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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 | |  |