

Church Walk CE Primary School History Scheme of Work

Birkrigg R / Y1 Cycle A <b>EYFS</b> Y1				
<b>Topic</b>	<b>Beatrix Potter</b> Person of local and national significance	<b>Mrs Lather's Laundry</b> (laundry in the past and present) Mrs Lather's Laundry(past) Knuffle Bunny (present)		<u>Key Assessment Criteria</u> A Year 1 historian .....
<b>Chronology</b>	<u>Sequence events or objects in chronological order</u>			I know about and can name many of the changes that have happened since I was born I know how to ask and answer questions about old and new objects I use words and phrases like:old, new and a long time ago I spot old and new things in a picture I use words and phrases like:before, after,past, present, then and now I know about someone famous who was born or lived near our town
<b>Range and depth of historical knowledge</b>	<p>Develop an understanding of change over time</p> <p>Participate in family and other celebrations</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Begin to describe similarities and differences in artefacts</p> <p>Use drama (role play / hot seating) to explain why people did things in the past</p> <p>Use a range of sources to find out characteristic features of the past</p>			
<b>Historical Enquiry</b>	<p>Can talk about some of the things they have found / observed</p> <p>Look closely at similarities, differences, patterns and change</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them;</p> <p>Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Sort artefacts 'then ' and 'now'</p> <p>Use as wide a range of sources as possible</p>			

	To ask and answer questions related to different sources and objects	
<b>Evidence and interpretation</b>	Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past, artefacts)	
<b>Organisation and communication</b>	Timelines with objects / sequential pictures Drawings with simple labels Drama / role play Writing: reports, labelling, simple recounts	