



Year 1

Explorers (Neil Armstrong and Christopher Columbus)

Key Area	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Adaptations for Learners
Chronology	<ul style="list-style-type: none"> - Know what an 'explorer' is. - Learn about Neil Armstrong and Christopher Columbus as explorers. 	<ul style="list-style-type: none"> - Put Neil Armstrong and Christopher Columbus on a simple timeline. - Talk about when they lived and what they did. 	<ul style="list-style-type: none"> - Explorer - Timeline - Trip 	<ul style="list-style-type: none"> - Use pictures to show their journeys. - Colour-code important events.
Timeline	<ul style="list-style-type: none"> - Know when Columbus sailed (1492) and when Armstrong went to the moon (1969). 	<ul style="list-style-type: none"> - Make a simple timeline of important events in their journeys. - Compare Columbus's and Armstrong's trips. 	<ul style="list-style-type: none"> - Sail - Fly - Moon 	<ul style="list-style-type: none"> - Create a visual timeline with dates and pictures. - Use stickers to mark important events.
Evidence Base	<ul style="list-style-type: none"> - Learn about Columbus's travels and Armstrong's moon landing. - Understand where we get our information (like books and videos). 	<ul style="list-style-type: none"> - Talk about how we know what they did, using maps and pictures. - Discuss why their journeys were important. 	<ul style="list-style-type: none"> - Map - Story - Picture 	<ul style="list-style-type: none"> - Show videos and read stories about their travels. - Provide simple pictures and stories for discussion.
Significance	<ul style="list-style-type: none"> - Know why Columbus is famous for finding America and why Armstrong is famous for going to the moon. 	<ul style="list-style-type: none"> - Discuss why their journeys are important to us today. - Talk about how they changed the way we see the world. 	<ul style="list-style-type: none"> - Important - Find - Space 	<ul style="list-style-type: none"> - Use group discussions to talk about their importance. - Encourage kids to share what they think is important about explorers.
Interpretation	<ul style="list-style-type: none"> - Understand that people think differently about Columbus (like how it affected other people). - Know how Armstrong did something special. 	<ul style="list-style-type: none"> - Talk about how different people see explorers in different ways. - Compare how their journeys were viewed at the time. 	<ul style="list-style-type: none"> - Think - See - Special 	<ul style="list-style-type: none"> - Provide questions to think about different views. - Use role-play to act out their journeys.



Geography/Map	- Find places related to Columbus (like Spain and the Americas) and Armstrong (the moon).	- Use maps to show where they traveled. - Talk about why those places are important.	- Place - Travel - World	- Provide maps with pictures of places. - Use games to find places on the map.
Culture	- Learn how their journeys helped people learn new things (like new lands and space). - Discuss the excitement of space travel.	- Explore how their journeys changed the world and people's ideas. - Talk about how space travel makes us dream of new things.	- Learn - New - Dream	- Use art projects to explore cultures they found. - Encourage kids to draw what they imagine about space travel.
Key Figures	- Understand that Columbus and Armstrong are important people in history. - Learn what they did and why they are remembered.	- Research who they were and the challenges they faced. - Discuss how their actions are important today.	- Person - Hero - Remember	- Create simple posters about their lives. - Use stories to discuss what makes them important.

Toys Over Time

Key Area	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Adaptations for Learners
Chronology	- Know how toys have changed from older materials like wood and metal to newer materials like plastic .	- Put the history of toys in order from old to new. - Talk about how toys are different now compared to the past.	- Toy - Old - New	- Use pictures of toys to show changes over time. - Create a simple matching game with old and new toys.
Timeline	- Know how toys changed with the use of plastic and other materials. - Understand the different types of toys over the years.	- Make a simple timeline of toys showing important changes. - Compare toys from different times.	- Change - Toy type - Plastic	- Provide a visual timeline with toy images. - Use sorting activities to compare types of toys.

