
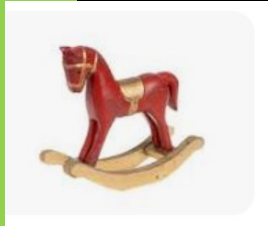


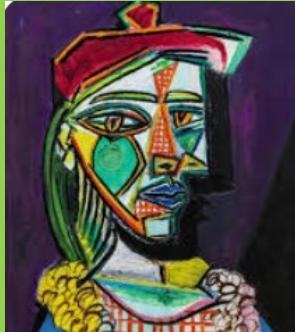




Holmesdale Yearly Knowledge and Skills Progression
Subject: History
Year 1

We have identified 3 BIG IDEAS that run through our history curriculum. These are evident threads that run through the year groups –
1. Artefacts/evidence **2. Change/continuity** **3. Cause/consequences**. These are highlighted throughout the maps.

Autumn Term	Spring Term	Summer Term
<p data-bbox="91 576 685 651">Black History Month/History of Toys</p>   <p data-bbox="109 1195 739 1465">Children learn about some of the history, achievements, and contributions of Black people across the world, in particular Alma Thomas. Children will make observations and handle old toys, recognise similarities and differences about old toys and toys of the present day. They will learn about Dr Lonnie Johnson, an inventor.</p>	<p data-bbox="772 568 1274 643">Queen Victoria and Victorian Times/Castles</p>   <p data-bbox="772 1203 1449 1474">Children to learn about Queen Victoria and changes that happened in her reign. Children will look at artefacts from Victorian times and compare similarities and differences between these and now. They will experience a day in the life of a Victorian school child and compare this to their current school life.</p>	<p data-bbox="1697 619 2130 655">Significant artists of the past</p>  <p data-bbox="1462 1074 2175 1182">Children to learn about famous artist during art week, and what their life was like. They will learn facts about them.</p> <p data-bbox="1494 1190 2141 1227">Children will also visit the Reigate Castle grounds.</p>

Children will also learn about heraldry and castles, and visit Hever Castle. They will learn about the features of a castle and what life was like living in a castle.

Autumn Term

Key Knowledge gained:

- To develop understanding that things change and evolve and that our own history is unique to us.
- To handle and make observations about artefacts (old toys,) and describe some simple similarities and differences.
- To look at a significant person in history – Dr Lonnie Johnson – Inventor (linked to history of toys)

Key Skills developed:

- **Chronological Understanding and Knowledge and Understanding of Events, People and Changes in the Past** – to remember and talk about significant events in their own experiences, understanding there are similarities, differences and connections by learning about what toys our grandparents played with.
- To be able to analyse properties of an artefact and relate it to their own life. To be able to identify whether it is from the present or past and beginning to explain own thinking.
- **Historical Enquiry** – asking questions about the past, linking to artefacts.
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Vocabulary:

In order, last year, a long time ago, recently, day, week, month, years, artefacts, when my parents/carers, grandparents were children..., in the .. times, find out, evidence, collect, information, research, materials, plastic, wood, metal.

(Existing topics: Black History Month/Toys)

British Values/SMSC

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people.

How can we enrich this at Holmesdale?

Visits from local people or familiar adults to the children who can tell them about the past.
 Black History Month – sharing stories and music from around the world.
 Toy Workshop (Claire Hill)
 Toy/home artefact loan box from Dorking Museum.

Unit Outcomes

Pupils who are secure will be able to:

Handle and make observations about artefacts (old toys).

Describe some simple similarities and differences between toys now and then.

Analyse properties of an artefact and relate it to their own experiences.

Be able to talk about Dr Lonnie Johnson and know what they are famous for.

Spring Term

Key Knowledge gained:

- To recognise in which ways our lives are different from the lives of people in the past.
- To learn about significant people in the past and their impact on the present day (Queen Victoria)
- To observe and describe significant historical places (castles) and compare with how we live in the current day.
- To compare changes in day to day life, looking at diary entries and comparing it to how we live now (Victorian school day)

Key Skills developed:

- Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past – To identify similarities and differences between now and then when looking at artefacts/photographs and to understand how artefacts have changed over time, eg. Materials and purpose.
- To be able to compare our lives to the lives of those in the past (Victorian School Day)
- Historical Enquiry – asking questions about the past.
- To handle and make observations about artefacts and describe some simple similarities and differences between them.
- To be able to analyse properties of an artefact and relate it to their own life. To be able to identify whether it is from the present or past and beginning to explain own thinking.
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Vocabulary:

Find out, explain, facts, reasons, events, artefacts, actions, castles, turrets, ramparts, dungeon, drawbridge, moat, tower, portcullis, a long time ago, a very long time ago, timeline

(Current Topics: Homes/Castles)

British Values/SMSC

- Respect for the lives of others.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England – linked to castle punishments.
- On a school visit: Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

How can we enrich this at Holmesdale?

Trip to Hever Castle/Reigate Castle.

Victorian Day

Cross curricular links to reading (eg whole class reading - diary entries from people in the castles), science (materials), PE (Tudor dance), Geography (where to build your castle)

Unit Outcomes**Pupils who are secure will be able to:**

Look at artefacts from Victorian times and explain how these have changed as well as similarities between them.

Compare how we live now to how Victorian's lived and be able to talk about similarities and differences between school now and then.

Recall features of a castle and what these features were for.

Describe what life was like in a castle.

Summer Term**Key Knowledge gained:**

- To learn about the lives of significant individuals in the past who have contributed to national and international achievements – eg Picasso/Van Gogh (links to art week)

Key Skills developed:

- Knowledge and Understanding of Events, People and Changes in the Past – To be able to compare aspects of life in different periods (with reference to the lives of significant individuals in the past who have contributed to international achievements.)
- Historical Enquiry – asking questions about the past
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Vocabulary:

In order, last year, a long time ago, recently, day, week, month, years, find out, explain, facts, reasons, events, actions

British Values/SMSC

- Develop the awareness of respect for significant individuals in the past who have contributed to national and international achievements.
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How can we enrich this at Holmesdale?

Links to Art week

Links to PSHE (families and transition)

Links to whole class reading

Unit Outcomes

Pupils who are secure will be able to:

Recall facts about the famous artist featured in art week.

End points – by the end of the year:

- Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.
- Pupils will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Pupils will use a wide vocabulary of everyday historical terms.