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| **Reception**  **Local History** | |
| **Links made with other subjects** | Geography  Science (seasons)  RE (festivals) |
| **The BIG Question** | How was school different when my parents / grandparents went to school? |
| **The BIG Outcome** | Children to discuss how school was different when their parents / grandparents went to school. This could also include a picture and caption / label showing school now and then. |
| **History objectives**  (link to Development Matters) | * Comment on images of familiar situations in the past. * Learn new vocabulary. * Use new vocabulary through the day. * Ask questions to find out more and to check they understand what has been said to them. * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | Children already know:   * Some children will already know about their immediate family and be able to discuss this in detail. |
| **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:   * Year 1 Changes within living memory – toys * Year 1 Changes within living memory – houses * Year 1 Significant historical events, people and places in their own locality – Jowett Cars * Year 2 Significant historical events, people and places in their own locality - Titus Salt |
| **Historical strands** | *Historical enquiry/ skills*   * Answer questions. * Talk about events in their own lives. * Use artefacts (pictures, stories) * Talk about similarities and differences between themselves and others   *Continuity, change, cause and effect*   * Say how school was different for their parents/grandparents   *Chronology*   * Sort old and new * Spot the difference |
| **Vocabulary/ Glossary** | Old, new, past, blackboard, whiteboard, computer, laptop, iPad, tablet, internet, screen |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. Children to identify their parents and grandparents and know the relationship between them (NB: sensitivities regarding pupil families must be considered). 2. Children to know that their parents and grandparents went to school just like they do. 3. Children to know that school was different in the past compared to today e.g. no interactive whiteboard, no internet, less plastic toys, formal learning compared to learning through play. 4. Children to begin to think what it would be like if their school was like that. |
| **SEND expectations** | 1. Children to identify their parents and grandparents (NB: sensitivities regarding pupil families must be considered). 2. Children to know that their parents and grandparents went to school just like they do. 3. Children to know that school was different in the past compared to today e.g. no interactive whiteboard. |