

History and Geography: Year 1

Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DINOSAURS How do we know that dinosaurs lived on Earth?	GREAT NATURALISTS Are animals as important as humans?	SNEINTON What is special about Sneinton?	WEATHER AND SEASONS What are seasons and why does our weather change?	FORESTS Why is Sherwood Forest important?	CASTLES Why doesn't Nottingham Castle look like other castles?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Understand the difference between things that happened in the past and the present - Use the terms past and present when telling others about an event - Describe things that happened to themselves and other people in the past - Order a set of events or objects based on when they happened - Group objects based on similarities and differences of things in the past and present	- Recall some facts about people/events studied - Understand how a location has changed over time - Describe how a significant person from the past has contributed to society - Describe how a significant person from the present has contributed to society	- Explore different ways in which the past is represented - Explore events, look at pictures, objects and artefacts and ask questions to compare - Look at books, videos, photographs, pictures and artefacts to build a picture about the past - Ask and answer questions about old and new objects	- Tell stories and experiences about the past - Talk, write, draw and role play events and people from the past

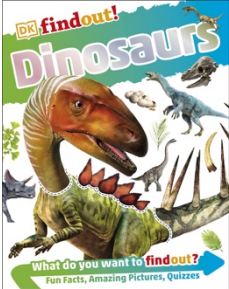
Geographical knowledge and skills to be developed across the year:

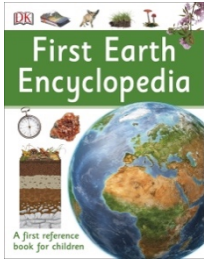
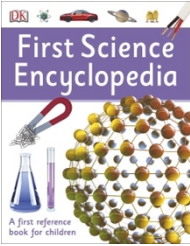
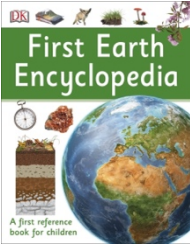
Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities - Understand geographical similarities and differences through studying the human and physical geography of the local area and Edwinstowe	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop - Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather	- Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on maps - Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, places of worship, parks, windmill and shops. - Use simple fieldwork and observational skills to study the geographical features of our school and the local area, identifying the human and physical geography e.g. note taking, videoing, data collection, sketches and observations - Use simple fieldwork and observational skills to compare the human and physical geography of our school with another area visited.	- Explain where they live and some of the physical features - Identify what they like and don't like about their locality and give reasons why - Answer some questions using different geographical resources - Ask relevant geographical questions

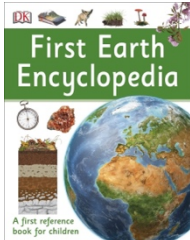
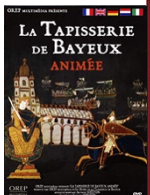
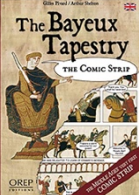
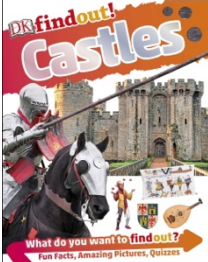
Key vocabulary to be developed across the year:

History	Geography
now, yesterday, last week, , before I was born, old, new then, same, different, past, present, after, future, museum, historian, palaeontologist When my parents/carers were young, when I was younger, a long time ago, a very long time ago	Physical features, human features, United Kingdom, maps, ocean, river, land, country, house, flat, street, town, road, post office, parks, landscape, city, village, windmill, location, area, atlas, globe, world, near, far, left, right, forwards, backwards

Supporting Texts:

Autumn 1	Autumn 2
DINOSAURS How do we know that dinosaurs lived on Earth?	GREAT NATURALISTS Are animals as important as humans?
	

Spring 1	Spring 2
SNEINTON What is special about Sneinton?	WEATHER AND SEASONS What are seasons and why does our weather change?
 	 

Summer 1	Summer 2
FORESTS Why is Sherwood Forest important?	CASTLES Why doesn't Nottingham Castle look like other castles?
 	  

Year 1: Autumn 1

Dinosaurs - How do we know that dinosaurs lived on Earth?

Historical Concepts

Chronological Understanding, Similarities and Differences, Significance

Historical Knowledge

What were the dinosaurs?

- I know that dinosaurs were animals that lived a long time ago.
- I know some of the ways dinosaurs were similar/different to animals alive today.
- I know that dinosaurs looked different because of what they ate and where they lived.

