



Year 1					
NC POS	Theme	Knowledge	Skills	Gen vocab	Spec vocab
Changes within living memory- aspects of change in national life	Victorian life	<p><b>Range and depth of historical knowledge</b></p> <p>Recognise the difference between past and present in their own and others lives.</p> <p>Identify how family life has changed and how this is reflected in the world around us.</p> <p>Looking for evidence of Victorian life.</p>	<p>Chronological understanding:</p> <ul style="list-style-type: none"> <li>Sequence events in their life (eg. Birth, toddler, reception, year 1).</li> <li>Sequence 3 or 4 artefacts (Toys) from the Victorian times.</li> <li>Match toys to people of different ages.</li> </ul> <p>Interpretations of history</p> <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between FACT and FICTION.</li> <li>Compare adults talking about the past. How reliable are their memories?</li> </ul> <p>Historical enquiry</p> <ul style="list-style-type: none"> <li>Use historical sources to answer questions.</li> <li>Understand the life and impact of Queen Victoria</li> </ul>	<p>Now</p> <p>Today</p> <p>Yesterday</p> <p>Tomorrow</p> <p>A long time ago</p> <p>Victorian period</p> <p>Century</p> <p>Past</p> <p>Future</p> <p>Memory</p> <p>remember</p>	<p>Handmade</p> <p>Factory made</p> <p>Queen Victoria</p> <p>Invention</p> <p>Mourning</p> <p>Royal family</p>
<p>Events beyond living memory that are significant nationally or globally</p> <p>Lives of significant individuals in the past</p>	Gunpowder Plot	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify ways of life at different times.</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> <li>Use dates and terms related to GP.</li> <li>Sequence events linked to the GP.</li> </ul> <p>Interpretations of history</p> <ul style="list-style-type: none"> <li>Compare 2 paintings/ visual records of Guy Fawkes to compare how he is presented. Is it RELIABLE?</li> </ul> <p>Historical enquiry</p> <ul style="list-style-type: none"> <li>Use historical sources to answer questions.</li> </ul>	<p>King</p> <p>Ruler</p> <p>A long time ago</p> <p>Artefact</p> <p>View</p>	<p>James I</p> <p>Guy Fawkes</p> <p>Gunpowder</p> <p>Religious beliefs</p> <p>Execution</p> <p>Explosion</p> <p>Parliament</p>
Significant historical place in their own locality.	Seaside	<p>Recognise why people visited the seaside in Victorian times and why it remains popular today.</p> <p>How have visits to the seaside changed?</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> <li>Compare 2 pictures of Seaside resort of Gorleston modern-day and Victorian, say which one happened first using evidence in the picture.</li> </ul> <p>Interpretations of history</p> <ul style="list-style-type: none"> <li>Compare pictures/ photos of seaside holidays from the Victorian era and modern-day (Railway posters?) Are they a reliable source?</li> </ul> <p>Historical enquiry</p> <ul style="list-style-type: none"> <li>Use historical sources to answer questions.</li> <li>Cold and Hot Tasks used to assess understanding of enquiry question.</li> </ul>	<p>Century</p> <p>Local history</p> <p>Reliable source</p> <p>Historical source</p> <p>Research</p> <p>Compare</p> <p>Modern</p>	<p>Victorian era</p> <p>Seaside</p> <p>Holiday</p> <p>19<sup>th</sup> Century</p> <p>Travel</p> <p>Entertainment</p> <p>Gorleston</p>



In all History study

Organisation and communication:

- Communicate knowledge through- discussion, drawing, drama, modelmaking, writing, ICT.