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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. |
| **Assessment** | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning |