

All About Me – My Personal History.

“So God created man in his own image, in the image of God he created him; male and female he created them.” Genesis 1:27

Year Reception/ Year 1

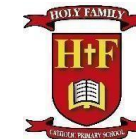
Term Autun 1

Subject History

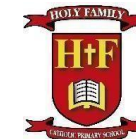
National Curriculum Coverage	<ul style="list-style-type: none"> Changes within living memory People and places in their own locality 	
Early Learning Goals	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	
Key Vocabulary	Then Now Baby Nursery remember Before Old Young Similar Different	
Cross Curricular Links	PHSE- Learning each human is special and different.	
Lesson overview/Substantive knowledge. (Check for R/Y1 differentiation)	Disciplinary Knowledge	
Lesson overview (Check for R/Y1 differentiation)	Skills	Second Order Concept
<p><u>Lesson 1: Who am I? / Who am I in my family?</u></p> <p>Reception children will be about to talk about their physical features (eyes, hair, skin), how old they are and likes and dislikes.</p> <p>Year 1- Children will be able to talk about the immediate family, who is older and younger and what relation they are to each other.</p>	<p><u>EYFS</u></p> <p>I can describe myself using observation and discussion.</p> <p><u>Year 1</u></p> <p>I can fit people into a chronological framework.</p> <p>I can identify similarities and differences between their own family and others.</p>	<ul style="list-style-type: none"> Chronology Similarity and Difference



<u>Lesson 2: How are we different?</u> <ul style="list-style-type: none">Understand that people are different in terms of their physical appearance and where they live and their religion and culture.Draw comparisons between themselves and another child. Be able to explain similarities and differences compared to themselves.	<u>EYFS</u> <p>I can describe myself using observation and discussion.</p> <u>Year 1</u> <p>I can fit people into a chronological framework.</p> <p>I can identify similarities and differences between their own family and others.</p>	<ul style="list-style-type: none">Similarity and difference.Interpretations
<u>Lesson 3: My Family Tree</u> <ul style="list-style-type: none">Learn that a family tree can tell us about our own and others families and who is part of it.Identify and name who is in their immediate family.Use language to explain how families may change overtime.	<u>EYFS</u> <p>I can talk about past and present events in their own lives.</p> <p>I can develop explanations about my family.</p> <u>Year 1</u> <p>I can fit people into a chronological framework.</p> <p>I can use historical terms such as when I was younger, after I was born, last year.</p>	<ul style="list-style-type: none">ChronologyContinuity and Change
<u>Lesson 4: Different types of family</u> <ul style="list-style-type: none">Know that not all families are the same and every family is different.Talk about how their family compares to others and how their family has changed over time.	<u>EYFS</u> <p>I can recognise the difference between past and present in my own life.</p> <p>I know about similarities and differences between myself and others and amongst families.</p> <u>Year 1</u> <p>I can compare similarities and differences about individuals.</p> <p>I can compare the lives of different people.</p>	<ul style="list-style-type: none">Continuity and change.



Lesson 5: Human Life Cycle. <ul style="list-style-type: none">Understand that there are different stages of human growth and be able to talk about how they have and will change.Compare how they have grown over the year.Correctly order and label the stages of the human life cycle (Year 1 independently).		EYFS <p>I can recognise the difference between past and present in my own life and talk about how I have grown.</p> Year 1 <p>I can sequence events in my life and talk about past, present and future changes.</p> <p>I can ask and answer questions.</p>	<ul style="list-style-type: none">ChronologyContinuity and Change
Assessment <p>Be able to talk about changes in their own lifetime (in order of events) which may include immediate family and significant events e.g. a new baby sister, getting a dog, going on holiday.</p>			
Current Year		Future learning	
Reception <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (see above).Express their ideas and feelings about themselves and their families using full sentences, including use of past, present and future tenses.Talk about the lives of the people around them (immediate family).Understand there are similarities and differences between themselves and others.Begin to make sense of their own life-story and family's history. Year 1 <ul style="list-style-type: none">Be able to talk about changes within their own living memory in relation to themselves and their immediate family.Identify significant events in their own lives and be able to discuss these events.Understand how humans grow and change over time.Starting to develop an understanding of chronology and that things happen in an order over time.		KS1 <ul style="list-style-type: none">Pupils will learn about other families throughout KS1 starting with the Royal Family and develop their understanding of family trees and what makes someone 'heir to the throne' (first born).Pupils will continue to develop an understanding of chronology beyond their own living memory and also how significant events of the past have influenced the way things are today e.g. Titanic. KS2 <ul style="list-style-type: none">Pupils will continue to develop an understanding of chronology all the way back to pre-historic times and also know that different historical periods existed parallel to each other.Pupils will learn about how differences existing between families due to social hierarchy and the role of women during different time periods.	



