

<b>Year 1</b> <b>History</b> <b>Autumn 1</b> <b>Patrington Born and Bread</b>	
<b>Previous learning:</b> Children revisit learning from Early Years about significant events, including birthdays and celebrations. They will be able to draw on their previous learning to describe the differences between their life now and their families in the past.. Children will further their understanding of chronology	
<b>Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Patrington had a main street and shops in the past and now.</li> <li>2. Some houses in Patrington have changed but some houses still look like they did in the past.</li> <li>3. Houses in the past used to be made of wood but houses now are made of brick.</li> <li>4. We have electricity in our houses today but in the past they didn't.</li> </ol>	
Lesson 1 History Driver	<b>I can recognise that houses have changed over time.</b>
	<ul style="list-style-type: none"> <li>● To be able to use historical vocabulary similar to: old, new and a long time ago.</li> <li>● To be able to describe changes within or beyond living memory.</li> <li>● To recognise that houses are made from different materials.</li> </ul>
Lesson 2 History Driver	<b>To order houses from the past on a timeline.</b>
	<ul style="list-style-type: none"> <li>● To order information on a timeline.</li> <li>● To recognise how houses have changed over time</li> </ul>
Lesson 3 History Driver	<b>I can recognise that the Victorian period happened a long time ago.</b>
	<ul style="list-style-type: none"> <li>● To be able to use historical vocabulary similar to: old, new and a long time ago.</li> <li>● To be able to describe changes within or beyond living memory.</li> <li>● To be able to use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</li> <li>● To look at the Victorian houses in PAtrington and compare them to modern houses.</li> </ul>
Lesson 4 History Driver	<b>What was everyday life like in Victorian times</b>
	<ul style="list-style-type: none"> <li>● To know that everyday life includes houses, jobs, objects, transport and entertainment.</li> <li>● To be able to describe an aspect of everyday life within or beyond living memory.</li> <li>● To be able to use a range of historical artefacts to find out about the past.</li> </ul>
Lesson 5 History Driver	<b>I can describe items found in a Victorian home.</b>
	<ul style="list-style-type: none"> <li>● To be able to identify similarities and differences between ways of life</li> </ul>

	<p>within or beyond living memory.</p> <ul style="list-style-type: none"> <li>● To know that identifying similarities and differences helps us to make comparisons between life now and in the past.</li> <li>● To be able to use a range of historical artefacts to find out about the past.</li> <li>● To Identify similarities and differences between Victorian and modern kitchens and living rooms</li> </ul>
Lesson 6	<b>Journalling week</b>
<b>Vocabulary</b>	
Near, far, house, school, street, shop, Past, present, now, then, today, tomorrow, yesterday, last week, timeline, Victorian.	
<b>Lyfta link</b>	
Patrington village	

<b>Year 1</b> <b>History</b> <b>Spring 1</b> <b>Up, up and away</b>	
<b>Previous learning:</b> Children build on their geographical knowledge of maps and landmarks by looking at satellite images and using Google Street view and Google Earth. They revisit the map of the United Kingdom and identify where London is located and where Hull is located too. Pupils will consolidate their understanding of physical features.	
<b>Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. The Wright Brothers were the first to make and fly a plane.</li> <li>2. Wright brothers flew the first plan in 1903 for 12 seconds</li> <li>3. Amy Johnson was the first female. to fly a plan</li> <li>4. Amy Johnson was the start of women doing dangerous things and how it changed long distance flights..</li> <li>5. Amy Johnson was from Hull and flew a dangerous journey.</li> </ol>	
Lesson 1 History Driver	<b>Timeline of flight</b> <ul style="list-style-type: none"> <li>● To piece together visual clues to work out that they were early aviators</li> <li>● To see why the Wright brothers' invention was so ground-breaking</li> <li>● To sequence 6 major developments in flight over time placing the Wright brothers in correct chronological position</li> </ul>
Lesson 2 History Driver	<b>How did the Wright brothers manage to be the first to launch a man powered flight?</b> <ul style="list-style-type: none"> <li>● To listen and retell at least 4 main episodes of the story leading up to Kitty Hawk flight in chronological order.</li> <li>● Tolink props to part of the story.</li> <li>● To retell the story in sequence.</li> <li>● To identify turning points in the Wright brothers' fortunes.</li> </ul>
Lesson 3 History Driver	<b>Why did the Wright brothers succeed where others had failed?</b>

