



## Year 1 History Coverage at a Glance

	Year	1	Term	Autumn 2	Theme	Community and Family
	Enquiry Question	What toys did my grandparents have for Christmas?				
<b>Context</b>						
<p>Toys is a learning sequence before Christmas to engage children; ignite their imagination and encourage interaction. The focus is to develop emphatically concepts such as similarity and difference; old and new; and change through time in a familiar context. During this unit children are introduced to the concept of <i>historical evidence</i> and develop the vocabulary to discuss the past and the present. Children have the opportunity to understand the properties of the materials of old and new toys (e.g. plastic). Children will have learnt about the past and present during their time in EYFS and will have knowledge of this vocabulary.</p>						
<b>To know how</b>						
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use words and phrases</b> relating to toys from the past and today <i>e.g. old, new, long time ago.</i></li> <li><input type="checkbox"/> <b>Identify</b> and <b>describe</b> similarities and differences of old and new toys from sources <i>e.g. pictures, toys etc.</i></li> <li><input type="checkbox"/> <b>Sequence</b> three toys in chronological order.</li> </ul>						
<b>To know</b>				<b>Concepts</b>	<b>Prior Learning</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> toys have <b>changed</b> over time.</li> <li><input type="checkbox"/> old toys were <b>mechanical</b> and <b>modern</b> toys use <b>programming</b> and <b>coding</b>.</li> <li><input type="checkbox"/> modern toys are usually made from plastic and are produced in factories.</li> <li><input type="checkbox"/> toys such as Lego were popular in the past (1960s) and remain popular today.</li> </ul> <p><b>Vocabulary</b> be taught in the given context.</p>				<b>Technical Advances</b>	<b>(Co1.)</b>	



<b>Year</b>	1	<b>Term</b>	Spring 2	<b>Theme</b>	<b>Power and Democracy</b>
<b>Enquiry Question</b>	Did Neil Armstrong achieve the impossible?				

**Context**

In this unit, children will be learning all about a key event in History, with the moon landing being the focus. They will learn about a significant individual (Neil Armstrong) from the past and that of a recent significant individual (Tim Peake). Children will have gained knowledge of key events and significant individuals from EYFS *e.g.* Bonfire night and Guy Fawkes and therefore will have developed knowledge of the past and significant events and individuals. We will look at a range of sources including photographs and articles from newspapers

**To know how**

- Recall** and **recount** the events of the Moon Landing.
- Identify** and **recount** details about the Moon Landing from sources *e.g. pictures, testimonials.*
- Use** words such as *before, after, past, present, then* and *now* to describe the history of space exploration.

<b>To know</b>	<b>Concepts</b>	<b>Prior Learning</b>
----------------	-----------------	-----------------------

<ul style="list-style-type: none"> <li><input type="checkbox"/> An <b>astronaut</b> is an individual who has <b>travelled</b> to space.</li> <li><input type="checkbox"/> Astronauts have landed on the moon.</li> <li><input type="checkbox"/> Earth has one moon.</li> <li><input type="checkbox"/> Apollo 11 was the <b>mission</b> for a <b>crewed</b> lunar landing on the moon.</li> <li><input type="checkbox"/> On July 1969, America <b>launched</b> a Space Shuttle to the moon.</li> <li><input type="checkbox"/> There were three astronauts on Columbus; Neil Armstrong, Buzz Aldrin and Michael Collins.</li> <li><input type="checkbox"/> know that the space shuttle travelled for four days to the moon.</li> <li><input type="checkbox"/> A lunar module is a <b>lander spacecraft</b> from the Space Shuttle (The Eagle).</li> <li><input type="checkbox"/> The Eagle landed in a <b>crater</b>.</li> <li><input type="checkbox"/> The <b>commander</b> Neil Armstrong was the first man on the moon.</li> <li><input type="checkbox"/> The Apollo 11 astronauts <b>returned</b> to Earth in July 1969.</li> <li><input type="checkbox"/> Ten astronauts returned to the moon after Apollo 11.</li> <li><input type="checkbox"/> Tim Peake is a <b>British</b> Astronaut who travelled to International Space Centre (ISS).</li> <li><input type="checkbox"/> That Katherine Johnson (African American computer)</li> </ul> <p><b>Vocabulary</b> to be taught in the given context.</p>	<p><b>Pioneer</b></p> <p><b>Democracy</b></p>	<p><b>EYFS (UkW)</b></p>
--	---	--------------------------



- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Mary Seacole was a great believer in herbal medicines.</li><li><input type="checkbox"/> In 1850 Kingston was hit by a cholera epidemic. Mary Seacole used herbal medicines to fight this disease. She also helped combat a yellow fever outbreak in Jamaica.</li><li><input type="checkbox"/> Mary Seacole's fame as a nurse grew and she was soon carrying out operations on people suffering from wounds caused by fighting in the wars.</li><li><input type="checkbox"/> Mary Seacole travelled to London as she wanted to help fight the cholera epidemic but her help was refused. It was Florence Nightingale who was chosen to take a team of 36 nurses to treat the injured soldiers.</li><li><input type="checkbox"/> Mary Seacole opened a British hotel and used the money she earned to treat soldiers on the battlefield.</li></ul> |  |  |
|---|--|--|

**Vocabulary** to be taught in the given context.