



Jerry Clay Academy
Subject Knowledge Organiser

Subject: History

Year Group: Year 1

Term: Spring 1

Core Learning of This Unit:

- **To develop an understanding of what it feels like to belong.**
- **To develop awareness how Historical events or significant people from the past who have impacted society today and changed how society leads their lives in the modern day.**
- To develop awareness of the past, using common words and phrases relating to the passing of time.
- To know where people and events fit within a chronological framework.
- To identify similarities and differences between the ways of life in different periods.
- To use wide vocabulary of everyday historical terms.
- To ask and answer questions and use other sources and stories to show they understand key features of events.
- To understand about the different ways we find out about the past.

Prior Learning:

- Children have started to develop their understanding of what History is.
- Children are starting to ask questions and answer questions linked to a topic.
- Children are using different ways to find out research about historical events and significant individuals.

National Curriculum Statements:

- Pupils should be taught about changes to the living memory to show how these changes have effected national life.
- Pupils should be taught about events beyond living memory that are significant nationally or globally.
- Pupils should be taught about 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.

Key Vocabulary:

- Year
- Similarities
- Differences
- Important
- Memories
- Modern
- Decade
- Century
- Date Order

Significant People



Florence Nightingale

Florence Nightingale was an English social reformer and statistician, and the founder of modern nursing. Nightingale came to prominence while serving as a manager and trainer of nurses during the Crimean War, in which she organised care for wounded soldiers.