

# Year 1 Scheme of Learning: History

## History in the Classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments
Declarative Knowledge	<ul style="list-style-type: none"><li>• Linked to history unit being taught</li><li>• Use of children's work</li><li>• Use of pupil voice</li><li>• Use of text and images</li><li>• Use of history skills and icons</li></ul>
Procedural Knowledge	<ul style="list-style-type: none"><li>• Chronology</li><li>• Interpretation</li><li>• Similarities and differences</li><li>• Source Enquiry</li><li>• Significance</li><li>• Cause and Consequence</li></ul>
Key Vocabulary	Linked to history unit being taught
Cross curricular links	Use of maps

## Year 1 - Childhood 100 years ago.

Lesson 1	
Learning Objective	<b>What are our toys like today?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>To establish a sound understanding of toys today as the context for comparison with toys in the past.</li> <li>Children develop an understanding of the terms same and different and begin to use them.</li> <li>To start to distinguish old and new.</li> <li>Children are able to sort by colour, shape and material,</li> <li>They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.</li> <li>To discuss and know that children have different favourite toys.</li> <li>To discuss how toys can be sorted.</li> </ul>
Procedural Knowledge	Chronology
Key Vocabulary	Old, new, favourite, compare, in the past, now, sorting, mine, today, home, electronic

Lesson 2	
Learning Objective	<b>What are other people's toys like?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>To know different age groups play with different toys</li> <li>To develop confidence in talking about time within a very familiar context.</li> <li>To know about own toys that they play with at the moment, move to thinking of other people's toys, including toys they no longer play with.</li> <li>To know a baby plays with a rattle, a child plays with a bike, a toddler sits on a ride on truck and uses a push along toy/walker, an older child plays with a marble run</li> </ul>
Procedural Knowledge	Similarities and Differences
Key Vocabulary	Compare, same, different

Lesson 3	
Learning Objective	<b>How can we tell these toys are old?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>To use history vocabulary when talking about the past.</li> <li>To sort out toys which are old and which are new.</li> <li>To be able to articulating the reasons to their choices.</li> <li>To encourage the correct vocabulary when describing toys.</li> <li>To discuss how toys have or have not changed over time.</li> <li>To discuss changes in materials used to make toys over time.</li> </ul>
Procedural Knowledge	Chronology
Key Vocabulary	Old, new, past, today, material, movement, electronic, now, worn old-fashioned, dull, rusty.

<b>Lesson 4</b>	
Learning Objective	<b>What were our grandparents' toys like and how do we know?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To be able to describe difference between toys from 60 years ago and today.</li> <li>• To know that the past is differentiated and to talk about old toys belonging to parents and grandparents at different times in the past.</li> <li>• To learn to use different forms of evidence e.g. asking elderly relatives, and looking at objects and photographs to build up a picture of the past.</li> <li>• To talk about the kinds of toys grandparents played with.</li> <li>• To talk about the kinds of toys parents played with.</li> <li>• To know if some toys are still played with today.</li> </ul>
Procedural Knowledge	Source Enquiry
Key Vocabulary	Toys, grandparents, source, today, old, new, compare, same, different

<b>Lesson 5</b>	
Learning Objective	<b>Who played with these toys a long time ago?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To know that there is no-one alive now to tell us about the toys that were used over 100 years ago.</li> <li>• To go beyond three generations to see people from over 100 years ago, beyond living memory, playing with very old toys</li> <li>• To understand that we have to rely on pictures and photographs to give us the information.</li> <li>• To find out how children played with toys 100 years ago.</li> <li>• To look at the same toy over 3 generations and discuss the similarities and differences over time.</li> <li>• To identify toys from long ago that they still recognise.</li> </ul>
Procedural Knowledge	Source Enquiry
Key Vocabulary	Oldest, newest, long ago, grandparents era, same, different,

<b>Lesson 6</b>	
Learning Objective	<b>How can we set up a Toy Museum?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To make reasoned decisions as to what constitute old and new items.</li> <li>• To sequence exhibits in approximate chronological order.</li> <li>• to talk about toys they have not discussed before and ones from different periods in the past, drawing on what they have learnt</li> <li>• To model how old toys worked.</li> <li>• To talk about old toys and how they know it is an old toy using correct vocabulary.</li> <li>• To label toys according to a given criteria.</li> </ul>
Procedural Knowledge	Chronology
Key Vocabulary	Old, new, long ago, material

## Year 1 - What foods have been popular over the last 100 years?

Lesson 1	
Learning Objective	<b>To sort photos of popular meals from great-grandparents' era to current time. To make a timeline of popular meals from great-grandparents' era to current time.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know that different foods were popular in:               <ul style="list-style-type: none"> <li>○ great-grandparents' era (1940s or earlier)</li> <li>○ grandparents era (1950s and 60s)</li> <li>○ parents era (1970s and 80s)</li> </ul> </li> <li>• To know that the variety and popularity of certain meals has changed over the past 100 years.</li> <li>• Know that different dishes were popular on different continents</li> <li>• Know that different dishes originated on different continents</li> <li>• Know what the key term origin means</li> <li>• Know that migration brought foods to different places</li> <li>• Know that some foods are only available in certain places.</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past

Lesson 2	
Learning Objective	<b>To identify food from different eras and find out where some of it originated.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know that we grow food in the United Kingdom</li> <li>• Know that we import food into the United Kingdom from other places</li> <li>• Know that we export food from the United Kingdom to other places</li> <li>• Know that different foods require different storage methods.</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past, import, export