How did we find out about the dinosaurs?

- I know that palaeontologists discovered fossils and bones of dinosaurs.
- I know that Mary Anning found dinosaur bones.

Who was Mary Anning and why was she important?

- I can describe some of the key events of Mary Anning's life.
- I know that Mary Anning's finds changed what people knew about dinosaurs.
- I understand why some people think that Mary Anning was not treated fairly.

What happened to the dinosaurs?

- I know that dinosaurs are now extinct.

Geographical Concepts:

Locational and Place Knowledge

Geographical Knowledge

What is the Earth like and how did it change?

- I know that a globe shows us the Earth
- I know that the Earth is made up of land and water
- I know that the land is divided into groups called continents, but it didn't always look that way

Prior learning	Where is our learning going?
– I know that I live on a planet called earth and that there are different countries (FS) – I know that many living things have a skeleton and I have seen pictures of different skeletons (FS) – I understand that some things happened a long time ago and that life was different in times gone by (FS) – I know some of the key things that living things needs to survive (FS) – I have studied some different animals in-depth such as worms and bees (FS)	– Continents are given names (Y1, A2), (Y2 S1) – Water is divided into oceans and seas (Y1 A2) – Seas are given names (Y2 S2) – Women have not been treated equally to men (Y2 Su2), (Y5 A) – Living things can become extinct and there are people who act to stop this (Y1 A2), (Y2 S1), (Y3 S), (Y6 S)

Key Vocabulary

dinosaurs, past, extinct, time period, Triassic, Jurassic, Cretaceous, bones, skeleton, fossil, palaeontologist, herbivore, plants, carnivore, meat, claws, teeth, habitat

Year 1: Autumn 2

Great Naturalists – Are animals as important as humans?

Historical Concepts

Similarities and Differences, Significance

Historical Knowledge

Who was Charles Darwin and how did he find out about the natural world?

- I know that Charles Darwin lived a long time ago and David Attenborough is still alive.
- I know some of the key events in Charles Darwin's life that made him want to know more about animals
e.g. meeting a freed slave (John Edmonstone) who taught him taxidermy skills and described the rainforest to him.
- I understand why when he saw enslaved people in Brazil, it made him sad.

What did Darwin discover and why was it important?

- I know that Darwin travelled to different continents by boat and used sketches, journals and kept specimens to learn about the natural world.
- I know that Darwin realised that animals have changed over time and have changed to live in different environments.

Who is David Attenborough and how is he similar / different to Darwin?

- I know some of the key events in David Attenborough's life that made him want to know more about animals.
- I know that David Attenborough has travelled around the world in different ways.
- I know that David Attenborough uses film and narration to tell people about the natural world
- I understand why David Attenborough wants people to look after the natural world.

Geographical Concepts

Locational and Place Knowledge, Geographical Skills and Fieldwork

Geographical Knowledge

How can we describe land and water around the Earth?

- I know that land has been divided into continents and water into oceans and seas
- I can name some of the continents
- I know that continents have been divided into countries
- I understand that an island is a piece of land surrounded by water
- I understand that some places around the world are hotter than others

Prior learning	Where is our learning going?
– I have observed insects in their habitat and I have learnt facts about them. (FS) – I know that there are four seasons in England and I can tell you some of the signs that the seasons are changing (FS) – Living things can become extinct (Y1 A1) – The earth can be divided into water and land (Y1 A1) – Land is divided into continents (Y1 A1)	– The United Kingdom is in Europe and has four countries (Y1 S2) – There are hot and cold places around the world (Y2 S2) – There are different types of plants and animals around the world that live in different climates. – That climate is weather over a long time. There are different climates around the world. Plants and animals are suited to different climates. (Y2 S1, S2), (Y3 S), (Y4 S), (Y5 S), (Y6 S) – Living things can become extinct and there are people who act to stop this (Y2 S1), (Y3 S), (Y6 S) – People have been enslaved across history (Y2 S1), (Y3 S1), (Y4 A1), (Y4 Su2), (Y5 A, S, Su), (Y6 Su)

Key Vocabulary

Charles Darwin, David Attenborough, taxidermy, rainforest, slave, Brazil, natural world, evolution, environment, boat, sketch, journal, specimen, film, narration, natural world, continent, ocean, sea, country, island, weather, similarity/difference

Year 1: Spring 1

Sneinton – What is special about Sneinton?

