

Shevington Federation of Schools  
Schemes of Work

HISTORY

YEAR GROUP: 1

Y1 children will learn :	Autumn	Spring	Summer
<b>CHRONOLOGICAL UNDERSTANDING</b>			
To notice and use in correct context such words as past, present, future, a long time ago, when I was younger, to show an understanding of the passing of time.			
To sequence events in terms of their own history Eg their own photos of them as a baby, toddler child.			
To be able to say how they have changed to be able to learn the difference between past and present			
To answer questions about the photos using the right vocab.			
To sequence events Eg photos of making bread or a story			
To begin to recount changes in their lives Eg I am too tall for that tee shirt now as it is too small			
To question why people do things now and in the past Eg why did you fall out with .....			
To find similarities and differences between one child's way of life with another Eg going home to someone else's home for tea			
To talk with a grandparent about their daily life when a child and then find the similarities and differences			
<b>KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES</b>			
To pass around an object ,handle it carefully and use the term artefact			
To describe the artefact using the 5 senses			
To independently find a difference between an old and modern artefact- Eg Victorian iron and modern steam iron			
To share those differences and similarities of an artefact with a group			
To appreciate that it is possible to find out about the past from people, videos, artefacts newspapers and these are called sources.			

<b>HISTORICAL INTERPRETATION</b>			
To begin to appreciate that the past is what happened before their birth			
That non-fiction books can provide facts about the past That a fact is true and so to provide a fact about themselves Eg my uniform is red			
To listen to stories and pick out a fact Eg stories about animals. The cheetah can run fast			
To listen to a fiction story for example about a zoo and then to a factual story and to pick out a part of the story that is made up Eg the animal spoke.			
To compare a story from memory and an immediate event			
That using memories can cause some changes to the events Eg what did you have for lunch today and what did you have for lunch 3 weeks ago on a Tuesday. What happens and why?			
<b>HISTORICAL ENQUIRY</b>			
To begin to sort artefacts and photos with support into old and new by sequencing collections from different times			
To look at the sources of evidence and ask a question			
To know how to begin to answer the question and where to go for the possible answer			
To use the vocab- old, new, past, before, after, later, soon, now, then when describing photos			
To use photos /pictures from the past asking questions about what people were doing.			
To know that the local environment is a source of evidence too			
<b>COMMUNICATION</b>			
To use role play to understand events from the past and say how they are feeling in that role Eg washing using a dolly peg – beginning of empathy skills			
To use talk partners to sort using categories such as ‘then’ and ‘now’			
To talk about facts about an event in their lives-their birthday perhaps			
To use pictures and sentences to describe event			
To recognise that sequencing of stories or their lives is a time line-link to number lines in Maths			
To read and write dates and begin to understand the importance of the year			
<b>BREADTH OF STUDY</b>			
Changes within living memory that reveal aspects of national change such as monarchy and war.			
Changes beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> <li>• Great Fire of London</li> <li>• Gunpowder Plot</li> <li>• First flight</li> </ul>			

<p>About the lives of people who have significantly contributed to national and global achievements.</p> <ul style="list-style-type: none"><li>• Queen Victoria/Elizabeth</li><li>• Tim Berners-Lee</li><li>• Neil Armstrong</li><li>• LS Lowry.</li></ul>			
--	--	--	--