

Knowledge and Skills Year 1

By the end of Year 1, children should know:

- Some differences between the past and now e.g. what classrooms and lessons were like in the past referring to subject-specific detail, e.g. in pictures, can describe and explain a blackboard; a slate and chalk; an old school desk.
- Some differences between old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.
- That we have different views of familiar events, e.g.: first day at school because we cannot always remember what happened in the past.
- That there are different versions of real historical situations, e.g. different written, spoken and pictorial versions of the coronations or the jubilee
- The names of some recent monarchs – Queen Elizabeth, King Charles

By the end of Year 1, children should be able to:

- Understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' 'old' 'new' 'then' 'now'
- Use simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new
- Understand that the world was different in the olden days.
- Sequence within the clock and to some extent in calendar time. e.g. when in the year Bonfire Night occurs.
- Give a simple reason why a real person acted as they did in a historical situation, e.g. why was the queen so committed to her life as a royal? Why were teachers so strict in the past?
- Describe the main features of an artefact e.g. 'how can we tell this teddy is old?'
- Can label/annotate simple drawings of artefacts and items from the past using simple captions to describe
- Can write simple sentences containing some period-specific detail about a time in the past

Toys



Kings, Queens and Coronations



History of Schools



Toys

Key Enquiry Questions

- What are our toys like today?
- What are other people's toys like?
- How can we tell these toys are old?
- What were our grandparents' toys like and how do we know?
- Who played with these toys a long time ago? How can we set up a toy museum?

Key Facts

- The difference between old and new toys
- How features of life today, such as playing with toys, differ from those of past times, referring to subject-specific detail, e.g. in pictures, can describe and explain how an old toy was played with
- Know that there are different versions of real historical situations – our grandparents' experience of having toys might vary from one to another

Key knowledge/skills

- Children develop an understanding of the terms same and different and begin to use them
- They start to distinguish old and new
- Children are able to sort by colour, shape and material
- They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.
- Children start to develop their understanding of time within a familiar family setting
- Pupils can describe how toys change as children grow older
- They can match toys to children of the right age
- Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.

	<ul style="list-style-type: none"> • Pupils are able to think of 3 different types of evidence they might use to explore the question – what were our grandparents’ toys like and how do we know? • Pupils are able to describe changes across two generations. • Use language such as. ‘They used to be like’, ‘When my Nan was a girl’: some might manage 60 years ago. • Children are able to carry out a simple survey, interviewing grandparents and posing relevant questions. • They can use appropriate language to talk about the past using conventional terms such as ‘When my grandma was a girl ‘, ‘A long time ago’, ‘When my Mum and Dad were at infant school’ etc 	
Key Names/Periods		
in the past timeline	the olden days not nowadays	a long time ago when nana was young old new then now museum artefact
Kings, Queens and Coronations	Key Enquiry Questions <ul style="list-style-type: none"> • What is a monarch? • Who is our monarch today in 2024? • When was king Charles crowned? • Who was his mother and why is she a famous monarch? • Why/when did Princess Elizabeth become Queen Elizabeth II? • What is a coronation? • Who are the King’s other relatives? • How is Queen Elizabeth/King Charles significant in our local area/our children’s lives today? • What have we learnt and what would we like to learn in the future? 	Key Facts <ul style="list-style-type: none"> • A monarch is a king or a queen who is royal and rules over our country • King Charles III is our monarch • He became king in 2023 after his mother, Queen Elizabeth II died at the age of 96 • Queen Elizabeth II was our longest serving monarch; she ruled for 70 years • Queen Elizabeth died on 8th September 2022 • Queen Elizabeth was crowned in 1952 after her father, King George VI died • The queen had three other children – Andrew, Anne and Edward – they are princes and princesses • Post boxes, telephone boxes, coins and stamps bear the monarch’s initials or face • There is a statue of Queen Victoria, another long serving monarch in Adlington
	Key knowledge/skills <ul style="list-style-type: none"> • Pupils’ understanding of chronological order will continue to develop • Children will use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past) • Pupils will recognise why people did things, why events happened and what happened as a result • Pupils will identify differences between ways of life at different times • Pupils will identify different ways in which the past is represented 	

	<ul style="list-style-type: none"> Children will learn how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) Children will ask and answer questions about the past Pupils will select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT)
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Key Names/Periods

Queen Elizabeth II
King Charles III
Coronation Platinum century 70 years Jubilee 1952 – 2022 Monarch Prince Princess Reign

History of Schools	<p>Key Enquiry Questions</p> <ul style="list-style-type: none"> Is there any difference between schools today (in our local area) and in the time of your parents and grandparents? What are some of the most important things about schools? Was it different when our parents were at school? Was it even more different in the time of our grandparents? How were schools different (in our area) 100 years ago? What must it have been like to be at school in the past? What would you have liked/disliked about school in the past? 	<p>Key Facts</p> <ul style="list-style-type: none"> St Joseph’s old school was built in 1857 – more than a 100 years ago The current school building was in use for all of the children from 1973 although some classes had used it in the years before then. Schools held ‘log books’ in which the Headteacher wrote every day – these are sources of historical information School life and daily life was very different in the past We can find out about the past from ‘sources’ – photographs, log books, word of mouth
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Key knowledge/skills

There were no computers in schools of the past
Each classroom had a blackboard and the teacher wrote in chalk
Children sat in rows at wooden desks
Teachers were very strict and sometimes children were smacked or caned for trivial things
Our school used to be next to church in the old building that is now Anderton Day Nursery
There were no uniforms in the past
We can learn about the past from sources – word of mouth; log books; photographs

Key Names/Periods

Queen Victoria St Joseph’s old school St Joseph’s new school Anderton day Nursery King Charles Adlington Anderton