

# Cantrell Primary School History Curriculum

## Year 1: How has communication changed over time?

*NC reference: changes within living memory*

### Objectives:

- Be able to understand how we communicate with each other.
- Be able to name and describe an important person from the past
- Be able to explore and order the early forms of communication.
- Be able to sort images of methods of communication into the past and present.
- Be able to understand how and why phones have changed over time.

### Key Factual Learning:

- ✓ Communication is a way of getting a message to another person
- ✓ Today we can communicate by telephone, texting, Facebook (social media), apps, Facetime, video call, emails, computers
- ✓ Early forms of communication included cave paintings, smoke signals and carrier pigeons. This was before technology developed to enable us to communicate.
- ✓ Past is something that has already happened and the present is what is happening now.
- ✓ Present forms of communications are phones, texts, letters, facetime.
- ✓ Alexander Graham Bell invented the first telephone which was on the wall.
- ✓ Telephones have changed over time.
- ✓ Present mobile phones are cordless, made of plastic, and smaller and now have the ability to text/play games/ take pictures etc.

### Practical Tasks (Historical Enquiry):

- Discuss how we communicate by identifying how they can talk to others. List and draw different types of communication. **2**
- Talk and ask questions to adults (e.g. older relatives, family friends, teachers) about the change in communication during their lifetime. Discuss changes that have happened in since they were born (Homework) **1, 5**
- Ask questions about Alexander Graham Bell using hot seating then create a fact file about him. **3**
- Explore early forms of communication and put them in chronological order on a timeline. Use paint, sticks and fingers to write messages like cave men, make carrier pigeons with a message attached to their feet and build a pretend fire and pretended to communicate using smoke signals **1**
- Sort different communication methods from the past and present in a chart using pictures. **4**
- Discuss how and why phones have changed over time and create a timeline of telephones through the ages and use some real-life examples. **1, 2**
- **END OF UNIT ASSESSMENT: sort photos of past and present forms of communication.**

### Key Vocabulary:

Communication, telephone, email, verbal, written letters, newspapers, landline telephones, emails, mobile phones, text messages, social media, Alexander Graham Bell, carrier pigeons, smoke signals, cave painting, past, present, inventor.

### Cross-Curricular Links:

Computing/RSHE - computer safety.

# Cantrell Primary School History Curriculum

## Year 1: How has the police force changed since 1829?

*NC reference: the lives of significant individuals who have contributed to national and international achievements*

### Objectives:

- Be able to recognise the difference between past and present objects.
- Be able to understand the role of the Police and how this was caused by past events.
- Be able to name and describe an important person from the past.
- Be able to compare similarities and differences and order images on a timeline.

### Key Factual Learning:

- ✓ Today police officers wear helmets, vests, boots and carry torches, radios, handcuffs, a baton and drive police cars.
- ✓ In the past, police officers wore blue top hats & tail coats, used whistles and carried wooden truncheons. They used to travel on foot or by horse.
- ✓ Police officers are there stop crime and keep us safe and arrest criminals.
- ✓ In the past, only men were police officers and now any adult can be part of the police force.
- ✓ The police force was started by Robert Peel in London.
- ✓ Robert Peel saw that people were breaking the law and nobody was doing anything about it.
- ✓ Police uniform and equipment has changed over time since the start of the police force.

### Practical Tasks (Historical Enquiry):

- Create a list of past and present Police Equipment. **4**
- Discuss and question the role of a police officer and why they are needed. **2**
- Produce a fact file (as part of a police leaflet) about who Robert Peel was and why he set up the Police force **2, 3**
- Compare similarities and differences to the police uniform over time and sequence images on a timeline. **1, 4**
- **END OF UNIT ASSESSMENT: Talk to and ask questions to a person in role, either by having a real-life police officer visit the classroom or by role playing.**

### Key Vocabulary:

Robert Peel, police force, timeline, equipment, handcuffs, helmets, radio, vests, police car, truncheon, uniform, whistle, baton, similarities and differences, arrest, criminals, top hats, tail coats, horse, crime

### Cross-Curricular Links:

English – real life super heroes information book

# Cantrell Primary School History Curriculum

## Year 1: Who has travelled in space?

NC reference: the lives of significant individuals who have contributed to national and international achievements

### Objectives:

- Be able to identify which animals were sent to space.
- Be able to understand that changes were made after animals were sent to space.
- Be able to sequence events on a timeline.
- Be able to name and describe an important person from the past.
- Be able to name and compare important people from the past.

