**Year 1: autumn 1**

**Bridging project**

Share read 'I can save the Earth' by Alison Inches

**Long-term memory quizzes, games and revision:** revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the Great fire of London, what a fire officer does, the Gunpowder plot and what a police officer does. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order

Understand that past action can have an impact on today.

Think about how some famous people we know from the past have had an impact on us today such as the inventor of fridges, of the telephone, of the toilet.

Using images, learn how past inventions e.g. plastic may have made the world worse and other inventions made it better.

Understand that people's actions in the past can pollute the Earth, can make the Earth run out of water etc. Learn about how we can use history to make the world better.

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**Link 1:** [know how to compare people who lived in the past by using the terms ‘old, older, oldest’](#)

**Long-term memory quizzes, games and revision:** old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year.

Understand that some people were born before others. Label people older, oldest.

Write comparison sentences using older and younger e.g. P is older than G.

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**Link 2:** [know what a time line is and how to plot one](#)

**Long-term memory quizzes, games and revision:** old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year.

Plot a timeline from today's date, going backwards in time to the year in which they were born.

Learn the names of the years from when they were born to today and how to say them e.g. twenty 17.

Add some facts to it to their timeline e.g. when they went to Nursery. When they started in Reception.

Learn the idea of chronological order.

Write some simple sentences about their own history e.g. I was born in.....
Linked curriculum learning objective: Children can talk about past and present events in their own lives and in the lives of family members.

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year and the years in between e.g. 2013, 2014, 2015.

Plot a timeline from today’s date, going backwards in time to the year in which they were born.

Learn the names of the years from when they were born to today and how to say them e.g. twenty 17.

Add some facts to it to their timeline e.g. when they went to Nursery. When they started in Reception.

Research things that have happened in their lifetimes e.g. marriages, births, christenings, holidays, nurseries.

Create their own timeline.

Identify something that has happened in each of the last 6 years e.g. Mr Browne becomes headteacher. Learn how to put events in order for the year in which they happened. Label them ‘old, older, oldest’

Use someone else’s timeline to tell a story about what has happened in their lives.

Write a sentence about each event in their timeline.
**Year 1  autumn 2**

**Link 1: Know what a family tree is**

Share read ‘Pussy cat, pussy cat, where have you been?’ by Russel Punter

Long-term memory quizzes, games and revision: timeline, the names of years since they were born.

Revise what is in their timeline.

Understand that one way of describing personal history is in a family tree.

Create a family tree for the people that they know in their families starting with parents, siblings etc or a family tree of the teacher/TA.

Understand that family trees are in chronological order from the newest back to the oldest point in history.

Write some sentences to match the photographs/images of family members on the family tree. This is my sister, she was born .....

**Link 2: Know who the Queen is**

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read ‘Pussy cat, pussy cat, where have you been?’ by Russel Punter

Know who the Queen is. Look at photographs of the Queen from a young age to now.

Know why she is important to Britain and the world but also understand she has very little power.

Understand the idea that in Britain there has been a king or queen ‘on the throne’.

Know about the story of the Queen as she has grown up.

Know that her main residence is in Windsor castle and Buckingham palace but she stays in some holiday homes e.g. Sandringham and Balmoral.

**Link 3: Know how to create a simple family tree for the Queen**

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read ‘Pussy cat, pussy cat, where have you been?’ by Russel Punter

Revise who the Queen is, debunking any misconceptions. Look at photographs of the Queen from a young age to now.

Know why she is important to Britain and the world but also understand she has very little power.

Understand the idea that in Britain there has been a king or queen ‘on the throne’.

Know about the story of the Queen as she has grown up.

Know that her main residence is in Windsor castle and Buckingham palace but she stays in some holiday homes e.g. Sandringham and Balmoral.
**Link 4: know how to create a timeline for the Queen**

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read ‘Pussy cat, pussy cat, where have you been?’ by Russel Punter

Revise who the Queen is, debunking any misconceptions. Look at photographs of the Queen from a young age to now.

Know why she is important to Britain and the world but also understand she has very little power.

Understand the idea that in Britain there has been a king or queen ‘on the throne’.

Know about the story of the Queen as she has grown up.

Label the Queen’s children older, oldest etc.

Know some important dates in her history and how to say the date names e.g. nineteen 52.

Create a simple timeline to show the Queen and King George.

Using photos, create sentences using key vocabulary about how events in the Queen’s history e.g. jubilee in 1977, William and Kate getting married, prince George etc.

**Linked curriculum learning objective: Use a simple timeline to describe the life of Queen Elizabeth II**

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read ‘Pussy cat, pussy cat, where have you been?’ by Russel Punter

Use information to add into a simple timeline for the Queen and add in some key events.

http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_2006000/2006635.stm

Talk to others about the Queen’s timeline and events.

