



Peel Hall Primary School

Year 1 Overview

		Year 1 (KS1 National Curriculum)	Local History LS Lowry	UK History Changes – Toys, School, Leisure and Technology.	World History Neil Armstrong
		King/Queen during this time			
Skills	Chronology	<ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework 	<ul style="list-style-type: none"> Use words like; before I was born, when I was younger, past, then, now, old, new, when mum and dad were little, a long time ago, old. Know when things happened in relation to their own life e.g. When I was younger/before I was born. 	<ul style="list-style-type: none"> Use words like; before I was born, past, then, now, old, a long time ago, a very long time ago, old. Sequence up to three events. 	<ul style="list-style-type: none"> Use words like; before I was born, past, then, now, old, new, when mum and dad were little, a long time ago, a very long time ago, old. Sequence up to three events.
	Historical Enquiry	<ul style="list-style-type: none"> Understand ways in which we find out about the past and Identify different ways in which the past is represented. Ask and answer questions 	<ul style="list-style-type: none"> Recognise we can find out about the past by talking to people who were there, watching videos, looking at paintings/drawings and objects. Find out about the past by asking an older person questions. 		
Knowledge	Continuity and Change/Similarity and difference.	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, changes within living memory and where appropriate these should be used to reveal aspect of change in national life. Some (significant individuals) should be used to compare aspects of life in different periods. 	<ul style="list-style-type: none"> Find differences in the life of a person from pictures and videos. What makes Lowry look that he is a person from the past? Is his painting style different from other painters? 	<ul style="list-style-type: none"> How have toys changed? Find out from parents and grandparents what toys they played with. Are there any similarities and what are the differences? Follow the same line of investigation with technology (phones) and schooling. 	<ul style="list-style-type: none"> Spot differences in life from pictures/videos. Talk about how life is different now to when the first man landed on the moon Explain how life was different when The Antarctic Explorers and Neil Armstrong went on their explorations to when Tim Peake did.



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	<p>Achievements and follies. Cause and consequence Legacy</p>	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> • What did Lowry achieve in his life? • How is Lowry remembered for around the world? • How do we know that Lowry has a very strong legacy in the City of Salford? 	<ul style="list-style-type: none"> • As a legacy, what special memories of the past do parents and grandparents have about toys, education and their free time? 	<ul style="list-style-type: none"> • Talk about why the moon landing was so important. • Why has the space race remained so important to so many people over the years? • Why will people remember Tim Peake's contributions so vividly?
<p>Communication</p>	<p>How knowledge is shared.</p>	<ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • Can retell the significant events in more detail. Begin to write in more detail about events using language relating to chronology. 		