


Year 1 History Curriculum

	<h2>Autumn</h2>
Project	Everyday life in the past
Substantive concepts	<ol style="list-style-type: none"> 1. Homes: How homes in the past were different from homes today. Understanding how people lived in the past, the types of materials used to build homes, and how they were furnished. 2. Toys: What children played with in the past, how toys were made, and how they differ from toys today (e.g., wooden toys versus plastic toys). 3. School: How schools in the past were different from today. This includes looking at how classrooms were set up, what lessons were taught, and how children were expected to behave.
Key vocab	<ul style="list-style-type: none"> • Past • Present • Old • New • Home • Toy • Classroom • School • Wooden • Plastic • Teacher • Student • Lesson • Compare • History • Change
Core substantive knowledge (what can they tell you?) Facts/people/places)	<p>Homes</p> <ul style="list-style-type: none"> • Homes in the past were often smaller and made from materials like wood, brick, or stone. • Many houses in the past had fireplaces for heating and cooking. • People used candles or oil lamps for light before electric lights were invented. • Families often lived in one or two rooms, and there were no bathrooms inside the house. People used outside toilets. <p>Toys</p> <ul style="list-style-type: none"> • In the past, toys were made from natural materials like wood, metal, or cloth. Children played with wooden dolls, hoops, and simple games. • Toys were often handmade, unlike today when most toys are mass-produced and made from plastic.

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- Children might have made their own toys using things they found at home, such as sticks, stones, and fabric.

School

- Schools in the past were often very different from today. Classrooms were basic, with rows of desks facing the teacher.
- Children sat at desks and used slate boards and chalk instead of pencils and paper.
- There were no computers, and children learned subjects like reading, writing, and arithmetic.

In some schools, children had to sit quietly and follow strict rules.

Disciplinary concepts (how does a historian think/work?)

Historical Enquiry


- **Observing:** Historians look closely at old photographs, objects, and writings from the past. In class, students can look at pictures or old toys to compare them with things from today.
- **Questioning:** Historians ask questions to understand the past. For example, “What were homes like in the past?” or “What toys did children play with?”
- **Comparing:** Historians compare things from the past with things from the present to see how life has changed. For example, comparing toys from the past with modern toys.
- **Chronology:** Historians put events in order of when they happened. For example, comparing life now with life in the past, understanding that the past came before the present.

Historical enquiry - observing/questioning/com paring/chronology etc)

1. **Observing:**
 - Look at pictures of homes from the past. What differences can you spot between old homes and modern homes?
 - Look at old toys and compare them to the toys children use today.
 - Use objects from the past, such as a slate board, to understand what it was like to write in a past school.
2. **Questioning:**
 - Ask questions about what things were like in the past. For example:
 - “What kind of toys did children have in the past?”
 - “How did children learn at school in the past?”
 - “What did houses look like before we had electricity?”
3. **Comparing:**
 - Compare a modern toy with an old toy. How are they the same? How are they different?
 - Compare a classroom in the past with a classroom today. What has changed? What has stayed the same?
4. **Chronology:**
 - Place events in order. For example, “First, children played with wooden toys, then plastic toys were invented.”

Understand that things we use today, like electric lights or smartphones, were not around in the past.

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	<h2 style="margin: 0;">Spring</h2>
<p style="text-align: center; margin: 0;">Project</p>	<p style="text-align: center; margin: 0;">Race to Space</p>
<p style="text-align: center; margin: 0;">Substantive concepts</p>	<ol style="list-style-type: none"> 1. Space Exploration: The journey of human exploration of space, focusing on key milestones, such as the Apollo 11 mission and the moon landing. 2. Significant Individuals: Understanding the importance of people like Neil Armstrong who made major contributions to space exploration and how their actions changed the world. 3. Chronological Order: The concept of arranging key events, particularly around space exploration, in the order they happened (e.g., the Apollo 11 mission, the moon landing). Inspiration and Ambition: How Neil Armstrong's journey to space can inspire children to think about their own dreams and ambitions, making links to Mae Jemison, the first African American woman in space.
<p style="text-align: center; margin: 0;">Key vocab</p>	<ul style="list-style-type: none"> • Space • Moon • Apollo 11 • Neil Armstrong • Astronaut • Mission • Landing • Footprint • Chronological • Experiment • Craters • Ambition • Dreams • History • NASA • Moonwalk • Explore
<p style="text-align: center; margin: 0;">Core substantive knowledge (what can they tell you? Facts/people/places)</p>	<p>Neil Armstrong</p> <ul style="list-style-type: none"> • Neil Armstrong was the first person to walk on the Moon, during the Apollo 11 mission on July 20, 1969. • He was an astronaut with NASA, the U.S. space agency. • Armstrong's famous words when he first stepped on the moon were, "That's one small step for man, one giant leap for mankind." • His moon landing was a significant moment in history, as it marked the first time humans landed on another celestial body. <p>Apollo 11 Mission</p>

