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| **Year 1**  **Changes within living memory** | |
| **Links made with other subjects** | English  DT |
| **The BIG Question** | How is now different to when our parents or grandparents were little? |
| **The BIG Outcome** | Children will discuss / write captions for a series of pictures to show change. This could include filming the children comparing toys from the past and talking about how they have changed. A venn diagram could also be introduced. The children will demonstrate the knowledge they have learnt this unit. |
| **History objectives**  (link to NC) | * Changes within living memory - aspects of change in national life * Know where events they study fit in a chronological framework. * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Identify similarities and differences between ways of life in different periods * Understand some of the ways in which we find out about the past and identify different ways in which it is represented. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Past and present events in their own lives and in the lives of family members (ELG 13) * Y1 – Changes in the locality – Jowett cars * Y1 – Changes in living memory – Homes |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Y1 – Science – Comparing / identifying materials * Y2 – Science – Use of materials * Y2 – Events beyond living memory – Great fire of London |
| **Historical strands** | *Historical enquiry/ skills*   * Answer given questions and choose appropriate questions. * Ask questions like what was it like for people in the past.   (What toys did they have? What were toys made from? How have they changed? What jobs did people do/ Did they have the same thing in their houses as us?)   * Use artefacts, pictures, stories * Use other sources – photographs, Abbey House visit, artefacts, comparing old and new toys   *Continuity, change, cause and effect*   * Notice differences between old and new * Describe the process of change in toys over time * Describe the process of change on houses through the decades.   *Chronology*   * Order pictures of events on a timeline * Order pictures of items/ artefacts on a timeline |
| **Vocabulary/ Glossary** | Old, older, new, newer, present, past, materials, century, decade, artefacts, plastic, wood, wind up, electric, battery, technology |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. *Know the past is something that has already happened.*  * *It can be old, older or oldest.* * Give examples of things that have happened to them in the past e.g. birthdays, Christmases, holidays.  1. Know present is something that is happening now.  * Give examples of things that are present.  1. *To know there are different types of modern houses:*  * *Detached – one house on its own* * *Semi-detached – two houses joined together* * *Terraced – a row of houses joined together* * *Bungalow – one floor – no upstairs* * *Cottage – a small house* * *Flat – part of a bigger building with lots of different flats in it.* Often on one level.  1. *Know a decade means ten years* and that we group the progress of time in ten years e.g. 1920s, 1930s, 1940s etc. 2. Know what British homes were like decades ago:   *- Back to back houses with a small number of rooms.*  *- Most houses near us were terraced.*  *- There were with some larger detached homes.*  *6.* Know and compare the technology found in houses*:*  *- Washboards and mangles for washing clothes to spin dryers* (in 1950) *washing machines* (in wealthy households from 1950) *and now tumble dryers.*  *- Outdoor toilets in the yard to indoor or +1 toilet in some houses.*  *- Coal fires to heat* (still common use in 1950s) to *electric heaters and gas fires to central heating* (installed in homes en masse from the 1970s)  - Electricity was used to light homes from the 1930s.  7. Know what toys are like now and begin to describe them. Describe the toys I play with e.g. material, colour, function.  8. Know we can use artefacts to find what toys used to be like in the past.  9. Know toys have changed through time:  *- materials available have changed – wood, plastic*  *- bright colours*  *- function – technology means a development from mechanical to electrical to electronic.*  10. Children will use a timeline to show change in through time using language such as: in the past, a long time ago, older, old, new, newer. |
| **SEND expectations** | The knowledge that children will learn and remember:   1. *Know the past is something that has already happened.* 2. *To know there are different types of modern houses:* 3. *Know a decade means ten years* 4. Know in the past houses were back to back   *5.*  Know houses had different things in them in the past because technology has got better. Recognise pictures of old and new items.  6. Know what toys are like now and begin to describe them. Describe the toys I play with e.g. material, colour.  7. Recognise new and old pictures/ artefacts of toys.  9. Children will use a timeline to show change in through time using language such as: in the past, a long time ago, older, old, new, newer. |
| **Suggested Teaching Sequence** | **Lesson One – Know different types of houses in the present**  Points 2 and 3. Children will learn what present means and the different kinds of houses that can be found. They will look at pictures and identify and label the different kinds of houses.  **Lesson Two – Know what homes were like decades ago.**  Points 1, 4, 5 and 6. Children will learn what past means, the type of houses that were common locally and what was in them.  **Lesson Three – Know what toys are like now**  Point 7. Children will use the vocabulary new and present to explore the material, colour and function of modern toys.  **Lesson Four – Know how to compare toys from the past to the present**  Point 8 and 9. Children will use the vocabulary new, newer, newest/ old, older, oldest to explore the materials, appearance and function of toys from the 1950s to now.  **Lesson Five – Know how to use a timeline to show change.**  Point 10. Children will use a timeline and key vocabulary to place artefacts or pictures on a timeline. |