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| History - Year 1 | Autumn | Spring | Summer |
| End Points | To study the locality of Lache focusing on the school past and present. | To learn about changes within living memory by exploring shops/shopping from today to those when our grandparents were young  | To develop knowledge of George Mottershead, study why he was important and understand the legacy he left behind |
| Curriculum Objectives (Substantive Knowledge) | **Research the school and its surrounding area.** • Recount changes that have occurred in their own lives. • What can you find at our school? • Include photographs, maps, and key features of the school. • Describe changes that have happened in the locality of the school throughout history. • Ask questions about the past.  | **Changes within living memory.** **How shops have changed since grandparents/ great grandparents were young**• Start to develop chronological understanding- shops past and present. • Know the difference between long ago and now. • Tell the past is different from today. • Understand how things have changed over time. • Place events and artefacts in order on a timeline/ Label time lines with words or phrases such as past, present, older, newer. • Use artefacts, pictures, stories and online resources to find out about the past/ observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions about the past. | **Significant individuals: George Mottershead**• Ask questions about the past. Significant historical events, people and places in their own locality • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did• Use artefacts, pictures, stories and online resources to find out about the past• Ask questions about the past.**Local Study – History of the Zoo**• The history of Chester Zoo -when it was founded, who it was founded by and the history of the animals that called the zoo their home • Tell the past is different from today and explore how Chester Zoo has changes over time • Discuss changes that have happened in their own lifetime (new animals) • Use a historical resources to ask simple questions – why, when, who |
| Historical Enquiry Skills (Disciplinary Knowledge) | Key Vocabulary |
| • Ask questions about things which have happened in the past; • Be able to say how we know about the past and how some artefacts might tell us things about the past;**Local History, Power, Settlement, Migration, Empire. Diversity** | History Significant Timeline Order Compare Similar/ Different Fact/Opinion Artefact Event Source | Evidence Changes Invention Question Cause Consequences Reason Connections Century/ decade |  |