

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip		
Year 1 History		
Autumn – Blast Off (Space)	Spring – Fun and Games (Toys)	Summer – Stomp, stomp, roar (Dinosaurs)
<p>Key Skills: Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> beginning to using terms concerned with the passing of time (<u>through careful teaching and visual support</u>). by placing <u>events</u> in a <u>pictorial order</u> or <u>using other visual methods</u>. <u>beginning</u> to recognising that their own lives are different from the lives of people in the past <u>with careful scaffolding and give some verbal examples</u>. observing or handle <u>secondary</u> sources of information <u>and beginning to</u> answer <u>basic</u> questions about the past on the basis of simple observations. verbally re-tell a story of events from the past with <u>some detail using visual prompts</u>. represent a re-telling with drawings and simple sentences. 	<p>Key Skills: Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> becoming <u>more familiar with the terms</u> concerned with the passing of time <u>and developing the ability to use them correctly</u>. by placing <u>objects</u> in order. <u>beginning</u> to recognise that their own lives are different from the lives of people in the past <u>with pictorial examples and teacher support</u>. <u>able to identify</u> some of the different ways in which the past is represented. <u>beginning to recall verbally some of the main events and people they have studied</u>. observing or handle <u>primary and secondary</u> sources of information to answer <u>basic</u> questions about the past on the basis of simple observations. 	<p>Key Skills: Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> <u>showing a developing confidence</u> when using terms concerned with the passing of time. <u>demonstrate a growing knowledge and understanding</u> of aspects of the past beyond living memory. observing or handle <u>primary and secondary</u> sources of information to answer questions about the past on the basis of simple observations. verbally re-tell events from the past with <u>growing detail using visual prompts</u>. represent a re-telling with drawings and simple sentences.
<p>Key Question(s): What did Tim Peake do? Why is he famous? Where was Time Peake born? What did Neil Armstrong do? Why is he famous? What is Helen Sharman famous for? What did she do in space? Can you order space events? Who went into space first?</p>	<p>Key Question(s): What is your favourite modern toy? How do you know it is modern? What material is the toy made from? What toys did your parents like to use? What materials were they made from? What toys did your grandparents like to play with? What materials were they made from? How are old toys different from new toys?</p>	<p>Key Question(s): When did dinosaurs live? What was the earth like? What can we find out about dinosaurs? What did they eat?</p>

<p>Learning</p> <p>Pupils should be taught about: changes within living memory.</p> <p>The lives of significant individuals who have contributed to national and international achievements (Neil Armstrong and Helen Sharman).</p> <p>Significant historical events, people and places in their own locality (Tim Peake).</p>	<p>Activities</p> <p>Learn about Neil Armstrong and why he was famous.</p> <p>Learn about Helen Sharman and how she was the first female British astronaut.</p> <p>Learn about Tim Peake visiting the space station and how he was born in Chichester near to where we live.</p> <p>Look at a timeline of important events to do with space.</p> <p>Space Art</p>	<p>Learning Activities</p> <p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Activities</p> <p>Children bring in a favourite modern toy they like to play with. Share with the class/group. Talk about the toy. Take a photo and write about it.</p> <p>As above for toys their parents used to play with.</p> <p>As above for toys grandparents used to play with.</p> <p>Invite parents and grandparents to visit and talk to the class about the toys they used.</p> <p>Look at similarities and differences between old and new toys.</p> <p>Sketch Toys</p> <p>Make a toy monster puppet</p>	<p>Learning</p> <p>Pupils should be taught about: changes beyond living memory that are significant nationally or globally.</p>	<p>Activities</p> <p>New Topic – not planned yet.</p> <p>Timeline</p> <p>Dinosaur facts</p> <p>Dinosaur art</p>
Extension and Enrichment Opportunities					

Space Day	Toy Day? Visits from parents and grandparents	Dinosaur Day?
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