

Year 1 History

Big Question: What impact did historical figures have on society?

Prior learning: Children have looked at the language of past and present. They have used a simple timeline to order events in history.

At the end of this topic, pupils will know:

<u>Line of Enquiry</u>	<u>National Curriculum Objectives</u>
1. Who is Alfred the Great and why is he important?	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally. • where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • understand some of the ways in which we find out about the past and identify different ways in which it is represented.
2. Why was the Lady of Mercia such a popular leader?	
3. Why is Robert the Bruce such an important historical figure for Scotland?	
4. How did St Patrick help the Irish people?	
5. Who is Owain Glyndwr and why is he important?	
6. What made Wu Zetian such an important historical figure?	

Unit of Learning: Stories about the distant past

<u>Vocabulary</u>	<u>Definition</u>
ruler	A person who leads
kingdom	A place that is ruled by a king or queen
battle	A fight between two or more groups
country	Land that is controlled by a government
army	Large, organised group of soldiers.
captured	To take someone as a prisoner
Emperor/Empress	The ruler of an empire.



As children of God we are loved, we are called, and we are inspired.



Year 1 History

Big Question: How has sea travel changed over time?

Prior learning: children have looked at changes in transport in previous Year 1 topics.
Children have used timelines to sequence events in history.

At the end of this topic, pupils will know:

Line of Enquiry

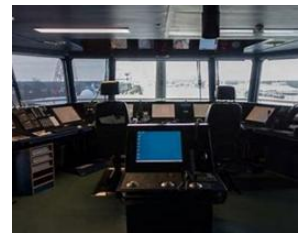
National Curriculum Objectives

1. What were the earliest ways for humans to float?
2. How has seafaring developed?
3. How has trade and exploration changed over time?
4. What was life like on a ship?
5. Who is Owain Glyndwr and why is he important?
6. What was life like on a ship? (sea shanties and sea faring language)

- To look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- To learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Christopher Columbus)

Unit of Learning: Ships and seafaring through time

<u>Vocabulary</u>	<u>Definition</u>
reeds	Tall, grass like plants
oar	A long pole used to row a boat.
paddle	An oar with a wide, flat blade
Expedition	A journey taken for a reason.
trade	The buying and selling of goods
route	A way of getting from one place to another
sailor	A person who works on a ship or boat.
spices	Seeds, fruits or other parts of certain plants.



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