### Key Factual Learning:

- ✓ Different animals were sent to space before humans e.g. Albert the monkey and Laika the dog, flies, mice, rabbits and cats.
- ✓ An astronaut wears a space suit, gloves, helmet, space boots and a life support system on their back to keep them alive.
- ✓ Neil Armstrong was an American astronaut.
- ✓ In 1969 Neil Armstrong was the first astronaut to land on the moon in a spacecraft called Apollo 11.
- ✓ The first astronaut to go into space was Uri Gagarin.
- ✓ Mae Jemison was the first black woman in space. She is alive today.
- ✓ Tim Peake is a British astronaut who spent time on the International Space Station. He is alive today.

### Practical Tasks (Historical Enquiry):

- Create a poster of the animals that were sent to space. **2**
- Discuss what an astronaut it and label one and what they need to survive in space. **2**
- Sequence images of events in space travel using a timeline and identify which happened before they were born and which happened after they were born. **1**
- Discuss and answer questions about Neil Armstrong. **3**
- Research and compare the differences between Uri Gagarin, Neil Armstrong, Mae Jemison and Tim Peake and write fact files. **3, 4, 5**
- **END OF UNIT ASSESSMENT: sort images of different animals and people into “went to space” and “did not go to space”.**

### Key Vocabulary:

astronaut, space craft, American, moon, Apollo 11, space, timeline, rocket, orbit, Neil Armstrong, Tim Peake, Mae Jemison, Uri Gagarin, International Space Station, life support system, animals.

### Cross-Curricular Links:

Art – study Catherin Machin space art and create own space art using printing.

# Cantrell Primary School History Curriculum

## Year 1: What are castles and why were they built?

NC reference: significant historical events and places in their locality (Nottingham castle)

### Objectives:

- Be able to name an important person from the past and what caused him to build castles.
- Be able to identify the main features of a historical building.
- Be able to understand why the main features of a historical building were important.
- Be able to compare similarities and difference between castles using different sources.

### Key Factual Learning:

- ✓ King William I ordered the first castles to be built.
- ✓ Castles were built to protect people from invaders.
- ✓ They were built on hilltops so that invaders could be seen at a distance.
- ✓ Castles were made of stone or wood.
- ✓ Castles had thick walls around them to make them strong. These were called curtain walls. Curtain walls had small windows called arrow slits for archers to fire from. Guards could keep watch from on top of the walls.
- ✓ The only way into a castle was through the gatehouse.
- ✓ A moat is dirty water that surrounds the castle.
- ✓ A portcullis is the metal door that leads into a castle.
- ✓ The drawbridge was raised so that invaders could not get in.
- ✓ Nottingham Castle was built on a hill. The keep was at the top of the hill surrounded by a ditch.
- ✓ Nottingham castle has been rebuilt. It was made of wood but is now made of stone.
- ✓ The original castle was built by William the Conqueror.
- ✓ The castle still has outer walls and a gatehouse.
- ✓ The castle has caves underneath which lead to the city.

### Practical Tasks (Historical Enquiry):

- Write facts about why castles were built using oral retell. **2**
- Label the main parts of a castle. **Vocabulary/fact lesson**
- Write facts about the parts of a castle and why they are important. **2**
- Visit a castle in local area (Nottingham castle) then compare similarities and differences with other castles that we have looked at. **4, 5**
- **END OF UNIT ASSESSMENT: draw and label own castle.**

### Key Vocabulary:

Castle, curtain wall, tower, keep, moat, arrow slits, drawbridge, portcullis, invaders, protect, hill top, Nottingham Castle.

### Cross-Curricular Links:

D&T – create a free standing structure (castle)  
English – castles oral retell, Will's Dream