Historical Concepts

Continuity and Change, Significance

Historical Knowledge

- I know how and why Green's Windmill was used.
- I understand that the way windmills have been used has changed over time.
- I know that George Green used to live in the Windmill and that he was a famous mathematician.

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge:

Where in the world is Sneinton?

- I know the UK is an Island and where it is on the map
- I know that the UK is an island and is made up of four countries
- I know the four countries and capital cities that make up the UK
- I know the names and locations of the seas around the United Kingdom
- I know that Nottingham is a city in England and that Sneinton is an area in Nottingham
- I know that Nottingham is built around the River Trent

What is it like in Sneinton?

- I know that Sneinton CE Primary is on a hill
- I know some of the key human and physical features of Sneinton CE Primary
- I know location and directional language to describe features on simple maps *e.g. near, far, next to, besides, on top of etc.*

What makes Sneinton special?

- I know and have visited key places around our school
e.g. windmill, King Edward park, St Stephen's CE Church, local mosque, Dales Library, City Farm, Sneinton Market
- I know the different places people work and live around Sneinton CE Primary

Prior learning	Where is our learning going?
– I know I live in Nottingham and this is in England (FS) – I have visited some different places in Sneinton e.g. City Farm, Windmill Playground etc. (FS) – I have drawn simple maps of my local environment (FS) – I have looked at maps of the world (FS) – I know there are different countries in the world and I have looked at pictures and videos to talk about how they might be similar / different to England (FS)	– Know ways that humans can use weather (windmill/turbine) (Y1 S2) – Know features of rural and urban areas, comparing Sneinton to Edwinstowe (Y1 Su1) – Compare life in Sneinton with that in Freetown, Sierra Leone (Y2 Su1) – Know why people choose to settle near rivers and how the River Trent was used by the Vikings (Y4 A), (Y4 Su) – Know some of the ways that Victorian Industrialisation has impacted Sneinton and Nottingham (Y5 A)

Key Vocabulary

United Kingdom, Scotland, England, Wales, Northern Ireland, island, map, country
Capital Cities, London, Belfast, Edinburgh, Cardiff
Sea, North Sea, Irish Sea, English Channel, Atlantic Ocean
Nottingham, Sneinton, River Trent, Hill, school, park, Green's Windmill, mathematician, human feature, physical feature, work, live, market, worship

Year 1: Spring 2

Weather and Seasons – What are seasons and why does our weather change?

Geographical Concepts

Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge:

What are the seasons and what is weather?

- I know the four seasons and typical weather associated with them.

What are the different types of weather and how do we prepare?

- I know different ways humans prepare for the weather.
- I know how different animals survive in different weathers.

How do we measure and record weather?

- I know that weather is monitored, recorded and can be predicted
- I know some of the weather symbols
- I know that temperature measures how hot or cold something is

How can we use weather to help us?

- Know why Green's Windmill is on a hill
- Understand the difference between windmills and wind turbines
- Understand that we can get energy using weather: sun and wind

How do our festivals and celebrations link to seasons?

- Know some of the local festivals and celebrations that take place in each season
e.g. Diwali, Harvest Festival, Bonfire Night, Good Fair, Nottingham Night Light, Eid, Christmas, Easter etc.

Prior learning	Where is our learning going?
– Know that there are hot and cold places around the world (Y1 A2) – know that there are four seasons in England and I can tell you some of the signs that the seasons are changing (FS) – I know the names of different types of weather (FS) – I know that different people celebrate different festivals and I can tell you some of the ways they celebrate e.g. Diwali, Chinese New Year, Eid (FS)	– Know where the hot and cold places around the world are and know some of the key features of hot and cold deserts (Y2 S1) – Know how some animals have adapted to survive in hot and cold places (Y2 S1) – Understand the water cycle and key human and geography factors affecting water security (Y4 S) – Know what floods and droughts are and the impact they can have (Y4 S) – Compare weather of other locations: Sierra Leone (Y2 Su1), Amazon Rainforest (Y3 S), Egypt (Y4 S), Caribbean (Y5 S), Greece (Y5 Su) – Know the difference between climate and weather (Y6 S)

Key Vocabulary

Season, weather, spring, summer, winter, autumn, monitor, record, predict, symbol, temperature, energy, festival, celebration, sunny, rainy, snow, storm, thunderstorm, brewing, sunshine, cloudy, hailstones, satellites, forecast, droplets, stormy, lightning, bolt

Year 1: Summer 1

Forests – Why is Sherwood Forest so important?

