

Year 1 - Progression in History grid						
Term Topic	Autumn 1 Robert Verdin		Spring Great Explorers Shackleton, Battuta, Columbus			Summer Toys
Themes	Our Community	Trailblazers	Global Connections	Trailblazers	Innovation and Discovery	Innovation and Discovery
Big question and key concept	Why was Robert Verdin significant to the people of Northwich? (Significance)		What did these significant explorers discover? (Significance)			How have toys changed over time? (Continuity and change)
Prior knowledge	Talked about families and their families history, have looked at family trees. Talked about the changes as we get older relating to discussions about grandparents.		Visited Bunbury Mill and found out about how people lived a long time ago. Learned about dinosaurs and how they lived a very long time ago			Looked at the beach environment in past and present times. Visited Llandudno and watched a Punch & Judy show Visited Verdin Park and named places within Castle, Northwich.
Prior skills (from reception)	<u>Understanding The World - Children in Reception</u> Begin to make sense of their own life-story and family's history. Talk about what they see using a wide vocabulary <u>Early Learning Goals Past & Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past & now, drawing on their experience and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.		<u>Understanding The World - Children in Reception</u> Begin to make sense of their own life-story and family's history. Talk about what they see using a wide vocabulary <u>Early Learning Goals Past & Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past & now, drawing on their experience and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. From Y1 Autumn 1 they will remember the story of <i>Guy Fawkes</i> .			<u>Understanding The World - Children in Reception</u> Begin to make sense of their own life-story and family's history. Talk about what they see using a wide vocabulary <u>Early Learning Goals Past & Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past & now, drawing on their experience and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.
Key vocabulary	Long Ago Century Artefacts History Local Significant Trailblazer		Antarctic Explorer Discovery Voyage Significant Global trailblazer			Museum Decade Living memory Change sequence
NC Statutory Requirements	Learn about significant historical events, people and places in their own locality.		The lives of significant individuals in the past who have contributed to national and international achievements. -Ernest Shackleton -Christopher Columbus -Ibn Battuta			Identify similarities and differences between the way of life in different periods had how they have changed (comparing their toys with toys in the past)
Skills covered	Range and depth of historical knowledge *Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past Historical enquiry *Find answers to simple questions about the past from sources of information e.g. artefacts, SOURCES: Photographs, paintings, visit to Verdin Park and statue		Range and depth of historical knowledge *Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past. Interpretations of history *Use stories to encourage children to distinguish between fact and fiction. SOURCES: Paintings, photographs, diary extracts, maps			Chronological understanding *Sequence events in their life *Sequence 3 artefacts from distinctly different periods of time *Match objects to people of different ages Interpretations of history *Use stories to encourage children to distinguish between fact and fiction. *Compare adults talking about the past - how reliable are their memories? SOURCES: Photographs, toy artefacts
Key Performance Indicators	<ul style="list-style-type: none"> I can name Robert Verdin and can describe why he is significant to the people of Northwich. I understand why Verdin Park was created. 		<ul style="list-style-type: none"> I can name 2 explorers and say what they did that was significant. I can describe what they did and how it was a national/international achievement. 			<ul style="list-style-type: none"> I can say how the toys I play with are different to the ones my grandparents played with and people beyond grandparents. I can look for similarities between toys within my living memory compared to toys beyond my living memory.
Lessons	1. PLC 2. Hook - photo of RV and Verdin Baths - historical enquiry question 3. Writing about What RV did for Northwich 4. Timelines of Our Community/Trailblazers, RV key events 5. PP what have we learnt about RV so far? Discussion 6. Visit to VP to see the statue and explore 7. Hospitals now and then 8. EUC		1. PLC and Hook - Look at the lives of significant individuals who have contributed to national and international achievements 2. What is a trailblazer and what is an explorer? 3. Timeline lesson 4. Who was Ibn Battuta? What did he discover? 5. Who was Christopher Columbus? What did he discover? 6. PP sort & match key words to I Battuta or C Columbus. Check understanding 7. Who was Ernest Shackleton? What did he achieve? 8. EUC.			1. PLC and Hook - Victorian past times Punch & Judy 2. Describe the characteristics of toys. 3. What toys did our parents and grandparents play with? 4. PP Reflect back to Explorer timeline, incorporate toys same way 5. What were toys like at different times in the past? Timeline lesson 6. Identify old and new toys. 7. Describe how toys are different and how they are the same. 8. EUC
Assessment Prior Knowledge Check	PLC: Sort the photographs into past and present		PLC: Choose the correct 3 pictures and talk about the event.			PLC: Sequence events and discuss
	PP: Discussion - What have we learnt about Robert Verdin so far?		PP: Sort and match key words related to Ibn Battuta and Christopher Columbus			PP: Sort pictures sent in for class assembly from parents, grandparents and staff onto timeline, reflect back to Explorers timeline lesson

Progress Pause Final Assessment	FA: Answer the question: Who was Robert Verdin and what did he do for the people of Northwich? Quiz	FA: End of unit quiz with multiple choice answers	FA: BBC Bitesize Multiple choice quiz about old and new toys
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