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| Changes within Living Memory | Events beyond Living Memory | Significant Individual from the Past | Historical Events, People & Places in their Locality |

**YR1 CURRICULUM OVERVIEW 2025.26**

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| **YR1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **British History****Changes within Living Memory**All about me | **British History****Events beyond Living Memory**Gunpowder Plot | **British History & The Wider World****Heroes from the Past**Grace Darling & Rosa Parks |
| **Key new knowledge** | * Understand significant historical events, people, and places in their own locality.
* Understand changes within living memory.

**Chronological understanding of changes within living memory*** Talk about the lives of people around them and their roles in society.
* Understand the past, within living memory, through settings, characters and events encountered in books read in class and storytelling.

**Knowledge and understanding of events, people, and changes in the past, within living memory.*** Begin to make sense of their own life story and family history.

**Historical Enquiry into events within living memory*** Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
 | * Understand events beyond living memory that are significant nationally or globally.

**Chronological Understanding of events, beyond living memory*** Place known events and objects related to the Gunpowder plot in chronological order.
* Sequence events and recount changes beyond living memory of the Gunpowder plot.
* Use common words and phrases relating to the passing of time e.g. First, Next, Then

**Knowledge and understanding of events, people, and changes, beyond living memory*** Recall some facts about people/events during the Gunpowder plot.
* Describe some simple similarities and differences between artefacts related to the Gunpowder plot.
 | * Understand the lives of significant individuals in the past who have contributed to national and international achievements.

**Chronological Understanding of the lives of significant individuals from the past*** Place known events and objects related to the lives of Grace Darling and Rosa Parks, in chronological order.
* Sequence events and recount changes between the lives of Grace Darling and Rosa Parks.
* Use common words and phrases relating to the passing of time e.g. First, Next, Then

**Knowledge and understanding of events, people, and changes in the lives of significant individuals from the past.*** Recall some facts about Grace Darling and Rosa Parks and events that happened to them.
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| **Key new knowledge** | **Historical Interpretation*** Compare and contrast characters from stories, including figures from the past, within living memory.

**Organisation and communication*** Comment on images of familiar situations in the past, within living memory.
 | **Historical Enquiry into events beyond living memory*** Find answers to some simple questions about the period of the Gunpowder plot from simple sources of information.
* Sort artefacts from 'then' and 'now’.
* Ask and answer questions related to different sources and objects about the Gunpowder plot.

**Historical Interpretation*** Look at books, videos, photographs, pictures, and artefacts to find out about the Gunpowder plot.

**Organisation and communication*** Use simple ways of recording their learning about the Gunpowder plot e.g. labelling pictures or photographs, simple writing tasks.
 | * Describe some similarities and differences between the lives of Grace Darling and Rosa Park.

**Historical Enquiry into the lives of significant individuals from the past*** Find answers to some simple questions about Grace Darling and Rosa Parks from simple sources of information.
* Sort artefacts from 'then' and 'now’.
* Ask and answer questions related to different sources and objects about Grace Darling and Rosa Parks.

**Historical Interpretation*** Look at books, videos, photographs, pictures, and artefacts to find out about Grace Darling and Rosa Parks.

**Organisation and communication*** Use simple ways of recording their learning about Grace Darling and Rosa Parks e.g. labelling pictures or photographs, simple writing tasks.
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| **Assessment** | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning  | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning  | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning  |