history</b><br/> <b>Changes over time</b><br/> <b>Chronology</b><br/> <b>Communication</b><br/> <b>Compare and contrast</b><br/> <b>Everyday life</b><br/> <b>Report and conclude</b></p> <p>6 Programmes of study, 9 skills and 14 knowledge statements</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are</p> | <p><u>Significant People and British History</u></p> <p>Elizabeth II<br/>           Significant Monarch<br/>           Coronation</p> <p><u>Compare and Contrast</u></p> <p>Clue<br/>           Difference<br/>           Evidence<br/>           Similarity</p> <p><u>Communication</u></p> <p>A long time ago<br/>           Achievement<br/>           After<br/>           Before<br/>           Event<br/>           Last month<br/>           Last week<br/>           Last year<br/>           Many years ago<br/>           Now<br/>           Past<br/>           Present<br/>           Then<br/>           Yesterday</p> <p><u>Everyday Life</u></p> <p>1950s<br/>           Childhood<br/>           Entertainment<br/>           Home<br/>           Job<br/>           Transport</p> | <p><b>core knowledge</b> Identifying similarities and differences helps us to make comparisons between life now and in the past.</p>  | <p><b>Y1 skill 1</b> Identify similarities and differences between ways of life within or beyond living memory.</p>  |
|   |  | <p><b>core knowledge</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p>   | <p><b>Y1 skill 1</b> Describe an aspect of everyday life within or beyond living memory.</p>   |
|   |  | <p><b>core knowledge</b> Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>  | <p><b>Y1 skill 1</b> Describe changes within or beyond living memory.</p>  |
|   |  | <p><b>core knowledge</b> Significant historical events include those that cause great change for large numbers of people.</p> <p><b>specific knowledge</b> The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</p>   | <p><b>Y1 skill 1</b> Describe a significant historical event in British history.</p>   |
|   |  | <p><b>core knowledge</b> Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>   | <p><b>Y1 skill 1</b> Create stories, pictures, independent writing and role play about historical events, people and periods.</p>  |
|   |  | <p><b>core knowledge</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p><b>specific knowledge</b> Photographs can be ordered chronologically on a timeline.</p> <p><b>specific knowledge</b> A family tree is a diagram that shows the relationship between people in several generations of a family.</p> | <p><b>Y1 skill 3</b> Order information on a timeline.</p>  |
|   |  | <p><b>core knowledge</b> Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p><b>specific knowledge</b> Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p>                                      | <p><b>Y1 skill 2</b> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> |

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| <p>significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Year 1<br/>Bright Lights, Big City – Geography Focus</p>  | <p><b>Changes Over Time</b></p> <p>Beyond living memory<br/>Comparison<br/>Different<br/>Living memory<br/>Similar</p> <p>Chronology</p> <p>Baby<br/>Child<br/>Decade<br/>Family change<br/>Generation<br/>Grandparent<br/>Order<br/>Parent<br/>Stage<br/>Timeline<br/>Toddler</p> <p><b>Report and Conclude</b></p> <p>Role Play<br/>Story<br/>Writing</p> <p><b>Artefacts and Sources</b></p> <p>Artefact<br/>Comparison<br/>Curator<br/>Item<br/>Material<br/>Museum<br/>Object photograph<br/>Use</p> <p><b>Significant People-</b> Eliabeth II</p> <p><b>Hierarchy and Power-</b> monarch, queen</p> <p><b>British History-</b> Great Fire of London</p> | <p><b>core knowledge</b>1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p><b>specific knowledge</b>2 Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past.</p> <p><b>core knowledge</b> Historical sources include artefacts, written accounts, photographs and paintings.</p> <p><b>core knowledge</b> Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p><b>core knowledge</b> Significant historical events include those that cause great change for large numbers of people.</p> | <p><b>Y1 skill</b> 3 Use a range of historical artefacts to find out about the past.</p> <p><b>Y1 skill</b> 1 Express an opinion about a historical source.</p> <p><b>Y2 skill</b> 1 Describe how an aspect of life has changed over time.</p> <p><b>Y1 skill</b> 1 Describe a significant historical event in British history.</p> |
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| <p>Key Concepts:<br/> <b>British history</b><br/> <b>Changes over time</b><br/> <b>Hierarchy and power</b><br/> <b>Local history</b></p> <p>4 Programmes of study, 4 skills and 6 knowledge statements</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p><b>Y2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Y1</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Y2</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>Y1</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Year 1<br/> School Days – History Focus</p>  | <p><b>Significant People-</b> Samuel Wilderspin, famous, founder, inventor, legacy, remember, teacher</p> <p><b>Compare and Contrast-</b> change, compare, difference, observation, similarity</p> | <p><b>specific knowledge</b> The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was build near to Pudding Lane to commemorate the Great Fire.</p>  |  |
|  |  | <p><b>core knowledge</b> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>   | <p><b>Y2 skill 1</b> Describe, in simple terms, the importance of local events, people and places.</p>           |
|  |  | <p><b>core knowledge</b> A monarch is a king or queen who rules a country.</p> <p><b>specific knowledge</b> Queen Elizabeth II is the current monarch of the United Kingdom.</p>  | <p><b>Y1 skill 1</b> Describe the role of a monarch.</p>   |
|  |  | <p><b>knowledge</b> Identifying similarities and differences helps us to make comparisons between life now and in the past.</p>   | <p><b>skill 1</b> Identify similarities and differences between ways of life within or beyond living memory.</p> |
|  |  | <p><b>core knowledge</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p><b>specific knowledge</b> In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson</p> | <p><b>Y1 skill 3</b> Describe an aspect of everyday life within or beyond living memory.</p>                     |

