History Component Knowledge

Year One

How have toys changed?

National Curriculum

Pupils should be taught about:
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Key learning and Component knowledge

Key Learning:
L1: To describe a favourite toy and say why.
Component Knowledge:

- Give reasons why they have chosen the toy.
- Recall their past when talking about their favourite toy.
- Use words relating to time (old, new, now, long ago, then, before, after).

Key Learning:
L2: To talk about some toys their parents/ grandparents played with and compare to their own toys.
Component Knowledge:

- Ask questions about the past.
- Compare the past to today.

Key Learning:
L3: To know what toys were like up to 100 years ago.
Component Knowledge:

- Sort and sequence artefacts from different time periods.
- Ask and answer questions about artefacts.

Key Learning:
L4: To compare toys from the past with modern toys.
Component Knowledge:

- Identify similar toys from different periods.
- Identify differences between toys from different periods.

Key Learning:
L5: To know how teddy bears have changed over time.
Component Knowledge:

- Identify changes between teddy bears from now and 100 years ago.
- Identify similarities between teddy bears from now and 100 years ago.

Key Learning:
L6: To know how toys have changed over time.
Component Knowledge:

- Identify toys that children play with now.
- Identify toys that children played with in the past.
- Describe ways in which some toys have changed over time.

How am I making history?
National Curriculum
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Key learning and Component knowledge
Key Learning: L1: To understand personal chronology. Component Knowledge: • Order three photographs on a simple timeline. • Use vocabulary such as past, present and memory. • Discuss similarities and differences. Key Learning: L2: To know more about their history. Component Knowledge: • Talk about three memories. • Place one memory on a timeline. • Explain why memories are special, for example, an event or occasion. Key Learning: L3: To know how we remember events. Component Knowledge: • Recall four events celebrated throughout the year. • Know ways in which people celebrate birthdays. • Recognise similarities and differences between how people celebrate events. Key Learning: L4: To know what childhood was like for our parents and grandparents. Component Knowledge: • Ask questions about the past. • Compare the past to today. Key Learning: L5: To compare childhood now with childhood in the past. Component Knowledge: • Name one similarity between childhood now and childhood in the past. • Name one difference between childhood now and childhood in the past. Key Learning: L6: To identify that some things change and some things stay the same. Component Knowledge: • Use relevant vocabulary to describe what they have found out. • Name three things about themselves to add to the time capsule. • Discuss possible changes in the future.

How have explorers changed the world?

National Curriculum

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].

Key learning and Component knowledge

Key Learning:
L1: To know what an explorer is and does.
Component Knowledge:

- Recall the names of famous explorers and their achievements.
- Name equipment or transport that an explorer would need.
- Know that 'beyond living memory' is more than 100 years ago.

Key Learning:
L2: To recognise the achievements of different explorers.
Component Knowledge:

- Explain some achievements of explorers.
- Identify where explorers travelled.
- Recognise how transport for voyages has changed.

Key Learning:
L3: To record events on a timeline.
Component Knowledge:

- Select important events from a historical story.
- Place events in the correct order from past to present on a timeline.
- Retell a historical story.

Key Learning:
L4: To use photographs to find out about the past.
Component Knowledge:

- Describe what I can see in a photograph.
- Ask some questions about a photograph.
- Look for hidden clues (inferences).

Key Learning:
L5: To recognise changes and similarities (continuities) over time.
Component Knowledge:

- Compare information about past and present-day explorations.
- Compare images from different time periods.
- Compare events in the past and present.

Key Learning:
L6: To describe the significance of some people and events within history.
Component Knowledge:

- Explain what makes a person or event significant.
- Describe how an explorer changed events or people's ideas.
- Present information about significant people and events using a coat of arms.