



Knowledge and Skills Mind Map (History): Year 1 Autumn Term

Disciplinary Concept:

1. Can I **sequence** the key events in my life?

- **Vocab:** historian, sequence, chronological order, timeline,
- **Previous learning:** n/a
- Know: a sequence means putting events in the correct order from earliest to most recent: this is called chronological order
- Know and understand the meaning of 'before', 'after', 'past', 'present'
- Know how they have changed since a baby (e.g crawling/walking/talking)
- Know what they can do now that they couldn't do as a baby (e.g counting/writing/reading)
- Know that a timeline allows us to see the events in the correct order.
- Know the order the following occurred: birth, first steps, first words, starting school, something they can do now (e.g., reading, writing, riding a bike)
- Know relevant vocabulary: *before, after, then, now.*
- **Chronology:** learn 'past' and 'present'. Sequence events on a simple timeline

2. Can I **explain what has changed and what has stayed the same** in everyday life over time?

- **Vocab:** historian, change, continuity,
- **Previous learning:** sequenced key events on a timeline
- Know that in history, some things change and develop, and other things stay the same.

Toys

- **Past:** Wooden dolls, spinning tops, marbles.
- **Present:** Electronic games, plastic toys, remote-controlled cars.
- **Continuity:** Children still play for fun; toys are still used for entertainment.
- **Change:** Materials (wood → plastic), technology (manual → electronic)

Transport

- **Past:** Horse-drawn carriages, steam trains.
- **Present:** Cars, buses, electric trains, airplanes.
- **Continuity:** People still travel to work, school, and holidays.
- **Change:** Speed, comfort, and technology have improved.

Homes

- **Past:** Open fires for heating, no electricity, outside toilets.
- **Present:** Central heating, electricity, indoor bathrooms.
- **Continuity:** Homes are still places for families to live and feel safe.
- **Change:** Materials, size, and modern conveniences.

Clothing

- **Past:** Handmade clothes, natural fabrics.
- **Present:** Factory-made clothes, synthetic fabrics.
- **Continuity:** Clothes still protect us and show style.
- **Change:** Fashion trends and production methods.

Communication

- **Past:** Letters, telegrams.
- **Present:** Phones, emails, video calls.
- **Continuity:** People still need to share information.
- **Change:** Speed and ease of communication.

- **Continuity and Change:** Identify what has changed and what has stayed the same in familiar contexts

How have our
lives changed
over time?
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3. Can I **explain why things change and how they impact** our everyday life?

- **Vocab:** historian, cause, consequence
- **Previous learning:** continuity and change (toys, transport, homes, clothing, communication)
- Know that historians think about why things in life change (this is called 'the cause'), and the impact it has on our lives ('the consequence')

Know some examples:

Mobile Phones Replacing Landlines (phones at home)

- Know that a mobile phone can be carried and calls/Internet anywhere,
- Know that a landline is a phone service that uses physical wires to connect a phone to the public telephone network that can only be used in one place (e.g. a home or office)

Cause: Mobile phones became smaller, cheaper, and more convenient. People wanted to make calls anywhere, not just at home.

Consequence: We can talk to friends and family anywhere, use apps, take photos, and access the internet. Landlines are now rare in homes.

Cars Replacing Horse-Drawn Carriages

Cause: Cars were faster, could travel longer distances, and became affordable.

Consequence: People can travel quickly, roads were built, and towns grew bigger.

Electric Lights Replacing Candles

Cause: Electricity was invented and made homes safer and brighter.

Consequence: People can work and play after dark, homes are safer from fires.

Central Heating Replacing Open Fires

Cause: New technology made heating easier and cleaner.

Consequence: Homes are warmer, less smoke, and easier to heat all rooms.

Email Replacing Letters

Cause: Computers and the internet made sending messages instant.

Consequence: Communication is faster, but people write fewer letters.

- **Cause and Consequence:** Reasons why things changed in life and what happened as a result



4. Can I compare the similarities and differences between our childhood now and the childhood of our grandparents?

- **Vocab:** historian, similarity, difference,
- **Prior learning:** cause and consequence of changes in our lives (phones, cars, light bulbs)
- Know that most children's grandparents are the parents of their parents and will have grown up 50-60 years ago.
- Know that 'compare' means that there will be some similarities (things that are the same in both time periods) and differences (things that have changed)

Homes

Similarity: Homes are still places for families to live and feel safe.

