

National Curriculum subject content

At KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of the past. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Autumn Term	Spring Term	Summer Term
Year 1	Why do we play with different toys to our parents and grandparents? <i>(changes within living memory which reveal aspects of change in national life)</i>	Why do we want to go to the moon? <i>(moon landing)</i> <i>(Lives of significant individuals in the past who have contributed to national and international achievements.)</i>	Would you liked to have been a pirate?
Chronological understanding	<ul style="list-style-type: none"> I understand the difference between things that happened in the past and the present. I know about things that happened to me in the past. I know some things that happened to other people in the past. I understand how to put a few events or objects in order of when they happened. I use words and phrases such as: old, new, very old, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers / gradparents were young. 	<ul style="list-style-type: none"> I understand and use the words past and present when telling others about an event. I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. I use words and phrases such as: when my parents/carers were children, decades, and centuries. I can use dates. 	<ul style="list-style-type: none"> I understand the difference between things that happened in the past and the present I know some things that happened to other people in the past. I understand how to put a few events or objects in order of when they happened. I use words and phrases such as: old, new, very old, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
Knowledge and understanding of past events, people and changes in the past	<ul style="list-style-type: none"> I have found out some facts about toys long ago. (Before living memory.) I have found out some facts about games that were played long ago. I know/ can recount episodes from stories about the past (possibly family stories) 	<ul style="list-style-type: none"> I have used information to describe the past. I look at evidence to give and explain reasons why people in the past may have acted in the way they did. I can recount the main events from a significant event in history and include some extra detail. 	<ul style="list-style-type: none"> I have found out some facts about people long ago. (Before living memory.) I have found out some facts about events that happened long ago. I can say why people may have acted as they did. I know/ can recount episodes from stories about the past (possibly family stories linked to seaside holidays)
Historical interpretation	<ul style="list-style-type: none"> I have looked at books, pictures, photographs and artefacts to help me find out about the past. I have listened to stories about the past. I have talked to, asked questions and listened to people talking about the past. 	<ul style="list-style-type: none"> I have looked at books, photos, t.v. broadcasts and newspapers to find out about the past. I have listened to stories, interviewed people who were alive at the time and used the internet. I am beginning to understand that events in the past can be represented in different ways. 	<ul style="list-style-type: none"> I have looked at books, pictures, maps, photographs and artefacts to help me find out about the past. I have listened to stories about the past. I have talked to, asked questions and listened to people talking about the past. I am beginning to understand that events in the past can be represented in different ways.
Historical enquiry (generate questions and consider – how can we find out?)	<ul style="list-style-type: none"> I look at pictures, artefacts , toys and games and generate my own questions such as “Which things are old and which are new?” and try to answer. I answer questions about events, using ‘before’ and ‘after’ to describe when something happened. I look at objects from the past and ask, “What were they used for?” and try to answer. I look at pictures from the past and ask, “What were people doing?” Find answers to some simple questions about the past from sources of information. 	<ul style="list-style-type: none"> I ask, “What was it like for people in the past?” and use information to help me answer the question. I ask, “What happened in the past?” and use information to help me answer the question. I ask, “How long ago did an event happen?” and try to work it out. I consider if these events were important and why. I am aware that actions taken by people in the past affect our lives today. 	<ul style="list-style-type: none"> I look at pictures, artefacts , buildings and landmarks and generate my own questions. I answer questions about events, using ‘before’ and ‘after’ to describe when something happened. I look at objects from the past and ask, “What were they used for?” and try to answer. I look at pictures from the past and ask, “What were people doing?” Find answers to some simple questions about the past from sources of information. I can explain my answers – how do I know?

<p>Organisation and communication</p>	<ul style="list-style-type: none"> • I can explain my answer – how do I know? • I can sort events or objects into groups (Then and now) • I use time lines to order events in my life. • I draw pictures and write captions about them to tell others' about the past. 	<ul style="list-style-type: none"> • I can describe objects and people (then and now) • I use time lines to order events or objects. • I use time lines to place an event or a significant person. • I tell stories about the past using my story writing skills. • I draw labelled diagrams and write about them to tell others about people, objects or events from the past. • I can recount and sequence the life of someone famous I have studied and give accurate information. • I can use a template such as 'I am researching.....using.....' to organise my writing. 	<ul style="list-style-type: none"> • I can sort events or objects into groups relating to the passing of time. • I use time lines to order events or objects. • I can use role-play to explore people and events in the past. • I write in sentences things I have found out about the past. • I tell stories about the past using my story writing skills. • I can use a template such as 'I am researching.....using.....' to organise my writing. • I can recount and sequence the life of someone famous I have studied and give accurate information. •
<p>Use of ICT/technology</p>	<p>Use the internet to research toys past and present</p>	<p>Use the internet to research the moon. Think about the role of technology in space exploration.</p>	<p>Use the topic library loan books to research about Pirates.</p> <p>Use the Internet to complete some research.</p>
<p>Key vocabulary</p>	<p>Words associated with the passing of time and time connectives eg. <i>new, old, older, oldest, long ago, modern, when parents/carers were young, when grandparents were young, next, later, afterwards.</i></p> <p>Adjectives eg <i>dirty, clean, broken, rusty.</i> Names of toy features. Names of unfamiliar toys and games.</p>	<p>Words associated with the passing of time, eg <i>a very long time ago, before, after, when, began, first, next, then, after, at last, finally, decade, century.</i></p> <p>A range of adjectives to describe human qualities, eg <i>fearless, brave.</i></p> <p>Words associated with human emotions and feelings . Expressions describing reasons and results, eg <i>because, reason, result, effect.</i></p> <p>Words associated with sources of information, eg <i>eyewitness, diary, first-hand, interview. Technical words linked to space exploration.</i></p>	<p>Words associated with the passing of time and time connectives eg. <i>new, old, older, oldest, long ago, modern, when parents/carers were young, when grandparents were young, after the war, recent, modern, older, oldest,next, later, afterwards.</i></p> <p>Everyday words associated with pirates and period-specific vocabulary.</p>