Space Explorers (Significant individuals)

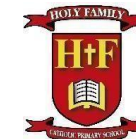
“By faith we understand that the universe was created by the word of God.” – Hebrews 11:3

Year Reception/ Year 1

Term Spring 1

Subject History

National Curriculum Coverage	Pupils should be taught about: The lives of significant individuals in the past who have contributed to national and international achievements. Where appropriate, these should be used to reveal aspects of change in national life.		
Early Learning Goals	Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Key Vocabulary	Past Now Then Transport Space Neil Armstrong Tim Peake Moon The Moon Landing Rocket		
Cross Curricular Links	Science – Space (KS2 Link).		
Lesson overview/Substantive knowledge. (Check for R/Y1 differentiation)	Disciplinary Knowledge		
	Second order concepts	Historical Skills	
Lesson 1: Who was Neil Armstrong? Children will learn about Neil Armstrong’s biography and his career as an astronaut. <ul style="list-style-type: none">Neil Armstrong was a pilot.Neil Armstrong was an astronaut.Neil Armstrong was the first man on the moon.Children can sequence key events in chronological order.	<ul style="list-style-type: none">Historical SignificanceChronology	EYFS I can develop my own explanations about who Neil Armstrong is. Year 1 I can understand where people and events fit within a chronological timeline.	
<u>Lesson 2: What is space travel?</u> Space exploration is sending people or machines into space to visit other planets and objects in space. Children will understand the basic facts of space travel and learn the order of some significant events for instance - <ul style="list-style-type: none">The first rocket launch	<ul style="list-style-type: none">Historical SignificanceChronology	EYFS I can understand when space exploration began in comparison to my life (before birth) Year 1 I can develop awareness of the past, using common words and phrases relating to the passing of time.	



<ul style="list-style-type: none">• The first animal in space• The first man in space• The first moon landing (and subsequent ones)• The first woman in space. <p>It takes about 3 days to get to the moon. You get to space using a rocket.</p>		
<p><u>Lesson 3: The Apollo 11 Mission</u></p> <ul style="list-style-type: none">• Children understand why some saying and events are significant and remembered for a long time.• Children will learn about the Apollo 11 mission.• Children will learn that the trip was dangerous - the Apollo team nearly crashed and Neil Armstrong saved them.	<ul style="list-style-type: none">• Historical Significance• Chronology	<p>EYFS I can talk about Apollo 11 mission and what happened.</p> <p>Year 1 I can understand the lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p><u>Lesson 4: To learn about Tim Peake and his contributions to space exploration.</u></p> <ul style="list-style-type: none">• Tim Peake is a British Astronaut who went into space.• He was the first British Astronaut on the International Space Station.	<ul style="list-style-type: none">• Historical Significance• Continuity and change	<p>EYFS I begin to explain who Tim Peak was and why he was important.</p> <p>Year 1 I can understand the lives of significant individuals in the past who have contributed to national and international achievements. I can use a range of sources to find out about the past and identify different ways in which it is represented.</p>
<p><u>Lesson 5: Compare and contrast Tim Peake and Neil Armstrong.</u></p> <ul style="list-style-type: none">• Know who Tim Peake is, what he did and compare Tim Peake and Neil Armstrong.• Use examples from their learning to justify who they think is the best astronaut and why.• Compare and contrast the acheivements of each astronaut.	<ul style="list-style-type: none">• Historical Significance Similarities and differences	<p>EYFS I can begin to compare Tim Peake and Neil Armstrong.</p> <p>Year 1 I can make comparisons of historical figures I can understand the lives of significant individuals in the past who have contributed to national and international achievements.</p>



Assessment: Children can recall the significant events from the topic in chronological order and use the historical language accurately.		Reception/Year 1 Can you re-enact the Moon Landing as a role play activity? Check for use of key vocabulary, are events in the correct order, have they included three members of the Apollo 11 team.	
Current Year		Future learning	
Reception <ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Understand the past through settings, characters and events encountered in books read in class and storytelling (Neil Armstrong, The Moon Landing and Tim Peake).• Develop basic chronology and know that events took place before they were born.		KS1 <ul style="list-style-type: none">• Pupils will learn about other significant individuals throughout KS1 including key Monarchs (current Royal Family and Queen Victoria) and Florence Nightingale.• Pupils will continue to develop an understanding of chronology beyond their own living memory and also how significant events of the past have influenced the way things are today e.g. Titanic.	
Year 1 <ul style="list-style-type: none">• Who was Neil Armstrong and why was he a significant individual in history.• Significant and chronological events in space travel.• Learn more in depth about the Apollo 11 mission and the order of events during the mission.• Learn about Tim Peake in order to compare and contrast to Neil Armstrong and learn how space travel has changed over time.		KS2 <ul style="list-style-type: none">• Pupils will learn about the influence of a variety of key figures throughout history and their impact during their time period and life today e.g. Alexander the Great, Alfred the Great, Queen Elizabeth I, Shakespeare.	