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| <p>Key Concepts:<br/> <b>Artefacts &amp; sources</b><br/> <b>Changes over time</b><br/> <b>Chronology</b><br/> <b>Communication</b><br/> <b>Compare and contrast</b><br/> <b>Everyday life</b><br/> <b>Local history</b><br/> <b>Report and conclude</b><br/> <b>Significant events</b><br/> <b>Significant people</b></p> <p>7 Programmes of study, 11 skills and 19 knowledge statements</p> <p>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> <p><b>Y1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Y1</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Y1</b> Learn 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.</p> <p><b>Y1</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>Y1</b> 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</p> | <p><b>Communication-</b> a long time ago, after, before, days ago, future, last month, last week, last year, now, on Saturday, past, present, today, tomorrow, weeks ago</p> <p><b>Everyday Life-</b> British Empire, Industrial Revolution, Prince Albert, Queen Victoria, Victorian era, canal, classroom, coal, factory, invention, lesson, machine, mill, poor, railway, rich, rule, school, steam power, teacher</p> <p><b>Changes Over Time-</b> Victorian, classroom, equipment, lesson, present day, school day, teacher punishment</p> <p><b>Chronology-</b> after that, finally, first, next, passage of time, then, timeline</p> <p><b>Report and Conclude-</b> discuss, explain, record, writing Artefacts and Sources- artefact, document, evidence, first hand account, object, use</p> <p><b>Significant Events-</b> event, famous, impact, invention</p> <p><b>Local History-</b> important event, school history</p> | <p>alongside religious instruction. There were no school dinners, so children went home at lunchtime.</p>   |   |
|   |   | <p><b>core knowledge</b> Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>  | <p><b>Y1 skill 1</b> Describe changes within or beyond living memory.</p>   |
|   |   | <p><b>core knowledge</b> Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>   | <p><b>Y1 skill 1</b> Identify some key features of a significant historical event beyond living memory.</p>                       |
|   |   | <p><b>core knowledge</b> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>   | <p><b>Y1 skill 2</b> Understand the term significant and explain why a significant individual is important.</p>                   |
|   |   | <p><b>core knowledge</b> Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>   | <p><b>Y1 skill 2</b> Create stories, pictures, independent writing and role play about historical events, people and periods.</p> |
|   |   | <p><b>specific knowledge</b> In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy.</p> |   |
|   |   | <p><b>core knowledge</b> Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p>  | <p><b>Y1 skill 2</b> Describe important events in the school's history.</p>   |
|   |   | <p><b>specific knowledge</b> Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary.</p>  |   |
|   |   | <p><b>core knowledge</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p>   | <p><b>Y1 skill 2</b> Order information on a timeline.</p>   |
|   |   | <p><b>specific knowledge</b> A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline.</p>                                    |   |
| <p><b>core knowledge</b> Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p>  | <p><b>Y1 skill 1</b> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p>  |   |   |
| <p><b>core knowledge</b> Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p>   | <p><b>Y1 skill 3</b> Use a range of historical artefacts to find out about the past.</p>  |   |   |
| <p><b>specific knowledge</b> First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion</p>   |   |   |   |
| <p><b>core knowledge</b> Historical sources include artefacts, written accounts, photographs and paintings.</p>   | <p><b>Y1 skill 1</b> Express an opinion about a historical source.</p>  |   |   |

this nation and how Britain has influenced and been influenced by the wider world.

**Y1** 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.

**Y1** 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.

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