



# Moorside Primary School

## Year 1 Overview

	Year 1 (KS1 National Curriculum)	Local History My Heritage	UK History The Gunpowder Plot	World History Explorers	
	King/Queen during this time	Queen Elizabeth II	King James	George V/Queen Elizabeth II	
Skills	Chronology	-Develop an awareness of the past using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework	-Use words like; before I was born, when I was younger, past, then, now, old, new, when mum and dad were little, a long time ago, old. -Know when things happened in relation to their own life e.g When I was younger/before I was born.	-Use words like; before I was born, past, then, now, old, a long time ago, a very long time ago, old. -Sequence up to three events.	-Use words like; before I was born, past, then, now, old, new, when mum and dad were little, a long time ago, a very long time ago, old. -Sequence up to three events.
	Historical Enquiry	-Understand ways in which we find out about the past and identify different ways in which the past is represented. -Ask and answer questions	-Recognise we can find out about the past by talking to people who were there, watching videos, looking at paintings/drawings and objects. -Find out about the past by asking an older person questions.	-Recognise we can find out about the past by, watching videos, looking at paintings/drawings and objects.	-Recognise we can find out about the by, watching videos, looking at paintings/drawings and objects.
Knowledge	Continuity and Change/Similarity and difference.	-Identify similarities and differences between ways of life in different periods - Changes within living memory and where appropriate these should be used to reveal aspect of change in national life. -Some (significant individuals) should be used to compare aspects of life in different periods.	-Spot differences in life from pictures/videos.	-Spot differences in life from pictures/videos. -Can explain who Guy Fawkes was	-Spot differences in life from pictures/videos. -Talk about how life is different now to when the first man landed on the moon -Explain how life was different when The Antarctic Explorers and Neil Armstrong went on their explorations to when Tim Peake did.
	Achievements and follies. Cause and consequence Legacy	-Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements.	- Can talk about family members they may never have met. Eg Great, great, great grandparents.	-Explain why we celebrate bonfire night.	-Talk about why the moon landing was so important. -Explain the importance of The Antarctic Explorers and Neil Armstrong's expeditions.
Communication	How knowledge is shared.	Choose and use parts of stories and other sources to show that they know and understand key features of events.	-Can retell the main events of events through the use of pictures or the green screen using language relating to chronology (see above)	-Can retell the main events of events through the use of pictures or the green screen using language relating to chronology (see above)	