



Main strands within this History unit

Government	<ul style="list-style-type: none">• To explain what is meant by the government.• Understanding the role of this at specific time periods.• Understanding and explaining the impact this has on society today, particularly focusing on British history.• Identifying and explaining the impact of significant people within the government at different time periods.
Communication	<ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history).
Causation	<ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history).
Democracy	<ul style="list-style-type: none">• To explain what is meant by democracy.• To recognise how democracy has changed and the impact this has had on society today.• To compare and contrast different types of democracy.• To understand where democracy can be used in different scenarios.• To explain the impact democracy has on society today (particularly focusing on British history).
Religion	<ul style="list-style-type: none">• To understand what is meant by religion.• To understand how religion has affected historical events.• To identify changes to religions throughout history and the reasons behind these changes.• To explain the impact religion has on society today (particularly focusing on British history).



Jerry Clay Academy
Subject Unit Overview

Subject: History

Year Group: Year 1

Term: Summer 2

Core Learning of This Unit:

- To develop an awareness of incredible creatures and how these have changed
- To develop an understanding of how there are different sources of research due to changes to technology.
- 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.

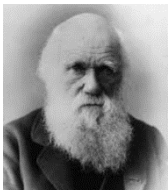
National Curriculum Statements:

- 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
- Inventions
- Homes
- Evolution

Significant People



Charles Darwin

Charles Robert Darwin, was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution. His proposition that all species of life have descended over time from common ancestors is now widely accepted, and considered a foundational concept in science.