**Year 1 HISTORY Curriculum – Spring Term**

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| **Theme: Louis Braille** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of  stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we  find out about the past and identify different ways in which it is represented.  *The lives of significant individuals in the past who have contributed to national and international achievements.* | | | **Keyword** | Definition | **Keyword** | Definition | | **PSHE** – adversity, belonging, No Outsiders  **Art/DT** – decoding braille / creating own codes for messaging.  **PE** – what is it like to be blind (blindfolded tag) |
| Blind | someone who is unable to see because of injury, disease, or an inherited condition | Braille | writing system used by people who are visually impaired | |
| Disability | a physical or mental condition that  makes it more difficult for a person to do certain activities. | Punched | make a mark by pressing into a flat surface. | |
| Inventor | someone who creates something new | Code | a system of words, letters, or signs used to represent a message | |
| Invention | something that has never been made before | Educator | a person who teaches people | |
| Visually impaired | someone’s eyesight is reduced (impaired) to the extent that it can’t be corrected to a normal level even with the help of glasses |  |  | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Linking past to present | | | | | Using evidence to find out about the past and understanding the impact it has on us today | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Who is Louis Braille and why do we remember him today? | | * Louis Braille was an inventor. * To know what braille is. * Understand who would use braille. | | | | | * Knowledge of people and changes in the past. | |
| 1. What were the most important moments in Louis’ life? | | * Sequence key events in Louis Braille’s life. * Understand why Louis Braille created braille. | | | | | * Chronological understanding. * Knowledge of people and changes in the past. | |
| 1. What changes to people’s lives did Louis make? | | * How braille has made people’s lives better. * Where in the world is braille used in everyday situations. | | | | | * Investigation | |
| 1. What made Louis so special? | | * Know that Louis Braille showed courage, determination, and intelligence. | | | | | * Critical thinking skills | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lesson 3 – how has braille made people’s lives better? | | | | | | | |