



Year 1 History Subject Map

Autumn - Homes In The Past		
Lesson	Skill focus	Context
Lesson 1- WALT investigate and identify a variety of homes today	<ul style="list-style-type: none">• Can children recognise and name different kinds of homes?• Can children describe features common to all modern homes?• Can children talk about their home using appropriate vocabulary?	Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.
Lesson 2- WALT investigate similarities and differences between homes	<ul style="list-style-type: none">• Can children identify key external features of homes?• Can children describe and draw details of different features of a home?• Can children record their observations appropriately?	Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.
Lesson 3- WALT explore homes built a long time	<ul style="list-style-type: none">• Can children describe features of a home built a long time ago?• Can children use terms relating to the passing of time accurately (e.g modern, old a long time ago?)	Children will find out about the fashions and building styles in homes across four key periods in British History: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will

ago	<ul style="list-style-type: none"> • Can children identify similarities and differences between modern houses and those built a long time ago? 	start to think about how homes have changed over time.
Lesson 4- WALT find out what Victorian homes were like	<ul style="list-style-type: none"> • Do children understand what is meant by Victorian and understand it was a long time ago? • Can children describe some of the features of a Victorian home? • Can children identify differences between modern homes and Victorian homes? 	Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photos of rooms taken in Victorian times, they will start to identify some features of Victorian homes.
Lesson 5- WALT identify and explore objects in a Victorian home and their uses	<ul style="list-style-type: none"> • Do Children know that most homes in Victorian times did not have electricity? • Can children recognise some objects found in Victorian homes? • Can children identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past? 	Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.
Lesson 6- WALT consolidate what we have found out about Victorian homes	<ul style="list-style-type: none"> • Can children recall what they have learnt about home in the past? • Can children use appropriate vocabulary when talking about Victorian homes? • Can children communicate their knowledge and understanding in a variety of ways? 	Children will identify some objects found in a typical Victorian home before consolidating what they will have learnt about Victorian homes. They will communicate their knowledge in a variety of ways.



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Spring - Intrepid Explorers		
Lesson	Skill focus	Context
Lesson 1 - WALT find out when Christopher Columbus lived and what he was trying to achieve.	<ul style="list-style-type: none">• Do children know that Christopher Columbus lived a long time ago?• Do children know that Christopher Columbus was an explorer?• Can children identify ways in which life was different when Christopher Columbus was alive?	Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differed from life today, as well as discovering further facts about Columbus and his life.
Lesson 2 - WALT find out about Christopher Columbus's journey and what he discovered.	<ul style="list-style-type: none">• Can children describe what a sea journey in the 15th century might have been like?• Can children compare a modern sea journey with a sea journey in the 15th century?• Do children know what Columbus discovered and why this was significant?	Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differed to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when they found land.
Lesson 3 -	<ul style="list-style-type: none">• Do children know that Columbus brought new	Children will recap the facts they have learnt about

<p>WALT explore the impact of Columbus's voyages and what he brought back to Europe.</p>	<p>things to Europe from the Americas?</p> <ul style="list-style-type: none"> ● Do children know that Columbus did not discover what he thought he had discovered? ● Can children ask and answer questions about the life and achievements of Columbus? 	<p>Columbus so far. They will find out why his voyage to the Americas was so significant and how this changed people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.</p>
<p>Lesson 4 - WALT find out who Neil Armstrong is and why he is remembered today.</p>	<ul style="list-style-type: none"> ● Can children find out and describe facts about Neil Armstrong? ● Can children describe some of the aspects of life in the 1960s? ● Can children compare life in different time periods? 	<p>Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.</p>
<p>Lesson 5 - WALT find out about Neil Armstrong's landing on the moon and the impact this had on the world.</p>	<ul style="list-style-type: none"> ● Can children describe the events surrounding the first landing on the moon? ● Can children express how the astronauts might have felt during the Apollo 11 mission? ● Can children describe some of the ways in which space exploration has had an impact on our lives today? 	<p>Children will find out about the Apollo 11 mission and man's first landing on the moon. Your class will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.</p>
<p>Lesson 6 -</p>	<ul style="list-style-type: none"> ● Do children understand how to compare two 	<p>Children will use what they have found out about</p>

<p>WALT be able to compare the lives and achievements of Columbus and Armstrong.</p>	<p>individuals?</p> <ul style="list-style-type: none"> ● Can children identify and describe ways in which Armstrong and Columbus were similar to each other? ● Can children identify and describe ways in which Armstrong and Columbus were different from each other? 	<p>Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.</p>
<p>Lesson 7 - WALT investigate the achievements of a range of explorers.</p>	<ul style="list-style-type: none"> ● Can the children state what they have learnt about Armstrong and Columbus? ● Can the children share what they have learnt about other explorers? ● Can the children remember a range of facts about the explorers? 	<p>Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. Then they will learn about a few more famous explorers and share the information they know about them.</p>



Year 1 History Subject Map

Summer - Toys Past and Present		
Lesson	Skill focus	Context
Lesson 1 - WALT be able to describe the characteristics of toys.	<ul style="list-style-type: none">• Can children describe toys by their characteristics?• Can children use appropriate vocabulary to describe their toys?• Can children make suggestions for how they could find out about what toys were like in the past?	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.
Lesson 2 - WALT find out what toys our parents and grandparents played with.	<ul style="list-style-type: none">• Do children know that toys in the past were different to toys today?• Can children describe toys of the past?• Can children discuss toys and ask questions about them?	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.
Lesson 3 - WALT find	<ul style="list-style-type: none">• Do children understand the term 'decade'?• Can children order decades chronologically?	Children will be introduced to the term 'decade' and investigate which toys were popular in the five

<p>out what toys were like at different times in the past.</p>	<ul style="list-style-type: none"> • Can children identify some of the toys that were popular in particular decades? 	<p>different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.</p>
<p>Lesson 4 - WALT be able to identify toys that are old and toys that are new.</p>	<ul style="list-style-type: none"> • Can children recognise differences between old toys and new toys? • Can children describe old and new toys using appropriate vocabulary? • Can children sort old and new toys into categories? 	<p>Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.</p>
<p>Lesson 5 - WALT be able to describe how toys are different and how they are the same.</p>	<ul style="list-style-type: none"> • Do children know that some of the types of toys they play with were played with by children in the past too? • Can children identify similarities between old and new toys? • Can children identify differences between old and new toys? 	<p>Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.</p>
<p>Lesson 6 - WALT be able to create a toy museum.</p>	<ul style="list-style-type: none"> • Can children organise toys into categories? • Can children order toys chronologically? • Can children use a timeline to organise toys? 	<p>Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.</p>

