Cumwhinton School Curriculum – History Y1 SUM		
Y1	NC CONTENT	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] Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 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 Significant historical events, people and places in their own locality

History

Abstract themes across history   Historical Concepts   Historical Methods   Historical Perspectives

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	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 Gunpowder Plot)	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. (Monarchy)	
Historical concepts			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Historical methods	Significant historical events, people and places in their own locality (Personal History)		
Historical Perspectives	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

		Was it more fun to play in the past?
	NC CONTENT	**CUMWHINTON CURRICULUM**
Finding out (Facts & knowledge)	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	What toys do we play with now? Discuss favourite toys. What do we play with? Gather a variety of ideas including games consoles, virtual reality headsets and also toys available in the past (footballs, skipping ropes etc). Explain that we live in the 21st Century. This began in the year 2000 and will end in 2099. Place the 21st Century on a class timeline. What materials are our toys made of? Use some physical examples for children to examine. Children to describe their own favourite toy, how they play with it and what it is made from. Family Favourites Looking at the timeline with 21st century labelled, can we work out the name of the century our parents or grandparents were playing with toys in? Add 20th Century to the timeline. Write questions for parents / grandparents to find out about their favourite games/toys//TV shows. Gather responses and add to timeline. Victorian Toys Discuss and add the 19th Century to the class timeline/ Show Victorian toy presentation (see server) and discuss/explain the use of toys. Explore the materials used in Victorian toys. Are any things similar to what we have today? Choose some toys and compare (E.g. car / remote controlled car).
Using (Applying & analysing)		How do our toys compare with early 20th Century toys? Compare toys (images) of toys from the present day and the early 20th century (teddy bears, Crayola crayons, Meccano – see presentation on server). Children to record similarities and differences between past and present versions of the toys.
Concluding (Evaluating & summarising)		Would it be more fun to have the toys in the past? Discuss the pros and cons of toys now and then. Did Victorian children use their imaginations more? Were they more active? Or are modern toys such as virtual reality much more fun for children. Children to create a poster advertising their favourite toy, explaining why it is their choice