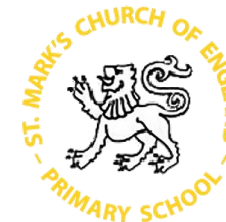


Evidence Base	<ul style="list-style-type: none"> - Learn about different toys and how they became popular (like TV characters). - Understand how toys are made and what they are made from. 	<ul style="list-style-type: none"> - Talk about where we find information about toys (like books and videos). - Discuss why certain toys are loved by kids. 	<ul style="list-style-type: none"> - Book - Video - Popular 	<ul style="list-style-type: none"> - Use videos showing toy history. - Provide books or pictures for students to explore different toys.
Significance	<ul style="list-style-type: none"> - Know how toys can be fun and important for learning. - Recognise how toys reflect what is popular at the time (like characters from shows). 	<ul style="list-style-type: none"> - Discuss why some toys are more popular than others. - Explore how toys can teach us new things. 	<ul style="list-style-type: none"> - Fun - Learn - Popular 	<ul style="list-style-type: none"> - Engage students in sharing their favourite toys. - Use guided questions to explore why they like certain toys.
Interpretation	<ul style="list-style-type: none"> - Understand that different people have different favourite toys and reasons for them. - Recognise how toys can mean different things to different kids. 	<ul style="list-style-type: none"> - Talk about how kids might see toys differently based on their experiences. - Discuss how toys can make us feel happy or sad. 	<ul style="list-style-type: none"> - Different - Feel - Happy 	<ul style="list-style-type: none"> - Provide questions for discussion about feelings related to toys. - Use role-play to act out feelings towards toys.
Geography/Map	<ul style="list-style-type: none"> - Know where some toys are made (like teddy bears from the UK or plastic toys from other countries). - Recognise global markets for toys. 	<ul style="list-style-type: none"> - Use maps to show where popular toys come from and how they are sold worldwide. - Discuss local vs. global toy production. 	<ul style="list-style-type: none"> - Map - Make - Sell 	<ul style="list-style-type: none"> - Provide maps showing where toys are made. - Use interactive games to find countries that produce toys.
Culture	<ul style="list-style-type: none"> - Learn how toys show what is important to different cultures (like traditional games). - Discuss how toys can be shared and enjoyed by everyone. 	<ul style="list-style-type: none"> - Explore different toys from around the world and what they mean to people. - Talk about how toys can bring us together. 	<ul style="list-style-type: none"> - Share - Culture - Together 	<ul style="list-style-type: none"> - Use art projects to create toys from different cultures. - Encourage sharing stories about toys from home.
Key Figures	<ul style="list-style-type: none"> - Know about people who created popular toys (like the inventors of LEGO). - Understand their importance in making toys that kids love. 	<ul style="list-style-type: none"> - Research inventors of popular toys and what made them special. - Discuss how their ideas changed playtime for kids. 	<ul style="list-style-type: none"> - Inventor - Create - Love 	<ul style="list-style-type: none"> - Create simple posters about toy inventors. - Use stories to discuss what makes inventors important.



Transport Over Time

Key Area	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Adaptations for Learners
Chronology	<ul style="list-style-type: none"> - Know about different types of transport (like cars, trains, and bicycles) and how they have changed over time. 	<ul style="list-style-type: none"> - Put transport in order from old to new. - Talk about how transport has improved over the years. 	<ul style="list-style-type: none"> - Transport - Old - New 	<ul style="list-style-type: none"> - Use pictures of transport types to show changes over time. - Create a simple matching game with old and new transport.
Timeline	<ul style="list-style-type: none"> - Know when important inventions were made (like the wheel). - Understand how different transport types help us travel. 	<ul style="list-style-type: none"> - Make a simple timeline showing important transport inventions. - Compare how different transport works today. 	<ul style="list-style-type: none"> - Wheel - Car - Train 	<ul style="list-style-type: none"> - Provide a visual timeline with transport images. - Use sorting activities to compare types of transport.
Evidence Base	<ul style="list-style-type: none"> - Learn how different transport types work and what they are used for (like cars for travel and bikes for fun). - Understand why the wheel is important. 	<ul style="list-style-type: none"> - Talk about where we find information about transport (like books and videos). - Discuss how we know about transport from the past. 	<ul style="list-style-type: none"> - Book - Video - Important 	<ul style="list-style-type: none"> - Use videos showing the history of transport. - Provide books or pictures for students to explore different transport.
Significance	<ul style="list-style-type: none"> - Know why transport is important for moving people and goods. - Recognise how it helps us explore the world (like space travel). 	<ul style="list-style-type: none"> - Discuss how transport changes the way we live and connect with others. - Explore how space travel helps us learn about our planet and beyond. 	<ul style="list-style-type: none"> - Important - Move - Explore 	<ul style="list-style-type: none"> - Engage students in discussions about their experiences with transport. - Use guided questions to explore its importance.
Interpretation	<ul style="list-style-type: none"> - Understand that people might have different favourite types of transport. - Recognise how transport can mean different things to different people. 	<ul style="list-style-type: none"> - Talk about how different people see transport in different ways based on their experiences. - Discuss how transport can change how we feel. 	<ul style="list-style-type: none"> - Different - Feel - Favourite 	<ul style="list-style-type: none"> - Provide questions for discussion about feelings related to transport. - Use role-play to act out experiences with transport.
Geography/Map	<ul style="list-style-type: none"> - Know where different transport types are used around the world (like trains in cities or planes for long trips). - Recognise the global aspect of transport. 	<ul style="list-style-type: none"> - Use maps to show how transport connects different places and countries. 	<ul style="list-style-type: none"> - Map - Travel - Connect 	<ul style="list-style-type: none"> - Provide maps showing transport routes around the world. - Use interactive games to find countries connected by transport.



		- Discuss local vs. global transport options.		
Culture	- Learn how different cultures use transport (like traditional boats or rickshaws). - Discuss how transport can connect us with other cultures.	- Explore how transport reflects the values and needs of different societies. - Talk about how transport helps share cultures and traditions.	- Share - Culture - Connect	- Use art projects to create models of different transport types from around the world. - Encourage sharing stories about transport experiences.
Key Figures	- Know about important inventors of transport (like the Wright brothers for airplanes). - Understand their contributions to how we travel today.	- Research who invented important types of transport and what made them special. - Discuss how their inventions changed our daily lives.	- Inventor - Create - Travel	- Create simple posters about transport inventors. - Use stories to discuss what makes inventors important to our travels.

Explanation of Columns:

- **Substantive Knowledge:** Core historical facts and content.
- **Disciplinary Knowledge:** Historical skills related to timelines, evidence, significance, and interpretations.
- **Key Vocabulary:** Essential terms related to the topic.
- **Adaptations for Learners:** Strategies to support diverse learning needs, including scaffolding, hands-on activities, and visual aids.