



Year 1			
Subject	Knowledge	Skills	Key Vocabulary
<p><b>Knowledge and understanding of British history.</b></p> <p><b>Changes within living memory.</b> <b>Aut 1: Local History</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</b> <b>Spr1: Brunel</b></p>	<p>Changes within living memory linking to changes in natural life - Events beyond living memory that are significant nationally or globally. - Significant individuals from the past - Significant historical events, people and places in their own locality</p> <p>Children can identify a historical figure and explain why they are famous; begin to understand the impact on lives, past and present, of this person by investigating some of the main events in their life using pictures, photographs, written sources, artefacts and visits outside the classroom. They will gain an appreciation of the character strengths of such a significant individual from our nation's past by looking at the adversity and challenges faced by this individual.</p> <p>Children will be introduced to the concept of chronology through the events of their life; they will gain an insight into how lives in the past were different to their lives now, by referencing such comparatives as technology and fashion; and they will use historical vocabulary related to time.</p> <p>This unit is structured around 3 history enquiries:</p> <ol style="list-style-type: none"> <li>1. Who was Isambard Kingdom Brunel and why is he famous?</li> <li>2. What did Brunel achieve in his life, what structures did he design and build, why and how were these important at the time and why are they still talked about today?</li> <li>3. What aspects of Brunel's character made him successful and a significant historical character for study?</li> </ol>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Sequence events in their life</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>- use language related to the passage of time.</li> <li>- Match objects to people of different ages.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own and others lives.</li> <li>- Compare pictures of past with their lives now using simple observations.</li> <li>- Make simple statements that describe artefacts.</li> <li>- They know and recount episodes from stories about the past.</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction</li> <li>- identify people and places using pictures and role play</li> <li>- Compare adults talking about the past – how reliable are their memories?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Find answers to simple questions about the past from sources of information.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge through: discussion, drawing, drama / role-play, making models, writing using ICT.</li> </ul>	<p>Past, present, today, yesterday, tomorrow, future, timeline, chronological, decade, century, year, lifetime, historical, nationally, globally, significant, evidence, artefacts, museum, fact, fiction.</p>



<p><b>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</b>  <b>Sum1 Grace O'Malley</b></p>	<p>This unit encourages children to explore the past by examining their ideas about pirates, with particular reference to Grace O'Malley.</p> <p>The key question leads children to consider what are the characteristics of a pirate and to challenge stereotypes in the light of historical enquiry. The key question also leads to an understanding of the complexities of the life and values of a significant woman living in the 16th /17th century.</p> <p>This enquiry is structured around the following questions:</p> <p>ENQUIRY 1:What is a pirate?</p> <p>ENQUIRY 2:What were the main events of Grace O'Malley's life?</p> <p>ENQUIRY 3: What happened when Grace met Elizabeth I?</p> <p>ENQUIRY 4:What was it like to live at the time when Grace met Elizabeth I?</p> <p>ENQUIRY 5:Should we call Grace O'Malley a pirate?</p>		<p>pirate, queen, Ireland, England, trade, chieftain, century</p>
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