	<ul style="list-style-type: none"> <li>To offer valid reasons for the Wright's success based on the story and can discern features of the brothers' personality that led to success.</li> <li>To use contextual knowledge of the story to pose valid historical questions to the teacher-in-role.</li> </ul>
Lesson 4 History Driver	<p>Why do you think people still remember Amy Johnson?</p> <ul style="list-style-type: none"> <li>To make inferences from visual clues and can link back a generation to the work of the Wright brothers.</li> <li>To predict why Amy Johnson might be famous</li> </ul>
Lesson 5 History Driver	<p>Local history - Amy Johnson</p> <ul style="list-style-type: none"> <li>Trip - evaluating historical artefacts and finding out facts about Amy Johnson</li> <li>To understand how commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</li> </ul>
Week 6 History Driver	<p>Local history - Amy Johnson</p> <ul style="list-style-type: none"> <li>To be able to produce a non chronological report about Amy Johnson</li> <li>To understand that historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</li> </ul>
	Journaling week
<b>Vocabulary</b>	
a long time ago, when I was younger, years, old, new, time, now, then. Calendar	
<b>Local Connection</b>	
Amy Johnson	

<b>Year 1 History Summer 2 Seaside</b>	
<b>Previous learning:</b> Children will revisit previous learning about the seaside. They will build upon their understanding of comparison and difference as they compare a Victorian seaside town t with Withernseas now,	
<b>Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>People went to the beach on trains - station in Patrington so they could go to Withernsea.</li> <li>More people could go to the beach as more railways were built.</li> <li>Children liked to watch punch and judy, have donkey rides and enjoy picnics</li> <li>They had different clothing in the past for the beach.</li> </ol>	
Lesson 1	Going to the seaside over 100 years ago.

History Driver	<ul style="list-style-type: none"> <li>To be able to use common words and phrases relating to the passing of time to communicate ideas and observations - such as: here, now, then, yesterday, last week, last year, years ago and a long time ago</li> <li>To identify at least three period-specific features of a Victorian seaside holiday</li> </ul>
Lesson 2 History Driver	<p>What did people do at the seaside?</p> <ul style="list-style-type: none"> <li>To be able to describe an aspect of everyday life within the Victorian era</li> </ul>
Lesson 3 History Driver	<p>How do we know what holidays were like over 100 years ago</p> <ul style="list-style-type: none"> <li>To know that historical artefacts are objects that were made and used in the past.</li> <li>To know historical sources include artefacts, written accounts, photographs and paintings</li> <li>To be able to use artefacts that were made and used in the past.</li> <li>To be able to talk about how the shape and material of the object can give clues about when and how it was made and used.</li> </ul>
Lesson 4 History Driver	<p>Do people go to the seaside for the same reasons they did 100 years ago?</p> <ul style="list-style-type: none"> <li>To be able to use a range of historical artefacts to find out about the past.</li> <li>To be able to identify how similarities and differences helps us to make comparisons between life now and in the past.</li> </ul>
Lesson 5 History Driver	<p>How have seaside holidays changed?</p> <ul style="list-style-type: none"> <li>To be able to Identify similarities and differences to make comparisons between life now and in the Victorian era</li> <li>To be able to express an opinion about a historical source.</li> <li>To know that stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</li> </ul>
Lesson 6	Journaling week
<b>Vocabulary</b>	
photographs, memories, Punch and Judy show, amusement arcade, steam train, pier donkey rides, sunbathing machines	
<b>Local Connection</b>	<b>Lyfta link</b>
Withernsea and the old railway in PAtrington.	<u><a href="#">The beachcomber</a></u>

