



Topic	Chronological Understanding	Historical Concepts	Historical Interpretation	Historical Enquiry	Knowledge
Remembrance	Understand the difference between things that happened in the past and the present.	<u>Cause and consequence:</u> Understand in basic terms the idea of war and the cause of this. Recognise that we celebrate certain events because of what happened many years ago.	Answer questions using a photograph/ artefact provided.	Identify different ways in which the past is represented.	Know why it is important to celebrate remembrance day and why we remember things that have happened in the past. Know how remembrance is celebrated in Failsworth (visit cenotaph)
Vocabulary	Celebrate, war, poppy, cross, wreath, parade, remember, remembrance, commemorate, cenotaph, beyond living memory				

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Sir Robert Peel The First Police Force (link to materials in science)	Know that some objects belonged to the past and sort them into then and now. Begin to use a timeline to order events. (Scale given)	<u>Significance:</u> Appreciate that some famous people have helped make our lives better today. <u>Change and continuity:</u> Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Understand how the police force has changed over time.	Look at a range of sources (books, videos, photographs, pictures and artefacts) to find out about the past.	Explore events, look at pictures and ask questions e.g. 'Which things are old and which are new?' or 'What were people doing?'	Know who Robert Peel was and explain why he was famous. Make some similarities and differences to the police force then and now.
Vocabulary	Queen, police force, rule, law, parliament, famous, change, museum, significant, artefact, monarch, achievements, reign, chronological order, bobbies/peelers				



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Shopping Through Time (Changes within living memory and significant historical places in our own locality) (Link to Our Community in Year 1) (Field trip to Tesco) (Link to materials in science – packaging)	Use time language and skills to see that shops change over time and identify specific differences. Sequence photographs of shops from the 1950s onwards.	<u>Similarities and differences/change and continuity:</u> Identify and describing similarities and differences between past and present shops, goods and shopping. Understand how shopping has changed over time due to refrigeration and computerisation.	Answer questions about how and why shopping has changed over the years. Spot old and new things in our local area through pictures. Look at a range of sources (photographs, digi maps, old packages/branding) to find out about the past.	Look at artefacts, photographs and oral accounts (grandparents) and ask questions e.g. 'How has shopping changed?' and try to answer.	Know that most food shopping when their grandparents were children was done every day and from local shops (bakers, butchers, greengrocers, fishmongers, etc.). The establishment of the 'weekly shop' in large supermarkets, as more women worked and shopping was done at the weekend. The development of computers leading to online shopping (Amazon, online food shop etc) as well as the way we pay for things (bank cards more than cash).
Vocabulary	Artefact, old, new, past, butchers, bakers, greengrocers, fishmongers, supermarket, computer, refrigerator				



South Failsworth Primary School
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HISTORY IN YEAR 1



Throughout each topic, use words and phrases like: old, new, now, yesterday, last week, a long time ago, a very long time ago, when I was younger, before I was born, when my parents/ carers were younger, when my grandparents were younger.