








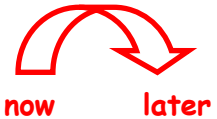
Year 1 History Autumn Term

This term in History, we are exploring Mary Seacole and Florence Nightingale

Our Key Learning Objectives	Red	Orange	Green
I can create a timeline of Mary Seacole's life.			
I can understand what Mary Seacole is famous for and what was her contribution to			
I can explain why we should remember Mary Seacole.			
I can create a timeline of Florence Nightingale's life.			
I can understand what Florence Nightingale is famous for and what was her contribution to			
I can explain why we should remember Florence Nightingale .			
I can explain what is the same and different about Mary Seacole and Florence Nightingale.			

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

<u>Then</u> 	<u>Year</u> 	<u>Day</u> 	<u>Today</u> 
<u>Now</u> 	<u>Month</u> 	<u>Yesterday</u> 	<u>Next week</u> 

Write down any questions you would like to explore further.

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Beacon 1

- Name a significant figure
- Name a historical event
- Describe some changes in the local area
- Recall key facts about a figure or event
- Use a timeline to order events
- Identify similarities and differences between ways of life in different periods
- Use a range of sources to describe events and people
- Use your own words to describe events or figures

Year 1 History Spring Term

This term in History, we are exploring Transport

Our Key Learning Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what transport means- introduction to transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create a timeline of the history of transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can name the different ways of traveling- similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about the causes and consequences of the invention of the wheel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how wheels work in a car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how cars changed and improved over time (continuity and change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design and make a car based on my design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

<u>Then</u> 	<u>Transport</u> 	<u>Car</u> 	<u>Today</u> 
<u>Now</u> 	<u>Wheel</u> 	<u>Yesterday</u> 	<u>Next week</u> 

Write down any questions you would like to explore further.

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Beacon 1

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Year 1 History Summer Term

This term in History, we are exploring Stevenage New Town

Our Key Learning Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand when and why New Towns like Stevenage were built- cause and consequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can name ways to travel in Stevenage- similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand pedestrian ways' roles- significance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell why Stevenage pedestrian town centre is special- continuity and change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand how cycling in Stevenage is different to cycling in old(er) towns/cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can reflect on and recall safety rules for cycling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can prove I can follow rules I have learnt to keep safe when cycling-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

<u>Older</u> 	<u>Newer</u> 	<u>Long ago</u> 	<u>Change</u> 
<u>Now</u> 	<u>Then</u> 	<u>Stevenage New Town</u> 	<u>Local</u> 

Write down any questions you would like to explore further.

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Beacon 1

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- Name a historical event
- Describe some changes in the local area
- Recall key facts about a figure or event
- Use a timeline to order events
- Identify similarities and differences between ways of life in different periods
- Use a range of sources to describe events and people
- Use your own words to describe events or figures