Listen to first-hand stories about the Queen from people who have met her or who have celebrated an event e.g. Golden jubilee.
**Year 1 spring 1**

**Link 1: [Know about the life of explorer Sir Ranulph Fiennes](http://britainexplorer.com/british-explorers-the-top-ten/)**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\)

Learn about Sir Ranulph Fiennes and his explorations. Show TV clips and photos.

Put a few of his main explorations onto a timeline.

Practise putting them into chronological order.

Write some simple facts about his life.

**Link 2: [Know about the life of explorer Ann Bancroft](http://britainexplorer.com/british-explorers-the-top-ten/)**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\), Sir Ranulph.

Revise some facts about Sir Ranulph.

Listen to the story and learn about some of the achievements of Ann Bancroft.

Put some of the main events onto a timeline.

Use key words to write about some facts about her expeditions.

**Link 3: [Know about the life of explorer Roald Amundsen](http://britainexplorer.com/british-explorers-the-top-ten/)**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\)

Revise some facts about Sir Ranulph and Ann Bancroft.

Talk to each other about what was similar and different about them.

Listen to the story and learn about some of the achievements of Amundsen and put some of the main simple events onto a timeline.

Show images and video clips.

Write some key facts about Amundsen.
**Link 4: Know about the life of explorer Gertrude Bell**

Share read extracts from ‘explorers’ by Andrea de Porti

- **Long-term memory quizzes, games and revision:** timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st
- Revise some facts about Sir Rannulph, Ann Bancroft and Roald Amundsen.
- Talk to each other about what was similar and different about them.
- Listen to the story and learn about some of the achievements of Gertrude Bell and put some of the main simple events onto a timeline.
- Show images and video clips.
- Write some key facts about Gertrude.

**Link 5: Know about the life of explorer Scott**

Share read extracts from ‘explorers’ by Andrea de Porti

- **Long-term memory quizzes, games and revision:** timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st
- Revise some facts about Sir Rannulph, Ann Bancroft, Gertrude Bell and Roald Amundsen.
- Talk to each other about what was similar and different about them.
- Listen to the story and learn about some of the achievements of Scott of the Antarctic.
- Show photos and clips. Put the events on a timeline and compare with Amundsen.
- Use the key words to compare the two expeditions, e.g. letter of congratulations from Amundsen to Scott.

**Linked curriculum learning objective:** Use a simple timeline to plot the recent history of exploration

Share read extracts from ‘explorers’ by Andrea de Porti

- **Long-term memory quizzes, games and revision:** timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st
- Revise some facts about Sir Rannulph, Ann Bancroft, Gertrude Bell, Scott and Roald Amundsen.
- Know how to set out a timeline back from today to capture some key events in exploration.
- Use ‘explorer’ book to add in some more explorations.
- Write some key facts about an explorer for a timeline.
Year 1: spring 2

Link 1: know about the royal family in the 1980s and their own personal history

Share read extracts from ‘A 1980s childhood from He-man to shell suits’ by Michael Johnson

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Using their own timelines, or the timeline of a teacher/headteacher – identify where they were and how old they were in the 1980s.

Count backwards in decades to understand how far back it was.

Look at the timeline of The Queen. Look at images and video clips of the royal family in the 1980s and put in some key events on the timeline such as Charles’ wedding.

Put 1980s on a timeline with other key events from their own history and family’s history.

Link 2: know about some of the toys and computers from the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from ‘A 1980s childhood from He-man to shell suits’ by Michael Johnson

Look at images of object from the 1980s including old computers and computer games.

Pretend to be historians and work together to say what something was and what it was used for.

Handle some toys and artefacts form the 1980s and discuss what it may he been used for and why.

Understand that sometimes history can be improved by inventions and events. Listen to and reflect on people’s ideas about computers in the 1980s. Understand how things can change because of inventions. [https://www.timetoast.com/timelines/history-of-the-computer-for-kids](https://www.timetoast.com/timelines/history-of-the-computer-for-kids)

Write a description of old computers.

Link 3: know about how TV has changed since the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from ‘A 1980s childhood from He-man to shell suits’ by Michael Johnson

Trace how events in TV have changed over time and track it in a timeline e.g. the start of Channel 4 and then channel 5. The start of breakfast TV. Children’s hour on TV and some of the old programmes such as Mr Ben, Play school etc.

Listen to older people’s reflections about TV in the past.

Start to compare the past with the present.
Write a few sentences about a programme e.g. Mary, Mungo and Midge

**Link 4:** [know about how TV has changed since the 1980s](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from ‘A 1980s childhood from He-man to shell suits’ by Michael Johnson

Revise how events in TV have changed over time.

