



**Subject:** History

**Year Group:** Year 1

**Term:** Autumn 2

**Main strands within this History unit**

Government	<ul style="list-style-type: none"><li>• To explain what is meant by the government.</li><li>• Understanding the role of this at specific time periods.</li><li>• Understanding and explaining the impact this has on society today, particularly focusing on British history.</li><li>• Identifying and explaining the impact of significant people within the government at different time periods.</li></ul>
Monarchy	<ul style="list-style-type: none"><li>• To understand what is meant by the monarchy.</li><li>• To identify how the monarchy has changed.</li><li>• To compare different monarchs and how these were ruled.</li><li>• To explain the impact the monarchy has on society today (particularly focusing on British history).</li></ul>
Religion	<ul style="list-style-type: none"><li>• To understand what is meant by religion.</li><li>• To understand how religion has affected historical events.</li><li>• To identify changes to religions throughout history and the reasons behind these changes.</li><li>• To explain the impact religion has on society today (particularly focusing on British history).</li></ul>
Communication	<ul style="list-style-type: none"><li>• To explain what is meant by communication.</li><li>• To compare different types of communication within historical events.</li><li>• To identify how communication has changed and the reasons behind these changes.</li><li>• To explain the impact changes to communication have had on society today (particularly focusing on British history).</li></ul>
Chronology	<ul style="list-style-type: none"><li>• To explain what is meant by chronology.</li><li>• Identifying when significant time periods arose.</li><li>• Ordering and comparing significant events with other historical events on the timeline.</li><li>• Using timelines to demonstrate knowledge before and after AD.</li><li>• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history).</li></ul>



Jerry Clay Academy  
Subject Knowledge Organiser

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### **Core Learning of This Unit:**

- **To develop knowledge and awareness of changes to buildings in History, predominantly looking at changes to castles**
- 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 show a basic understanding of things that happened in the past (this may just be in the last few days and weeks).
- Children are starting to ask questions and answer questions linked to a topic.

### **National Curriculum Statements:**

- 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.
- Significant historical events, people and places in their locality

### **Key Vocabulary:**

- Year
- Different
- Detective
- Materials
- Similarities
- Differences
- Important
- Memories

### **Significant People**



#### **Queen Victoria**

Victoria was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876, she adopted the additional title of Empress of India. Known as the Victorian era, her reign of 63 years and seven months.