Lesson 3	
Learning Objective	<b>To explore and sort fruit and vegetables commonly eaten in great-grandparents' era.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know that foods can be seasonable</li> <li>• Know what was meant by The Hungry Gap</li> <li>• Know who Mrs Isabella Beeton was and her Household Management tips</li> <li>• Know that all foods should be eaten in moderation</li> <li>• Know that some foods are good for you and some are not good for you</li> <li>• Know that foods should form part of a balanced diet</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past

<b>Lesson 4</b>	
Learning Objective	<b>To explore sweet treats from past eras and create a timeline of sweet treats over the past 100 years.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know that food is used to celebrate in most cultures</li> <li>• Know that food can be used as a treat</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past, treats

<b>Lesson 5</b>	
Learning Objective	<b>To measure out and look at the amount of rationed food a family of four would have had during WW2.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To know what rationing is</li> <li>• Know that food was rationed during WW2</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past

<b>Lesson 6</b>	
Learning Objective	<b>To identify the things that have influenced food trends in the past.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know that shopping trends have changed.</li> <li>• To know the key things that can influence food trends: migration of people (specialist, non-traditional foods); more affordable overseas travel (more diverse recipes and new experiences, for example, pizza), readily available ingredients (traditional meat and veg).</li> <li>• Know that supermarkets are places that sell a vast array of products</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past, migration, trends

<b>Lesson 7</b>	
Learning Objective	<b>To sort images of shops and key shopping developments into historical eras.</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To know key development of shops according to their era</li> </ul>
Procedural Knowledge	Continuity and change, similarities and differences
Key Vocabulary	Era, popular, same, different, long ago, now, in the past

## Year 1 - Who is to blame for the great fire of London?

Lesson 1	
Learning Objective	<b>How can we work out why the Great Fire started?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>To know that the fire burnt down a quarter of London.</li> <li>To work out where, when and why it started.</li> <li>To know when and how it spread.</li> <li>To use a range of sources.</li> </ul>
Procedural Knowledge	Source Enquiry
Key Vocabulary	17th Century, plaque, baker, firewood

Lesson 2	
Learning Objective	<b>What actually happened during the Great Fire and how can we know for sure 350 years later?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>Know that the Great Fire of London started on 2nd September 1666.</li> <li>Know that there was a strong wind which helped the fire to spread.</li> <li>Know that Samuel Pepys was a man living in London at the time.</li> <li>Know that he wrote a diary describing the fire.</li> <li>Know that they tried to stop the fire by pulling down houses (called a firebreak).</li> <li>Know that people tried to put out the fire with simple firefighting equipment including buckets of water but the fire was too strong.</li> <li>Know that the River Thames stopped the fire spreading to the South.</li> <li>Know that the fire went on for four days.</li> <li>Know that the fire destroyed many homes and St Paul's Cathedral.</li> <li>Know what a cathedral is and know what St Paul Cathedral looks like now.</li> <li>Know that the monarch at the time was called King Charles II.</li> </ul>
Procedural Knowledge	Source Enquiry
Key Vocabulary	The following day, two days later, after, by the next morning, fire hooks, water quirts, fire break

Lesson 3	
Learning Objective	<b>Why did the Great Fire burn down so many buildings?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>To know why the fire spread</li> <li>To know there were many contributing factors towards the cause of the fire</li> <li>Wooden buildings/ Tightly packed houses/ Overhanging eaves /Thatched roofs /Narrow streets/ Poor fire-fighting methods/ No fire engines/ Windy conditions /Crowded streets</li> </ul>
Procedural Knowledge	Cause and effect
Key Vocabulary	Tightly packed, Thatched roofs, narrow, crowded

<b>Lesson 4</b>	
Learning Objective	<b>Could more have been done to stop the Fire?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To know and discuss the firefighting methods used and their disadvantages.</li> <li>• To know what action was taken to stop the fire spreading</li> <li>• To know who at the issue of at culpability for not doing more. Who should take the blame?</li> <li>• To know the role played by:               <ol style="list-style-type: none"> <li>a. King Charles,</li> <li>b. Thomas Bludworth, the Mayor etc</li> <li>c. Duke of York,</li> <li>d. Samuel Pepys,</li> <li>e. The ordinary people who lived in London</li> </ol> </li> </ul>
Procedural Knowledge	Interpretation
Key Vocabulary	fire hooks, leather buckets, fire squirts, gunpowder kegs

<b>Lesson 5</b>	
Learning Objective	<b>How did people manage to live through the Great Fire?</b>
Declarative Knowledge	<ul style="list-style-type: none"> <li>• To know 3 major problems caused by the fire</li> <li>• To know that people had to find their own salvation</li> <li>• They know that most people set up camp outside the city in tented fields often living there in makeshift accommodation, some for years</li> <li>• They know that a relief fund was set up and know that the king set up markets to provide food</li> <li>• They are able to empathise with the plight of the 70-80,000 homeless and can appreciate the differences between aid available then compared with national disasters today.</li> </ul>
Procedural Knowledge	Similarities and differences
Key Vocabulary	tented fields, relief fund, markets, homeless

<b>Lesson 6</b>	
Learning Objective	<b>How shall we rebuild London after the great Fire?</b>
Declarative Knowledge	To know how a better London can be built - Straight roads /Wide roads /Places for the fire engines to turn/ Building was prohibited too close to the river Thames.
Procedural Knowledge	Cause and consequence
Key Vocabulary	Design, rebuild, Christopher Wren