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| **SUBJECT: History** | **YEAR: A** | | **TERM: Autumn 1** | | **YEAR GROUP: 1** |
| **KEY QUESTION:** When was the first aeroplane flight? Why are the Wright Brothers significant individuals? Who is Amelia Earhart? | | | | | |
| **PREVIOUS KNOWLEDGE**:  • Talk about the lives of the people around them and their roles in society.  • Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class.  • Understand the past through settings, characters and events encountered in  books read in class and storytelling. | | | | | |
| **End of Unit Objectives** | | | | | |
| *Some children will not yet have met what is expected and show they are* ***working towards*** *because they can:* | | *Most children will show they have reached the* ***expected*** *level because they can:* | | | *Some children will have gone beyond the expected level and show that they are working at* ***greater depth*** *because they can:* |
| **How did people try to fly?** | | | | | |
| With support, I can explain one way in which people tried to fly in the past. | | I can explain some ways in which people tried to fly before the invention of the aeroplane. | | | I can explain some ways in which people tried to fly before the invention of the aeroplane and can use my understanding to begin to explain why they might have tried these methods. |
| **When was the first aeroplane flight?** | | | | | |
| I can talk about events using phrases like ‘long ago’, ‘before I was born’ and ‘in the past.’ | | With support, I can recall the date of the first aeroplane flight. | | | I know the year of the first aeroplane flight. |
| **Who invented the aeroplane?** | | | | | |
| I can ask questions about who may have invented the aeroplane. | | With support, I can name who invented the aeroplane. | | | I can name who invented the aeroplane and with support, begin to make suggestions as to why their efforts were successful compared to other inventors. |
| **Who were the Wright brothers?** | | | | | |
| With support, I can explain who the Wright brothers were. | | I can explain who the wright brothers were. | | | I can explain who the wright brothers were and why they were significant to the history of aviation. |
| **How have aeroplanes changed over time?** | | | | | |
| I can identify one way in which planes have changed over time. | | I can explain a variety of ways in which aeroplanes have changed over time. | | | I can explain a variety of ways in which aeroplanes have changed over time and with support can begin to give reasons for some of these changes e.g safety, speed. |
| **Who is Amelia Earhart?** | | | | | |
| With support, I can explain who Amelia Earhart is. | | I can explain who Amelia Earhart is. | | | I can explain who Amelia Earhart is and why she is an important historical figure. |
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| **How do aeroplanes work?** | | | | | |
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| **How do planes fly?** | | | | | |
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| **Key Vocabulary (Taken from the History Progression Grids)**  **Year 1**  Use common words and phrases relating to the passing of time. tradition research (non-)fiction event artefact museum curator long ago yesterday then when now last next before/after first/second (etc) days months prehistoric | | | | | |
| **ENRICHMENT OPPORTUNITIES –What can we give children to help them remember?**   * The use of good quality videos and websites to enhance learning * Research opportunities to guide their own learning * The opportunity to create models to demonstrate and to consolidate learning * Use of practical tasks to understand how things work | | | | **CROSS-CURRICULUAR LINKS -What links can we make to help children make sense of what we want them to know and be able to do?**  This fits with core subjects through:   * English – report writing, explanation texts * Maths – measuring, graphs, Venn/Carroll diagrams-sorting | |