Grandparents' Time: Coal fires for heating, no central heating, smaller kitchens, outside toilets in some cases.

Now: Central heating, modern kitchens, indoor bathrooms.

Toys

Similarity: Children still play for fun.

Grandparents' Time: Wooden toys, dolls, marbles, skipping ropes.

Now: Electronic toys, video games, plastic toys.

Transport

Similarity: People still travel to work, school, and holidays.

Grandparents' Time: Fewer cars, more walking, buses and trains were common.

Now: Cars are everywhere, faster trains, airplanes for holidays.

Communication

Similarity: People still need to talk and share news.

Grandparents' Time: Letters, landline phones.

Now: Mobile phones, video calls, emails.

School

Similarity: Children still learn reading, writing, and maths.

Grandparents' Time: Chalkboards, no computers, strict rules.

Now: Interactive whiteboards, tablets, more creative learning.

- **Similarities and differences:** Compare past and present. Linked to personal experience

How have our lives changed over time?
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6. Can I understand how historians find out about the past?

- **Vocab:** historian, historical enquiry, source, evidence,
- **Previous learning:** significant changes in our lives (internet, food/meals)
- Know that historians ask questions and look at different sources of information for evidence/clues to find out about the past
- Know examples of sources we can use to find out about how our lives have changed:
 - Photographs** (e.g., old family photos, pictures of homes and toys).
 - Objects** (e.g., toys, clothes, cooking tools from grandparents' time).
 - Stories and memories** (e.g., talking to grandparents).
 - Books and videos** (e.g., history books, documentaries).
- Know that as an historian, I can ask a number of questions (e.g. What does this photo tell us?, Why is there no microwave in this photo of a kitchen? What is the same/different between these two photos?)
 - **Historical Enquiry:** understand that we find out about the past from different things

7. Can I recognise that stories about the past can be different?

- **Vocab:** past, present, source, evidence, interpretation, historian, memory.
- **Previous learning:** how historians find out about the past (photos, objects, stories/memories)
- Know that two people might have different thoughts about the same event:
 - "When I was a child, playing outside was the best! We had lots of friends and games. It was fun every day."
 - "Playing outside was hard. We didn't have many toys, and sometimes it was cold and boring."
- Know that people may also remember/forget parts of an event or have different feelings/emotions.
- Know that historians can look at different information/sources when learning about the past.
 - **Interpretation 1 (Grandparent's Memory)**
"School was very strict when I was little. We had to sit quietly and copy from the chalkboard. We didn't have computers."
 - **Interpretation 2 (Old video)**
A video shows children smiling in a classroom, playing with building blocks
(https://www.pond5.com/stock-footage/item/124338345-1960s-kids-playing-blocks-kids-playhouse-boys-stacking-block?dd_referrer=https%3A%2F%2Fwww.google.com%2F)
- Know that a historian could interpret school the past very differently if they just looked at one source
- **Interpretation of History:** understand that people can remember things differently. Notice that pictures can tell us about the past

5. Can I explain why some changes in our lives are significant?

- **Vocab:** historian, , change, significance, Internet
- **Prior learning:** similarity and difference between our lives today and that of our grandparents
- Know significant means important. A change is significant if it affects many people and has a big impact on people's lives. Know that not all changes are important.

Internet

Why did it happen? Computers and technology improved.

Why is it significant? Changed how we find information (Google instead of books), Changed how we communicate (emails, video calls). Changed shopping, learning, and entertainment. Almost everyone uses the Internet everyday.

Food and Meals

Why did it happen? More parents working outside the home meant less time for cooking. Fridges and freezers allowed food to last longer. Ships and planes made it possible to bring food from other countries. Large stores offered ready meals and a wide variety of foods. Eating out and fast food became popular for social and quick meals.

Why is it significant? Families no longer always eat together at set times. We can eat foods from all over the world, not just local or seasonal. Ready meals and fast food save time, making life easier for busy families. More processed food means people need to think about healthy eating. Growth of supermarkets and restaurants created new jobs and changed how communities shop and eat.

Historical significance: learn about famous people and events