**Year 1 HISTORY Curriculum – Summer Term**

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| **Theme: Local Study – Homes past and present** | | | | | | | | |
| **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.   * *significant historical events, people and places in their own locality.* | | | **Keyword** | Definition | **Keyword** | Definition | | **Art/DT** – sketching local buildings, focusing on one key feature.  **PE** – Local walks |
| Local | a particular place or small area | Victorian | a person who lived during the Victorian period | |
| Place | an area, town, building, etc. | Homes | where you live, especially with your family | |
| Structure | something that has been made or built from parts, especially a large building | Shops | a place where you can buy goods or services e.g. books, sweets, clothes | |
| Feature | a distinctive attribute or aspect of something | Electricity | a form of energy that provides power to motors and devices that create light or heat | |
| Modern | relating to the present or recent times as opposed to the remote past |  |  | |
| **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. What type of home do I live in? | | * Investigate and identify a variety of homes today. * Know common features in all modern homes | | | | | * Investigation | |
| 1. What do we know about homes in the past? | | * Comparisons between homes through time * Know houses were built at different times | | | | | * Chronological understanding * Critical thinking skills | |
| 1. What were Victorian homes like outside? | | * Understand there are different features in houses built a long time ago. * Know that homes have changed over time. | | | | | * Knowledge of people and changes in the past * Chronological understanding | |
| 1. What were Victorian homes like inside? | | * Know that most Victorian homes did not have electricity. * Understand that there were some similarities and differences between Victorian and modern homes. | | | | | * Investigation * Knowledge of people and changes in the past | |
| 1. What do we know about the local shops? | | * Understand why shops are important to the community then (and now). | | | | | * Investigation * Field work | |
| 1. What kind of place is this? | | * Understand why buildings have been built and if it is the best place for it. E.g. Why was this site chosen for the War memorial and not in a different place? | | | | | * Knowledge and understanding of the local area * Critical thinking skills | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 2 * Lesson 6 | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lesson 3 * Lesson 4 | | | | | | | |