Listen to older people’s reflections about music in the 1980s.

Watch Top of the pops from the 1980s and talk about about clothes, hair, music.

Write a few sentences about, from the evidence they have, what life was like in the 1980s.

**Linked curriculum learning objective:** Know what life was like near where they live in the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from ‘A 1980s childhood from He-man to shell suits’ by Michael Johnson

Revise what the evidence is telling us so far about the 1980s.

Look at photos and clips of Sheffield/Manchester in the 1980s.

Look at videos and clips of their own families and where they lived in the 1980s.

Compare with today e.g. busier roads, road markings etc.

Listen to reflections from older people about Sheffield/Manchester in the 1980s.

Write a few sentences about local history in the 1980s.
**Year 1 summer 1**

**Link 1: know about the royal family in the 1970s**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.

Revise some key events of the royal family in the 1980s.

Trace the timeline back to the 1970s.

Count back from the noughties back to the 1970s.

Look at some video clips and images of the family in the 1970s.

Label pictures with sentences.

Trace their own personal/family history back into the 1970s. Look at any photos they have from the 1970s and talk about what they see.

**Link 2: know about their town/city in the 1970s**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.

Learn about some of the main industries such as steel works/cotton. Look at some photos of their towns from the 1970s and compare them with the same places now.

Look at photographs of the same place but in different times e.g. train station in 1970, 1980, 1990, 2000 and 2018 and put them in order.

Write a few sentences about what they deduce about what has happened since the 1970s.

**Link 3: know to compare their town in 1970s with the town in the present**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.

Learn about some of the main industries such as steel works/cotton. Look at some photos of their towns from the 1970s and compare them with the same places now.

Write a few sentences about what they deduce about what has happened since the 1970s.

Look at prime sources such as photographs, artefacts.
Use the evidence they have to come up with a view on what the objects / images tell us about Sheffield/Manchester in the 1970s e.g. Meadowhall; Arndale Centre; shops etc.

Go on a ‘history’ hunt e.g. post boxes with GR on them; dates on old buildings; old mills.

**Link 4:** know what houses and furnishings in the 1970s looked like

- Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.
- Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.
- Look at prime sources from the 1970s such as ornaments, toys etc.
- Look at photos of houses and furnishings in houses in the 1970s and talk about how they are different.
- Write some simple sentences to say what life was like in the 1970s.

**Link 5:** know what music and fashion was like in the 1970s

- Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.
- Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.
- Listen to some music from the 1970s and some iconic photos of fashion and music.
- Watch Top of The Pops from 1970s.
- Write some sentences about life in the 1970s from everything they have learnt so far.

**Linked curriculum learning objective:** Know what life in their town was like in the 1970s

- Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.
- Share read extracts from ‘I can remember the 1970s’ by Patricia Hewitt.
- Revise what music, houses and furnishings were like in the 1970s.
- Listen to someone who lived in the 1970s and ask questions.
- Write a few sentences about life in the 1970s.
**Year 1: summer 2**

**Link 1: know what holidays looked like in the 1970s**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\), names of famous explorers and key events; key events in the 1980s.

Share read about holidays.

Look at photos about holidays in the 1970s.

Compare past and present photos of the same/similar place in the 1970s and the present.

Write some sentences about the holiday place in the 1970s.

**Link 2: know that first-hand oral evidence is an important historical source**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\), names of famous explorers and key events; key events in the 1980s.

Share read about holidays.

Revise some of the photos from holidays in the 1970s.

Listen to people talk about holidays in the 1970s.

Write some facts about what people said about holidays in the 1970s.

Add to their evidence they have collected so far about holidays in the 1970s. Write an evidence fact sheet from interviews and photo clips.

**Link 3: know that most people spent their holiday by the sea but some went to holiday camps**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20\(^{th}\), 21\(^{st}\), names of famous explorers and key events; key events in the 1980s.

Share read about holidays.

Watch video clips about holidays in the 1970s.

Add to what they have found so far about holidays in the 1970s.

Handle some holiday-related artefacts from the 1970s e.g. bucket and spade, beach ball, old postcards.

Look at photos and video clips of holiday camps such as Butlins.

Learn about beach huts. Lidos and chalets.
Linked curriculum learning objective: **What were holidays like in the 1970s?**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Look at some news reels about holidays in the 1970s.

Understand that historians look at a range of evidence to draw conclusions including what they see, what people say etc.

Revise what they have learnt so far

Put together their information to write some sentences about what holidays were like in the 1970s

**Bridging project**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Look at some 1970s fashion e.g. knitted swimwear, flares, bright colours.

Look at some more traditional 1970s fashion e.g. bowler hats.

Using a template, replicate a 1970s design and then create their own using the same style.

Create a shoe box 1970s house.