Historical Concepts

Significance

Historical Knowledge

What impact has Robin Hood had on Edwinstowe?

- Know some of the ways that the legend of Robin Hood has impacted Edwinstowe
(e.g. Robin Hood and Maid Marian statue, shop names and signs, St, Mary's Church, Major Oak)

Geographical Concepts

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge:

Is all of Nottingham the same as Sneinton?

- Know key features of rural and urban areas
- Know different types of habitats and wildlife found in our countryside

What is it like in the forest and why are they important?

- Know the different types of animals that live in our forests and their habitats
- Know that different animals will be seen in the forest in the day compared with night
- Know the difference between deciduous and coniferous trees
- Know how trees and plants in the UK change when our seasons change
- Know that forests give us many of the things we need food, timber, oxygen, medicine
- Know how forests are shown in maps

What happens when we cut down trees?

- Know reasons why trees are cut down
- Know some of the consequences of cutting down woodland
- Know how humans are trying to prevent forests being destroyed

Prior learning	Where is our learning going?
– I have observed a natural environment at Forest School and I can spot objects like fungi, berries and some different insects (FS) – I know some of the key things that living things need to survive (FS) – I have planted and observed daffodils and beans growing and noticed how they change (FS)	– Know that not all forests are the same: temperate deciduous (UK) compared to Rainforest (e.g. Amazon) (Y3 S) – Know that the Rainforest provides us with lots of useful resources (Y3 S) – Know some of the ways humans are negatively and positively affecting the world: ○ Pollution in oceans (Y2 S2) ○ Deforestation of the Rainforest (Y3 S) ○ Climate Change - Weather: droughts and floods (Y4 S) ○ Climate Change: Fossil fuels, farming and poaching (Y6 S)

Key Vocabulary

Map, rural, urban, habitat, wildlife, forest, deciduous, coniferous, seasons, food, timber, oxygen, medicine, cut down, de-forestation, consequences, destroy, Edwinstowe, sustainable, fuel.

Year 1: Summer 2

Castles – Why doesn't Nottingham Castle look like other castles?

Historical Concepts

Significance, Continuity and Change, Historical Interpretation

Historical Knowledge

What were castles like and why did we have them?

- I know that castles were built in the past to protect people.
- I know some of the features of a motte and bailey castle – inside and outside.
- I know some of the jobs that people living castles had.
- I understand that the way castles are used has changed over time.

Who was William the Conqueror?

- I know that William the Conqueror lived in France and invaded to Britain to be King.
- I know the Bayeux Tapestry tells us one side of what during the invasion.

What happened to Nottingham Castle?

- I know that Nottingham has a castle and William the Conqueror built it.
- I know that there are caves under the castle and they have been used in different ways.
- I know that Nottingham Castle today is not the same as the past
- I know that Nottingham Castle was set on fire and destroyed in the past (1831)
- I know that people destroyed it as a rebellion because they were not given the right to vote

Geographical Concepts

Geographical Skills and Fieldwork

Geographical Knowledge

- I know where Nottingham Castle is compared to Sneinton using maps
- I know what it is like there (human and physical) using geographical skills and fieldwork techniques

Prior learning	Where is our learning going?
– Know that Sneinton is in Nottingham (Y1 Su1) – I have noticed castles in traditional tales I am familiar with and I can tell you some of the features (F2) – I have drawn simple maps of my local environment (F2) – I have found out about England's current Royal family and I know some facts about them (F2)	– Know that Britain's history has been shaped by invaders and settlers and fortifications have been built for protection and control: ○ Stone Age/Indus Valley (Y3 A) ○ Roman Britain (Y3 Su) ○ Viking Britain (Y4 A) – Know that Anglo Saxon rule ended when William the Conqueror defeated King Harold at the Battle of Hastings 1066 (Y4 A) – Know that women fought for equal rights to vote (Y2 S2) – Know that Nottingham has a tradition of being a city of rebels e.g. Luddites (Y5 A)

Key Vocabulary

Castle, protect, job, tapestry, invasion, France, King Soldiers, Taxes, Archery, Hero, Knight, Armour, Shield, Motte and Bailey, Norman, Battle of Hastings, Drawbridge, Medieval, Fortress, Battlements, Moat, Portcullis, Arrow loops, Lord/Lady, Jester, Invasion, rebellion