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- Apollo 11 was the space mission that took Neil Armstrong and Buzz Aldrin to the Moon. Michael Collins was the third astronaut who stayed in the command module orbiting the Moon.
- The spacecraft launched on July 16, 1969, from Kennedy Space Center in Florida.
- Armstrong and Aldrin spent about two and a half hours on the Moon's surface.
- The mission was a major achievement in the "Space Race," the competition between the United States and the Soviet Union to reach space first.
- Armstrong was a trained pilot and engineer before becoming an astronaut.

The Moon Landing

- The moon landing took place on July 20, 1969, and was broadcast live to millions of people around the world.
- Armstrong and Aldrin's footprints remain on the Moon's surface as a reminder of this historic event.
- The moon's surface has craters, which are formed by impacts from space debris (such as asteroids or comets).

Mae Jemison

- Mae Jemison was the first African American woman to travel into space in 1992 aboard the Endeavour space shuttle. She is an inspiration to children, showing that anyone can follow their dreams, regardless of their background.

Disciplinary concepts
(how does a historian
think/work?)

Historical Enquiry

- **Observing:** Historians observe objects, photographs, and video footage to learn about past events. For example, students can watch the famous video of Neil Armstrong's first steps on the moon to better understand the significance of the event.
- **Questioning:** Historians ask questions to gather more information. Students could ask:
 - "What was it like for Neil Armstrong to walk on the moon?"
 - "Why is the moon landing such an important event in history?"
 - "How did Neil Armstrong become an astronaut?"
 - "What is the Space Race, and how did it impact space exploration?"
- **Comparing:** Historians compare events to understand how things have changed over time. Students might compare the Apollo 11 mission with current space missions .


Chronology: Historians put events in the correct order. Students will learn the concept of chronology by putting key events in the Apollo 11 mission, like the launch, the moon landing, and the return to Earth, in the correct order.

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Historical enquiry -
observing/questioning/com
paring/chronology etc)

1. **Observing:**
 - Watch the video footage of Neil Armstrong's moon landing. Discuss what it looked like and how the event made people feel.
 - Look at pictures or objects related to the Apollo 11 mission, such as the spacecraft or moon rocks, and discuss how these objects helped make the moon landing possible.
2. **Questioning:**
 - Ask students to think about what it would have been like for Neil Armstrong to be the first person to step on the moon. What might he have felt or seen?
 - Have the students come up with their own questions about space exploration. For example, "How do astronauts breathe in space?" or "How do rockets work?"
3. **Comparing:**
 - Compare the way people traveled to space in 1969 (using rockets like the Saturn V) with the technology used today (like space shuttles and the SpaceX Falcon rockets).
 - Compare the moon landing with other space missions, such as those conducted by NASA today or by countries like China or Russia.
4. **Chronology:**
 - Create a timeline of key events in the Apollo 11 mission. Have students place the events in the correct order:
 - The launch of Apollo 11.
 - The journey to the moon.
 - The moon landing.
 - Neil Armstrong's first steps on the moon.
 - The astronauts' return to Earth.
 - Discuss the importance of chronological order in understanding history and how we can see how space exploration has evolved.

