

Thomas Gray Primary History Scheme of Work (Key Learning) Year 1

Year 1			
	Autumn 2	Spring 2	Summer
	Events beyond living memory - Great Fire of London (Fire, Fire)	Changes within living memory (Family Album)	-
Chronology	Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>). ▪ Placing a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). Show their developing knowledge and understanding of the past by: <ul style="list-style-type: none"> ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present (<i>e.g. the difference between photographs of themselves as a baby and now</i>). ▪ Placing a few events and objects in order by using common phrases to show the passing of time (<i>e.g. old, new, young, baby, children, grown up</i>). Show their developing knowledge and understanding of the past by: <ul style="list-style-type: none"> ▪ Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (<i>e.g. before, after, a long time ago, first, last, adult, very old, in the past</i>). 	
Events, People and Changes	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Use simple stories and other sources to show that they know and understand key 	

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	<p>the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>).</p> <ul style="list-style-type: none"> Use simple stories and other sources to show that they know and understand key features of events. 	<p>features of events - especially when recalling personal events.</p>	
Communication	<ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. birthdays present and past</i>). 	
Enquiry, Interpretation and Using Sources	<ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written Sources. <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).</p>	<ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. 	