

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 1 History	Curriculum Driving Concepts		
	Typical Everyday Life, Legendary leaders		
	Autumn	Spring	Summer
Unit of work Driving Question	Living memory What is a family tree?	Florence Nightingale and Mary Seacole How did Florence Nightingale and Mary Seacole make a positive difference to others?	Living memory-transport How has transport changed over the years?
Values	Friendship and Love Celebrate the difference between families. How can we show love to our family and friends?	Respect and responsibility Consider how we can learn from and respect people who have made a difference to others. Think about our own responsibility in helping people.	Perseverance and Hope Explore the perseverance needed for the Wright brothers to keep making places over many years, continually improving their designs until they had success.
Link to NC programme of study	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
What we need to know Red Hill Riches	What a timeline is. Events are ordered on a timeline. The year is and the year we were born was How to draw a family tree	What a nurse is and what they do Who Florence Nightingale and Mary Seacole were Florence and Mary helped during the Crimean War	In 1913, Henry Ford started to mass produce cars, which made them more affordable for everyone. In the past, air travel was possible for the rich in hot air balloons. 500 years ago, land travel was limited to horses and carts

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	<p>The meaning of key words such as today, yesterday, this year, decade, century.</p> <p>We have a Royal family and our King is King Charles III</p> <p>A family tree can be used to show the relationship between different generations of a family using Royal family and own.</p>	<p>Not many people understood the importance of hygiene and keeping medical beds and equipment clean during the time.</p> <p>Florence Nightingale recognised that hygiene was very important to stopping disease spreading.</p>	<p>The Wright brothers conducted the first flight in 1903 and it lasted 12 seconds</p> <p>Transport at this time was limited to horse drawn carriages and steam trains.</p> <p>Sheila Scott was a pilot from Worcester</p>
Cross curricular opportunities	Literacy: Letter to a family member	<p>Literacy: Diary entry</p> <p>Story sequencing</p> <p>Empathising with character</p> <p>PSHCE: How can we help others?</p>	<p>Literacy: A letter from the Wright brothers;</p> <p>Sequencing events;</p> <p>Diary entry</p>
Links to prior knowledge (footprints)	<p>Chronology</p> <ul style="list-style-type: none"> • Communication • Use everyday language (yesterday, today, long ago) related to time • Order and sequencing familiar events • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members <p><i>Talk about the lives of the people around them and their roles in society; -</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></p> <p><i>; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<p>How to place an event on a time line.</p> <p>That technology has changed over time</p>	<p>Transport was not as advanced 200 years ago.</p> <p>Mary Seacole's main form of transport was by sea.</p> <p>She often rode on horseback into battlefields.</p>

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Vocabulary	Old, new, past, decade, yesterday, today, tomorrow, chronological order, timeline, compare, memory, innovation	Soldier, war, hospital, compare, old, new, past, special, Crimea, Russia, British, Ukraine, transport, Jamaica, Statue, celebrate, remember, legacy	Flight, inventor, timeline, past, travel, compare, old, new, transport, car, horse, pilot, boats, rich,, innovation
Excellence Enjoyment Everyone Everything	<p>Excellence- learning about family members and other key figures in British society who have achieved excellence will inspire children for the future.</p> <p>Enjoyment-exploring their own family tree photos will spark enjoyment at seeing their younger self and family’s younger self and the changes that have been made.</p> <p>Everyone- learning about our local area/people/events will lead to greater respect and understanding of our local area and of people close to us.</p> <p>Everything- Current events – learn about current events, what impact they have and compare to past events.</p>	<p>Excellence-recognising how Florence Nightingale and Mary Seacole made changes to medicine will inspire excellence in the children, recognising that they too can make a change.</p> <p>Enjoyment-Visits from a nurse to enhance aspirations and careers for the future</p> <p>Everyone Challenging prejudice – children to understand that all people have a right to enjoy our beautiful world no matter where you were born or the colour of your skin. Celebrate diversity – look at other countries in the world.</p> <p>Everything Think about the key values Mary Seacole had and how we can adopt these values to help look after our beautiful world.</p>	<p>Excellence- recognising the perseverance these historical figures used will inspire the same value in children to achieve excellence themselves.</p> <p>Enjoyment- Visit to the River Severn and the Worcester Canal or the Railway will promote enjoyment at comparing forms of transport.</p> <p>Everyone To think about the important lessons these inventors have taught us – creativity, perseverance, resilience. To think about what improvements in transport have enabled us to achieve. To think about how we could help future generations.</p> <p>Everything- Know that transport has changed over time and will continue to change into the future. Red Hill children could be part of those changes if they aspire to be.</p>
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> • With support, begin to start asking historical questions using artefacts and sources • With support, to begin to identify different ways the past has been represented. • To be able to retrieve facts from different representations of the past with support. Change and continuity • With support explain how their family has changed or stayed the same over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • With support be able to identify similarities and differences between sources <p>Cause and consequence</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To know what artefacts are. • With support, begin to start asking historical questions using artefacts and sources • With support, to begin to identify different ways the past has been represented. • To be able to retrieve facts from different representations of the past with support. Change and continuity • With support explain how hospitals have changed or stayed the same over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • With support be able to identify similarities and differences between artefacts and sources 	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To know that history is the investigation of the past. • To know what sources mean in history context. • To be able to retrieve facts from different representations of the past with support. • With support, begin to start asking historical questions using artefacts and sources <p>Change and continuity</p> <ul style="list-style-type: none"> • To know what compare means. • With support, be able to identify things that have continued to stay the same in their locality and things that have changed. • With support explain how transport have changed or stayed the same over time

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	<ul style="list-style-type: none"> • To begin to think why people in the past did things. <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able sequence from past and present. • Label drawing with the features of past and present • With support, to be able to sequence some events through history. • To think about what changes have occurred within their own lives. 	<p>Cause and consequence</p> <ul style="list-style-type: none"> • To begin to think why people in the past did things. <p>Historical significance</p> <ul style="list-style-type: none"> • With support, start linking impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able sequence from past and present. • Label drawing with the features of past and present • With support, to be able to sequence some events from the life of the historical figures looked at. • To think about what changes have occurred within their own lives. 	<p>To identify similarities and differences</p> <ul style="list-style-type: none"> • With support be able to identify similarities and differences between artefacts and sources <p>Cause and consequence</p> <ul style="list-style-type: none"> • To begin to think why people in the past did things. <p>Historical significance</p> <ul style="list-style-type: none"> • With support, start linking impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • To understand chronology by using the terms, past present, modern and old. • To know the difference between a day, a month and a year. • To be able sequence from past and present. • Label drawing with the features of past and present • With support, to be able to sequence • To think about what changes have occurred within their own lives
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