



History Subject Map - Y1

Autumn Term					
Project title: A journey through childhood					
Key terms: Substantive Knowledge - knowledge about the past (content) Disciplinary Knowledge - knowledge about how historians investigate the past and construct claims, arguments, accounts. Substantive Concepts - abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered. Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts: • Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change. • Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Sequence events in chronological order. Chronological order	Order significant information from their own lives chronologically on a timeline.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.	Putting daily events in chronological order	Change Significance
2	Sequence events in chronological order.	Order significant people from their own lives chronologically on a family tree.	Sequencing words, such as first, next, finally, then and after that, can be used to	Putting daily events in chronological order	Change Significance



History Subject Map - Y1

	Family Trees		order information chronologically. A family tree is a diagram that shows the relationship between people in several generations of a family.		
3	Express an opinion about a historical source Everyday life in the 1950s	Ordered events chronologically on a timeline	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	New learning	Change Significance
4	Describe a significant historical event in British history (possible role-play opportunities). Significant historical event	Describe a significant historical event in British history.	The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Significant historical events include those that cause great change for large numbers of people	Listen to and talk about stories describing significant events from the past	Change Significance Democracy
5	Identify similarities and differences between ways of life within or beyond living memory. Similarities and differences - ways of life	Identify similarities and differences between ways of life within or beyond living memory.	To know the language of making a comparison, being able to use comparison language to identify similarities and differences.	Describe some similarities and differences between things in the past and the present.	Change Significance Growth
6	Identify similarities and differences between ways of life within or beyond living memory. Childhood 1950s	Identify similarities and differences between ways of life within or beyond living memory. To be able to explain	To be able to use the language of making a comparison to identify similarities and differences.	Describe some similarities and differences between things in	Change Significance Growth



History Subject Map - Y1

		why they have chosen this opinion.		the past and the present.	
Continuous provision ideas	Skill: To be able to use time related words such as here, now, yesterday		Knowledge: To know that these words are used to describe the passing of time and they describe things that happen in the past.		Opportunity: Have a range of historical artefacts/picture cards to explore and write a sentence or label to match
	Cornerstones link: Everyday life in the 1950s: L2 Skill: Express an opinion about a historical source. Describe an aspect of everyday life within or beyond living memory		Knowledge: Historical sources include artefacts, written accounts, photographs and paintings. Aspects of everyday life have changed including houses, jobs, objects, transport and entertainment.		Opportunity: Have the 1950's information pack pictures out available for discussion

Spring Term

Project title: The Great Fire of London 1666

Key terms:

Substantive Knowledge – knowledge about the past (content)

Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts.

Substantive Concepts – abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered.

Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed



History Subject Map - Y1

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Introductory knowledge	Describe the role of a monarch. (update from Cornerstones regarding King Charles is coming) King Charles III	To be able to describe who the monarch is and what their role is	A monarch is a king or queen who rules a country. King Charles III is the current monarch of the United Kingdom.	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.	Democracy Significance Change
2	Understand a significant, historical event Great fire of London	To be able to use resources to justify reasons. To be able to answer questions about artefacts.	The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire	Listen to and talk about stories describing significant events from the past.	Significance Change
3	To understand the cause of a significant, historical event Great fire of London cause	To know why the fire broke out, how it spread and the main events		Listen to and talk about stories describing significant events from the past.	Significance Change
4	Sequence events in chronological order on a timeline. Great fire of London Timeline	To know what a timeline is. To be able to order events of the GFL on the timeline. To know why The Monument was built after the GFL.		Listen to and talk about stories describing significant events from the past.	Significance Change
5	To understand the importance of primary sources in history Primary sources	To know what a primary source is. To be able to identify key information from a primary source. To be able to write about Samuel Pepys and his diary.		Listen to and talk about stories describing significant events from the past.	Significance Change



History Subject Map - Y1

6 Local History	To recognise changes from the past through historical sources Local history	To know that changes in the modern day have positively impacted the present day.	Comparison between a local fire in a bakery in Dunstable and The Great fire of London.		Significance Change
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Summer 1					
Project title: Lessons from the past					
Key terms: Substantive Knowledge - knowledge about the past (content) Disciplinary Knowledge - knowledge about how historians investigate the past and construct claims, arguments, accounts. Substantive Concepts - abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered. Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts: • Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change. • Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Sequence events in chronological order on a timeline. Beecroft's history timeline	Order information on a timeline	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. A	Put familiar events in chronological order, using	Change Significance



History Subject Map - Y1

			timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline	pictures and discussion	
2	Understand a significant event in our school's history. Beecroft's history	Describe important events in the school's history	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary	Explore and talk about important events in the school or locality's history.	Change Significance
3	To be able to describe everyday life beyond living memory. Describe Victorian Era	Describe an aspect of everyday life within or beyond living memory. Describe changes within or beyond living memory	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures	Change Significance



History Subject Map - Y1

4	To show an understanding of schools during the Victorian era. Victorian schools	Describe an aspect of everyday life within or beyond living memory.	In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime	Talk about past and present events in their own lives and those who are important to them.	Change Significance
5	To use first-hand accounts to find out about the past. Victorian school day	Use a range of historical artefacts to find out about the past.	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Change Significance
6	To use historical artefacts to compare Victorian schools with schools today. Local History Victorian school artefacts	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	Historical sources include artefacts, written accounts, photographs and paintings. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Change Significance



History Subject Map - Y1

			clues about when and how it was made and used		
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Year 1's trip to the British Schools Museum

Summer 2					
Project title: School Days					
Key terms: Substantive Knowledge - knowledge about the past (content) Disciplinary Knowledge - knowledge about how historians investigate the past and construct claims, arguments, accounts. Substantive Concepts - abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered. Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts: • Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change. • Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Lesson to be completed in role Lesson 2 hours	To experience a lesson in the life of a Victorian school child. Victorian Lessons	Create stories, pictures, independent writing and role play about historical events, people and periods.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious	Share stories and talk about events in the past	Change



History Subject Map - Y1

			instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy.		
2	To understand the significance of a key person from the past. Samuel Wilderspin	Understand the term significant and explain why a significant individual is important.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Samuel Wilderspin made changes to schools in Victorian times including inventing the school playground.	Share stories and talk about significant people who lived in the past	Significance