



Knowledge Organiser

Subject: History

Topic: Homes in the Past

Year: 1

Key Knowledge

In the Autumn term, Year One found out about the local area. This term, Year One should now be progressing into more focused detail about the local community - this can be through the study of homes. In history last term, Year One would have begun to understand how toys have changed over time and used time-related vocabulary: then, now, in the past, today, old, new etc. This vocabulary should be reinforced and built upon using the vocabulary below. Year One also completed a local walk and looked at their environment where they live.

This unit will look at the similarities and differences of homes, allowing children to use their own knowledge of their homes to identify similarities and differences with homes of the past. The key skill of placing information on a timeline begins here – with support if necessary. As Year 3 look back to the Ice Age, it is important children hear the term Ice Age and briefly look at homes from this age.

<https://www.bbc.co.uk/teach/class-clips-video/articles/zdyxnk7>

<https://www.bbc.co.uk/bitesize/articles/zgcbr2p>

<https://www.bbc.co.uk/bitesize/articles/zbrj47h>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary and secondary sources; images of homes, artefacts (historical objects).
- begin to address questions about change, cause, similarity and difference, and significance; (building materials, movement of people, all the new builds near our school etc).
- begin to develop a chronologically secure knowledge and understanding of British history; (have a visual concept of when these events happened – the new builds are in their living memory).
- identify connections over time (how homes have changed).

Multi-Disciplinary Skills

The pupils begin to develop a sense of chronology through the use of timelines; children will use a visual representation to understand time – children have previously learned about toys and how they have changed over time.

The pupils need to have an understanding of locational knowledge, know where London is and how its size has changed over time, which means more houses are needed.

Key Concepts

Time, Change, Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as prog

Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can?

The Big Question

What were homes like a long time ago?

Key Vocabulary	
Generic Vocabulary	In the past, a long time ago, modern, old, living memory, decades, similar, different, in my lifetime, significant, artefact, consequence, impact.
Semi-detached	Two houses joined together on one side only by a common wall.
Detached	A house standing alone, separate from other houses.
Terraced	A house built as part of a continuous row in a uniform (same) style.
Cottage	A small house, typically one in the country
Castle	A large fortified building built during the Middle Ages.
Cave	A natural void under or in the Earth's surface, used as a home by some prehistoric people and still in some parts of the world today.
Chimney	A vertical channel or pipe which conducts smoke up from a fire and through the roof of a building.



Linking Thinking Across Our Learning Journey						
Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London. Children would have looked at homes and materials in previous years/science.	Invaders and Settlers: Romans – The impact on Britain from 43AD to the 5 th Century.	The Windrush Generation – The impact on Britain from 1948 to the present day.	Rebuilding Britain After World War II. This unit will look at how Britain was rebuilt. Ch can use prior knowledge of Year 2 and the impact of a devastating event.	The Changing Role of Women – To evaluate the roles and rights of women from ancient civilisations to today.