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	<h2>Summer</h2>
<p>Project</p>	<p>History of the local area - the Cliff House and Thomas Armstrong</p>
<p>Substantive concepts</p>	<ol style="list-style-type: none"> 1. Local History: The history of Cullercoats, focusing on its landmarks, people, and historical significance. 2. Significant Individuals: Understanding the life and impact of Thomas Armstrong, a notable person from the area, and how he contributed to the local history. 3. Landmarks and Buildings: Exploring the Cliff House and other buildings in Cullercoats, understanding how they have shaped the local area and how the landscape has changed over time. 4. Fishing History: Discovering the importance of fishing in Cullercoats' past, and what life was like for the fishermen in the area. 5. Change and Continuity: Identifying changes and similarities in the area over time, including buildings, landscape, and ways of life.
<p>Key vocab</p>	<ul style="list-style-type: none"> ● Cullercoats ● Cliff House ● Thomas Armstrong ● Fishing ● Fishermen ● Caves ● Landmarks ● History ● Photographs ● Change ● Compare ● Building ● Sketch ● Local area ● Community ● Past ● Present ● Landscape ● Harbour ● Ship
<p>Core substantive knowledge (what can they tell you?) Facts/people/places)</p>	<p>Cullercoats and Its History</p> <ul style="list-style-type: none"> ● Cullercoats is a coastal village in North Tyneside, known for its fishing history and picturesque landscape. ● The village has a harbour that was essential for fishing activities and shipping. ● Cullercoats Caves are natural rock formations, often a feature of local history and folklore, and are known by locals by different names.

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Thomas Armstrong

- **Thomas Armstrong** was a significant figure from Cullercoats. He was a well-known figure in the local community, particularly for his work and contributions to the area.
- Armstrong played a key role in developing the local area, contributing to industries and local life.

The Cliff House

- **The Cliff House** is a famous landmark in Cullercoats. It has a rich history, serving various purposes over time.
- The building was originally a grand house but has changed in purpose over the years. It represents the local heritage of Cullercoats.

Fishing History

- **Fishing** was a major part of Cullercoats' history. In the past, many local people worked as fishermen, sailing from the harbour to catch fish.
- **Fishing boats** were important for the livelihood of the community, and the harbour was a bustling hub for this trade.

Old Photographs and Modern Comparisons

- Students will look at **old photographs** of Cullercoats and compare them to the present-day landscape, identifying similarities and changes.
- Students will also look at older and newer **buildings** and compare their designs, materials, and uses.

Historical Enquiry

- **Observing:** Historians look at photographs, maps, and objects from the past to understand how things were in earlier times. In this case, students will observe old photographs of Cullercoats and compare them with what they see in the present.
- **Questioning:** Historians ask questions to gather more information. For example:
 - “Who was Thomas Armstrong, and what did he do for the local area?”
 - “What was fishing in Cullercoats like in the past?”
 - “What are the Cullercoats Caves, and why are they important?”
- **Comparing:** Historians compare the past with the present to understand how things have changed. In this topic, students will compare old and new photographs of Cullercoats and look at how the area's **landscape** and **buildings** have changed.

Chronology: Historians put events in the correct order. Students will learn about the development of Cullercoats over time, from its fishing history to the present-day village, and place events in chronological order (e.g., the development of **The Cliff House**).

Disciplinary concepts
(how does a historian think/work?)

Historical enquiry -
observing/questioning/com-
paring/chronology etc)

1. Observing:

- Look at old photographs of Cullercoats. What do students notice? How has the area changed? How do the **buildings, landscape, and harbour** appear different from today?
- Look at historical objects, such as fishing tools, and describe how they were used by fishermen in the past.

2. Questioning:

- Ask students:
 - “What do you think Thomas Armstrong's contributions were to Cullercoats?”

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- “What was it like to live in Cullercoats when fishing was the main industry?”
- “Why do you think the local caves have different names?”
- “What do we think Cullercoats will look like in the future?”

3. Comparing:

- Compare old photographs of **Cullercoats** with the modern area. What **changes** can be seen in the buildings, streets, and landscape?
- Compare the older buildings of Cullercoats (e.g., **The Cliff House**) with new buildings in the area. How are they different in design, size, and purpose?

4. Chronology:

- Create a simple timeline showing the development of Cullercoats, including important events such as the building of **The Cliff House**, the history of **fishing**, and notable figures like **Thomas Armstrong**.

Discuss the order of these events and their importance in shaping Cullercoats today.