












South Gosforth First School – History

Long Term Planning – Year 1

<u>Term:</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>History Topic – Enquiry Question</u>	Are our toys better than our Grandparents’ toys? 	Why do we have different bridges in Newcastle? 	What had to happen for Neil Armstrong to land on the moon? 			
<u>History Curriculum Area</u>	Chronological Understanding	Chronological Understanding	Understanding of Events, People & Changes in the Past			
<u>History Key Concepts Covered</u>	British History <u>Cultural Change</u> - Changes to the way that a society or culture is run or how it functions  <u>Technological Advancement</u> – Changes in technology over time within a specific society 	British History <u>Cultural Change</u> - Changes to the way that a society or culture is run or how it functions  <u>Technological Advancement</u> – Changes in technology over time within a specific society 	<u>Exploration</u> – Travelling across or through something to discover something new  <u>Technological Advancement</u> – Changes in technology over time within a specific society 			

<u>National Curriculum Objectives</u>	<i>Children should identify changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>	<i>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	<i>Children should investigate events beyond living memory that are significant nationally or globally.</i>
<u>Broken Down Objectives & Suggested Activities</u>	<p>What are my favourite toys and how do they link with the significant events in my life?</p> <p>How have our favourite toys changed over time?</p> <p>How do I know some toys are older than others? (Place a selection of toys in chronological order from the oldest to the newest and identify their reasoning.)</p> <p>What are the similarities and differences between my toys and those of my parents and grandparents?</p> <p>Why are my toys different to toys in the past? (e.g. technological changes, safety, attitudes to toys)</p> <p>Which toys should belong in a museum? ('Toy Museum' Mantle of the Expert.)</p>	<p>What are the seven main bridges in Newcastle and Gateshead? (Millennium, Tyne, Swing, High Level, King Edward VI, Queen Elizabeth II, Redheugh Bridge)</p> <p>Which of the major bridges in Newcastle and Gateshead was built first? (Place the bridges on a timeline of when they were first built, oldest to newest?)</p> <p>Why are the bridges in Newcastle and Gateshead different? (Identify reasons why each bridge was built.)</p> <p>Have people always used the Tyne and Wear Metro? (Explore how transport has evolved in Newcastle through the purpose of each bridge e.g. foot, road, rail, metro)</p> <p>Why is Newcastle built next to the River Tyne?</p> <p>What might the next bridge over the Tyne look like? ('Bridge Architects' Mantle of the Expert.)</p>	<p>Why did humans first travel into space?</p> <p>What equipment would astronauts need to help them land on the moon? (e.g. Space suits)</p> <p>Why was flying to the moon considered a significant event?</p> <p>Did humans' reasons for travelling to Space change?</p> <p>Do you think humans should continue to explore space? ('Space Mission' Mantle of the Expert).</p>

<u>Prior Learning & Understanding – ‘Why here, why now?’</u>	Children will have been introduced to the idea of the past in Reception, and how some events/objects can be placed further in the past than others. Children now build on the idea of chronology using their own lifetime, placing significant events of their life in chronological order and exploring changes from the past to the present through the technological changes in toys.	Prior Year 1 topic – Children will have an understanding of chronology and changes through their Toys topic in Autumn 1. They now use those skills to look at a wider range of reasons for changes over a period of time in a specific place e.g. transport. This topic also gives the children the opportunity to explore some local history relevant to them.	Prior Year 1 topics – Children continue to explore how technology advances by focusing on a particular event (the Moon Landings) and the technological changes that took place from the beginning of the Space Race to enable Neil Armstrong to land on the moon. They will be introduced to the idea of exploration and investigate why Neil Armstrong is a significant individual in History.
<u>Key Skills</u>	<p>I can sequence events in my life.</p> <p>I can match objects to people of different ages.</p> <p>I can recognize the difference between past and present in my own and others’ lives.</p>	I can recognize the difference between past and present in my own and others’ lives.	<p>I know and recount episodes from stories in the past.</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts.</p>
<u>Enhancements, Enrichment & ‘Hooks’ (Linked to ‘Intent’)</u>	<p>20th Century Toys Box of Delight from Tyne and Wear museums</p> <p>Children explore their own and peers’ toys in the classroom. Children interview grandparents about the toys they had.</p> <p>Children use artefacts e.g. toys to ask questions about the past.</p>	<p>Visit to the Centre for Life, Beamish or Great North Museum.</p> <p>Visit to Newcastle quayside to observe bridges.</p>	<p>Children use different photographs/sources to understand why an event was significant (e.g. Moon Landings)</p> <p>Mantle of the Expert ‘Space Mission’</p>
<u>Key Vocabulary</u>	past, present, modern, memory, similar, different, old, new		

Pupil Outcomes	Children can explain how their toys are the same or different than the toys of their parents or grandparents and explain reasons for these differences.	Children can explain why there are different bridges in Newcastle and that this is linked to cultural and technological changes (e.g. transport)	<p>Children can identify the reasons humans pursued space exploration and how this changed over time.</p> <p>Children can identify the technological advancements required to enable humans to land on the moon.</p> <p>Children can explore the reasons for and against continuing space travel in the future.</p>
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