

Year 1: Autumn Term-Amazing Us –How am I making history?



Knowledge Organiser:

Must Haves:

- To understand what we mean by history.
- To suggest how we might find out about something in the past-using primary and secondary sources.
- To develop an understanding of personal chronology.
- Can order objects/events on a simple timeline.
- Can use vocabulary such as past, present and memory.
- Can identify similarities and differences.

Key Vocabulary		History skills	Sources of information
Past/Then	Times past, eg yesterday or a long time ago	We are historians: • I understand what the past and present/now means. • I can sequence events from my life on a timeline. • I can identify the main differences between old and new toys. • I can classify toys from Victorian times, my parents' toys, and toys I play with now and place them on a timeline. • I can identify how things have changed and suggest why. • I can ask questions to find out more information about the past. • I can find answers to questions from different sources of information.	
Present/Now	Things that happen now		
Chronology	A chronology is like a timeline: it tells what happened when.		
History	History is the study of the past. The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future.		
Change	Studying how a certain topic or theme in history has changed from one period to another period.		
Timeline	A timeline is a way of visually sequencing events in chronological order.		
Sources	Primary sources are original first-hand accounts of an event, topic, or historical period. A secondary source is a second-hand account. that interprets primary sources.		



baby



toddler



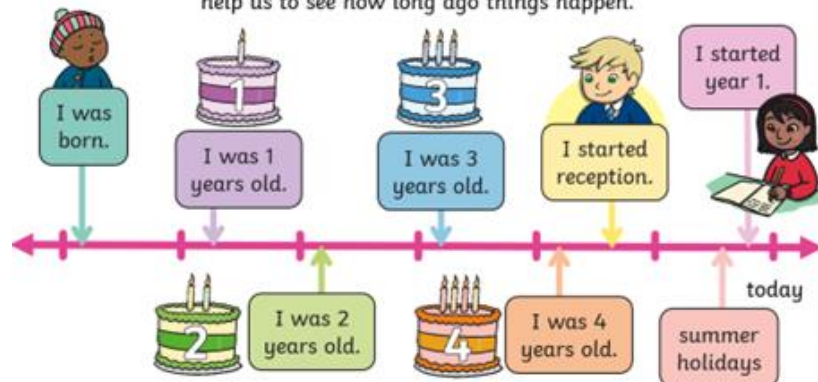
child

Timelines



Timelines

Timelines help us to remember the order that events happen in. They also help us to see how long ago things happen.



Primary and secondary sources

Primary Sources

Primary sources are information and objects that come **from the time** being studied. Some examples include:



Secondary Sources

Secondary sources of historical information are people's views of information and objects which are made **after the time** being studied. Some examples include:



Key Knowledge and questions

Key Knowledge:

- Knowledge and understanding of events, people and changes in the past:**
What toys do you play with? What toys did your parents and grandparents play with? What toys did children play with in Victorian times?
- Historical enquiry:**
What toys did children play with in the past? How are toys from the past different to the ones played with today? What were they made from?
- Historical interpretation:**
What similarities/differences do toys in the past have with toys today?
- Historical interpretation:**
What toys did rich/poor children play with?
- Chronological understanding:**
Which toys are older/newer? Can you order toys on a timeline?



wooden peg doll



porcelain doll



Queen Victoria



clockwork train



electric train set