



Year 1 History Curriculum Overview

The Big Picture

The circus has evolved from the chariot races that took place in Roman cities at the time of the Roman Empire, to the spectacular theatrics we enjoy today with acrobats, clowns, dance, music and arts from around the world all being celebrated at the circus. It is important for children to understand that things they know and love today, were created in the past and have evolved to what they are today over long periods of time and with the introduction of new technologies.

In this unit, children will learn to distinguish between the past and present and be able to give some reasons as to their understanding. Children will look at the life of Philip Astley and how his version of the circus started and changed over time. Children will understand that history is an important subject that can teach us lessons about things that happened hundreds of years ago.

What do we already know?

Knowledge Retrieval:

Children will have gained a basic knowledge from EYFS and have some ability to use time language and understand what a timeline is.

Children will be able to...

- Make sense of their own life story and family history
- Have some understanding of past and present through images and stories
- Be able to discuss daily routines and chronology of past event
- Compare characters from stories about the past

Year 1 History – The Circus

NC objectives – Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key unit objectives

Knowledge

To know that history is when we study what has happened in the past by looking at particular events and people.

To know we can use history to find out how things have changed over time.

To look at the history of the circus and understand how it has changed over time.

To understand that modern circuses use electricity.

To know that there was no electricity in the past.

To know about the life of Philip Astley and how his version of the circus has developed over time.

To use artefacts to understand that some objects came from the past.

To be able to give simple reasons for objects belonging to the past or present.

To understand that other people will have different timelines – Is your younger sister's timeline longer or shorter than yours? Is your nan's timeline longer or shorter?

Skills

To be able to group images depending on whether they are from the past or present.

To be able to explain why a particular image/artefact is from the past or present i.e they have electricity in this circus so it is from the present.

To use artefacts to understand that some objects come from the past and question this understanding.

Key vocabulary and understanding for concept connectors

History is when we study what has happened in the **past** by looking at particular events and people.

The **present** is now in time.

Electricity began to be used during the **1800s**.

A **timeline** is a way of showing events that have happened in time order.

An **artefact** is an object from the **past**.

The circus began in **Roman times** and has **changed over time**.

Key Questions

What is history?

Who is Philip Astley and why is he important?

How can you tell if an image/source is from the past?

Key Texts

Paddington at the Circus – Michael Brown

If I Ran the Circus – Dr Seuss

Clown – Quentin Blake

Range of non-fiction books to be used.



Year 1 History Curriculum Overview

The Big Picture

History is about people, events and places from the past as well as helping us find out about why historical events happened and finding our own way of interpreting the past. What can objects tell us about the past? By themselves, single objects such as Roman coin, a Roman sandal and a sword might not be so significant, but a group of objects found together can give a much broader picture of a particular time or event in history. For example, a collection of these objects could tell us when and where the Romans lived in the place where they were found.

History is like a jigsaw puzzle. Historians collect pieces of information that they try to fit together to get a picture of life in the past but sometimes pieces of the jigsaw are missing, and historians must play detectives.

In this unit, children will begin their building blocks to understand how artefacts and objects have helped us to learn about the past. This will allow them to later understand how information about the past has been gathered and what we can do as historians to interpret this.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past.

Children should already have a basic understanding of historical language such as before, after, yesterday and today.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present.

Year 1 History – Time Detectives

NC objectives – Key Stage 1

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- significant historical events, people and places in their own locality

Key unit objectives

To know about a range of events that have happened in the past and discuss their own ideas such as fossils, dinosaurs, Egyptian mummies or castles.

To be able to ask and answer questions about the past to begin to build historical enquiry.

To be able to use key words and phrases relating to the passing of time.

To be able to order events and objects into a sequence based on their own understanding and introduce timelines relating to this.

To be able to identify differences between their own lives and those of people who have lived in the past

To be able to find out about aspects of the past from a range of sources of information by creating a class museum.

To be able to communicate their historical knowledge and understanding in a variety of ways such as asking questions and giving simple reasons for thoughts.

To understand that events and people's actions have causes and effects by looking at the life of different queens such as Queen Elizabeth II and Queen Victoria.

To understand that the past is represented in a variety of ways

Key vocabulary and understanding for concept connectors

An **artefact** is an **object** of historical interest.

A **museum** is a place where **artefacts** from the **past** are kept so people can learn about the past.

A **timeline** is a way of showing **events** that have happened in **time order**.

A **monarchy** is a country with a **king** or **queen**.

The **monarch** is the **king** or **queen**.

Key Questions

Name events that happened in the past.

What is a timeline?

What do you know about Queen Elizabeth II or Queen Victoria?

Key Texts

See inside a museum – Matthew Oldham

Build your own history museum – Claudia Martin

Range of non-fiction books to be used.