Subject Area – History Year Group - One

	Term 1	Term 2	Term 3
Unit of work	**Kings and Queens**	**History of Toys**	**Travel and Transport**
Link to Programme of study	The lives of significant individuals in the past who have contributed to national and international achievements	Changes within living memory.	Events beyond living memory that are significant nationally or globally
Composite Knowledge	**Similarities, differences and significance**: **-What makes Kings and Queens significant?**	**Continuity and Change** **-How and why have toys changed over time?**	**Continuity and Change** **-How has the way we travel changed over time?**
Component knowledge	**Chronology**: Ancient – Modern **Similarities, differences and significance**: -What is the role of a monarch? -Would you like to be a monarch? Why? -Who are some significant British monarchs? -What are the differences between Elizabeth I and Queen Victoria? -What changed during Victorian times? -How can family history, such as Queen Victoria's and my own family be represented? -What can historians find out from looking at pictures? **Sources/Artefacts:** Images of kings and queens from different times and cultures Coins, money and stamps YouTube video of King Charles III Family tree template	**Chronology**: Victorian England – today **Continuity and Change** -How do I know if a toy is old or new? -What were toys made of in the past? What are they made of now? -How have toy cars changed over time? -Where were toys made in the past? Where are they made now? -What clues can I find in a toy about when and where it was made? **Sources/Artefacts:** Personal history – sharing toys from home and their significance. Museum of Childhood online resources/blog Brighton Museum Toys Timeline	**Chronology**: 1900s – modern **Continuity and Change** -What reasons do we have for travelling? -How has our destinations changed over time? -What forms of transport have changed over time? **Significant individuals**: -Wright Brothers -Neil Armstrong -Henry Ford **Sources/Artefacts:** -Video archive of early flight attempts (birdmen etc.) -Types of flying machine (images) - hot air balloon, early plane, bi-plane, fighter jet, passenger plane, space rockets -Materials handling collection – paper, cloth, balsa wood, aluminium -Science museum – image gallery (Flight Gallery)
National Curriculum KS1	Pupils should: • Understand the concept of nation and of a nation's history. • understand the lives of significant individuals in Britain's past who have contributed to our nation's achievements.		

(skills)	• Understand concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history. • Understand simple vocabulary relating to the passing of time – before, after, past, present, then, now.		
Vocabulary	King, Queen, Royal Family, Prime Minister, family tree. Then, now, past, present, oldest, older, today, most recent.	Similar, different, material, home-made, factory, simple, moving, clockwork, electronic, remote control, oldest, most recent	Flight, aeroplane, wings, hot air balloon, engine. Inventor. Same Different Change
Links to prior knowledge	**EYFS** Children will explore a variety of primary & secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc. Know about the important people in their lives Know about people who help us in our community Understand change over time Understand and follow a visual timetable for daily routines Know things that have happened in the past Sequence events and stories with an understanding of chronological order **EYFS Autumn 1 – All About Me** Finding out about families using photos **EYFS Autumn 2 - Transport** Toys/Photos – Old and new transport Trip on Bus to see the Bus Station **EYFS Spring 2 – Growing** Baby photos of teachers/children growing up. Observing plants growing over time Sequencing **EYFS Summer 2 – Traditional Tales** Sequencing pictures from the story chronologically	**EYFS** Children will explore a variety of primary & secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc. Know about the important people in their lives Know about people who help us in our community Understand change over time Understand and follow a visual timetable for daily routines Know things that have happened in the past Sequence events and stories with an understanding of chronological order **EYFS Spring 2 - Growing** Important people – to learn facts about the past life and experiences of significant people in their lives EYFS Autumn 2 – Transport Neil Armstrong Taxi driver – Visitor CC Bus driver – Visitor CC	**EYFS** Children will explore a variety of primary & secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc. Know about the important people in their lives Know about people who help us in our community Understand change over time Understand and follow a visual timetable for daily routines Know things that have happened in the past Sequence events and stories with an understanding of chronological order **EYFS Autumn 2 – Transport (Old and New)** To be able to describe how transport has changed. Discuss similarities/differences Sequencing time in Maths. Ordering Daily time table EYFS Spring 2 – Growing To understand the chronology of their lives. Ordering photos of them as babies growing up. EYFS Summer 1-2 - Traditional Tales Sequencing stories with an understanding of chronological order