Marvellous Monarchs – The Windsors

“For the LORD Most High is awesome, the great King over all the Earth.” – Psalm 47:2

Year Reception/ Year 1

Term Summer 1

Subject History

National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.• Events beyond living memory that are significant nationally or globally.
Early Learning Goals	Talk about the lives of the people around them and their roles in society
Key Vocabulary	Monarch King Queen Prince Princess Queen Elizabeth II King Charles III Buckingham Palace

Lesson overview/Substantive Knowledge (Check for R/Y1 differentiation)	Disciplinary Knowledge	
	Second Order Concept	Historical Skills
<u>Lesson 1: What is a Monarch?</u> Pupils will learn what a monarchy is, and the key roles of the Royal Family including some things that have changed for the Monarchy over time. <ul style="list-style-type: none">• King Charles III is the current monarch in Britain.• Children will interpret artefacts to understand the role of a Monarch. (E.g. Sword to protect the Kingdom, Bible to guide them to do the right thing, scroll and quill to write new laws).	<ul style="list-style-type: none">• Continuity and change.• Evidence and enquiry (using sources to prompt discussion).	EYFS I can begin to use some words and phrases relating to the passing of time. Year 1 I can develop awareness of the past, using common words and phrases relating to the passing of time.



<p><u>Lesson 2: Who are the British Royal Family?</u></p> <p>Pupils will learn about the lineage and members of the Windsor family.</p> <p>Pupils will learn what a family tree is.</p>	<ul style="list-style-type: none">Chronology	<p>EYFS</p> <p>I can tell you the order of the Windsor family with support.</p> <p>Year 1</p> <p>I can understand where people and events fit within a chronological timeline.</p>
<p><u>Lesson 3: explore the life and reign of Queen Elizabeth II.</u></p> <ul style="list-style-type: none">Learn about the key events in the life of Queen Elizabeth II.Know that she was the longest serving Monarch.Her key milestones were celebrated as “Coronations.”	<ul style="list-style-type: none">Historical Significance (individual)	<p>EYFS</p> <p>I understand some key events during Queen Elizabeth II's life.</p> <p>Year 1</p> <p>I can understand the lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p><u>Lesson 4: Who is our current Monarch?</u></p> <ul style="list-style-type: none">King Charles III is the current Monarch..To understand the key roles of the King today and how some things might be different to in the past.	<ul style="list-style-type: none">Continuity and change	<p>EYFS</p> <p>I can think about changed that have happened in living times.</p> <p>Year 1</p> <p>I can understand changes within living memory.</p>
<p><u>Lesson 5: Where do Kings and Queens Live?</u></p> <ul style="list-style-type: none">The official home of the British Monarchy is Buckingham Palace in London, England.The British Royal Family owns many homes around the country.Kings and Queens live in palaces and castles for many reasons including – security, a place to do their work, a place to hold parties for other important people.	<ul style="list-style-type: none">Similarities and differencesInterpretation	<p>EYFS</p> <p>I can talk about where the Windsor family live and how it is different to where we live.</p> <p>YEAR 1</p> <p>I can learn from significant historical events, people and places</p> <p>I can compare and contrast my life to another .</p>



Lesson 6: "If I were King/Queen..."

Reception and Y1 assessment:

Children to write/be recorded what they would think/feel/do if they were the Monarch. Use to assess use of language from the topic, as well as an understanding of their role and who their family might be.

Current Year	Future learning
<p><u>Reception</u></p> <p>Through learning about the Royal Family Reception children will:</p> <ul style="list-style-type: none">• Understand there are similarities and differences between themselves and others.• Make connections between the features of their family and other families.• Notice differences between people• Comment on images of familiar situations in the past <p><u>Year 1</u></p> <ul style="list-style-type: none">• Learn about aspects of change in National life (Queen Elizabeth II to King Charles III).• Learn about the current members of the Royal Family.• Develop their chronological understanding in the form of family trees and what being "Heir to the throne" means.• Learn about the role of the Monarch and some aspects of how this has changed.• Learn about where our Monarch lives and make comparisons to their own homes.	<p><u>KS1</u></p> <ul style="list-style-type: none">• Pupils will do a more in depth study of Queen Victoria and the impact she had on Great Britain at the time and last impact in today's Britain. <p><u>KS2</u></p> <ul style="list-style-type: none">• Pupils will have several opportunities to study the British Monarchy throughout different periods of history including during the Anglo-Saxon and Viking period and the Tudors.• Pupils will have the opportunity to look at similarities and differences between leaders of different countries and empires throughout history including the Ancient Greeks, Romans, Mayans, Indus Valley and Ancient Sumer.