

# Year One Long Term Plan For History

**Autumn term – Did my grandparents play with the same toys as me?**

**Setting up classroom timeline**

**Toys from the past**

## **Knowledge Skills Vocabulary**

\*The events of the Gunpowder Plot threadbare and its impact. ages.  
\*How objects have changed over time. youngest.

\*To match objects to people of  
  
\*To sequence objects from oldest to  
  
\*To know and recount stories about the past.  
\*To find answers to simple questions from sources of information.  
\*To discuss the reliability of someone's memories about their past.

different dull, worn, faded,

## **National Curriculum Objectives**

\*Awareness of the past, using common words and phrases relating to the passing of time.  
\*Changes in living memory.

**Spring term – Who is David Attenborough?**

**The Life and Impact of David Attenborough**

## **Knowledge**

\*The life of David Attenborough and his important work.

## **Skills**

\*To find answers to simple questions from sources of information. \*To sequence the events of an individual's life.

## **Vocabulary**

Events, conservation

## **National Curriculum Objectives**

\*Significant individuals who have contributed to national and international achievements.

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| <b>Summer 1 – Who has been to space?</b><br><b>The history of space travel</b>                                                                                                                                                  |                                                                                                                                                                                                                          |                                                                                    |                                                                                                                                                                             |
| <b>Knowledge</b><br>*The life of Tim Peake, Helen Sharman and Neil Armstrong and why they are important.<br>*How scientists began to explore space.                                                                             | <b>Skills</b><br>*To sequence the space travel events and the life of an individual.<br>*To recognise past and present in their own lives and others.<br>*To know and recount stories about the history of space travel. | <b>Vocabulary</b><br>NASA, space travel, events, astronaut, space station, landing | <b>National Curriculum Objectives</b><br>*Significant events in living memory.<br>*Significant individuals who have contributed to national and international achievements. |
| <b>Summer 2 – How have holidays changed?</b><br><b>Holidays from the past</b>                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                    |                                                                                                                                                                             |
| <b>Knowledge Skills Vocabulary</b><br>*Holidays experienced by their parents.<br>*Holidays they have experienced in the<br>*Changes within living memory.<br>*How holidays have changed over time. *To know and recount stories | <b>National Curriculum Objectives</b><br>*To recognise past and present in their own lives and others. continuity and memories.<br>about their own holidays and others.                                                  | Victorians, pier, bathing machines change. past. *To discuss the                   | *Understanding historical concepts of reliability of someone's                                                                                                              |
| <b>Year 1 disciplinary vocabulary:</b> then, now, in the past, timeline, present, future                                                                                                                                        |                                                                                                                                                                                                                          |                                                                                    |                                                                                                                                                                             |

