

# Manor Primary School

## Autumn Term Year 1 History – Caring People

### Overview of the Learning:

#### In this unit children will

This unit looks at the lives of significant individuals in the past who have contributed to National and International achievements– Florence Nightingale, why she went to the Crimea, and what happened as a result of her work. The approach could also suit the study of other famous people, *Edith Cavel*, *Grace Darling*, *Rosa Parks*, *Mary Seacole*.

This focuses on the way of life of a famous person who lived at a time before living memory. It should be used to compare aspects of life in different periods. It could contribute to cross-curricular work on 'people who help us'.

#### Core Aims

- know and understand the history of these islands in chronological narrative, from the earliest times to the present day;
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

#### Children should be taught

##### Chronological understanding

Children should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

##### Knowledge and understanding of events, people and changes in the past

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

##### Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)

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- to ask and answer questions

**Organisation and communication**

Pupils should be able to:

- work with a partner or in a group to discuss their learning
- use role play /drama for empathy and understanding
- record their work in a variety of ways- pictures, ICT, models, timelines

**Expectations**

Children can:

- show an awareness of the past,
- Use common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework
- show things that are the same and different between life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions,
- show an understanding of some of the ways in which we find out about the past
- show an understanding of the ways the past is presented.

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## Spring Term Year 1 – Toys and Games

### Overview of the Learning:

In this unit children will be introduced to the concepts of 'old' and 'new' and look at similarities and differences between toys of today and toys in the past. They will develop an understanding of chronology and an awareness of change and continuity by identifying how things have changed or stayed the same.

Consider visit to: Cannock Chase/ Bantock House

### Core Aims

- know and understand the history of these islands in chronological narrative, from the earliest times to the present day:
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

### Children should be taught

#### Chronological understanding

Children should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

#### Knowledge and understanding of events, people and changes in the past

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

#### Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

#### Organisation and communication

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	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• work with a partner or in a group to discuss their learning</li> <li>• use role play /drama for empathy and understanding</li> </ul> <p>record their work in a variety of ways- pictures, ICT,( Import Clipart images from "Microsoft Word" representing images of toys of today) models, timelines</p> <p>The children could write some descriptive sentences about their object without naming it. Other children could then try to identify the object. This could also be done orally - 'What am I?'</p> <p>PE – toy dances (toy soldiers, music box)</p> <p>PHSCE – playground games</p>
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<p><b>Expectations</b> Children can:</p> <ul style="list-style-type: none"> <li>• show an awareness of the past,</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• know where the objects they study fit within a chronological framework</li> <li>• show things that are the same and different between objects and life in different periods.</li> <li>• use a wide vocabulary of everyday historical terms.</li> <li>• ask and answer questions,</li> <li>• show an understanding of some of the ways in which we find out about the past</li> <li>• show an understanding of the ways the past is presented.</li> </ul>
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Summer Term Year 1 – Kings and Queens

<p><b>Overview of the Learning:</b></p> <p>In this unit children will be introduced to the concepts of the monarchy" and look at similarities and differences between the queen today and her role and kings and queens of the past.. They will develop an understanding of chronology and an awareness of change and continuity by identifying how things have changed or stayed the same.</p>	
<p><b>Core Aims</b></p>	<p>Children should be taught Chronological understanding</p>

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- know and understand the history of these islands in chronological narrative, from the earliest times to the present day:
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

Children should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

#### **Knowledge and understanding of events, people and changes in the past**

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

#### **Historical interpretation and Enquiry**

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

#### **Organisation and communication**

Pupils should be able to:

- work with a partner or in a group to discuss their learning
- use role play /drama for empathy and understanding

record their work in a variety of ways- pictures, ICT, ( Import Clipart images from "Microsoft Word" representing images of toys of today) models, timelines

The children could write some descriptive sentences about their object without naming it. Other children could then try to identify the object. This could also be done orally - 'What am I?'

PE – toy dances (toy soldiers, music box)

PHSCE – playground games

Expectations

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Children can:

- show an awareness of the past,
- Use common words and phrases relating to the passing of time.
- know where the objects they study fit within a chronological framework
- show things that are the same and different between objects and life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions,
- show an understanding of some of the ways in which we find out about the past
- show an understanding of the ways the past is presented.

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