

Subject: History	Year group: Year 1	Topic: Changes within living memory Personal History – How have toys/games changed from the past?	Initiation & activation activities: Cultural Capital Look at and discuss some pictures of different toys/bikes. What can we see about them? Old/new ?
<p>Prior knowledge required: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>Key Vocabulary: a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), years, difference, object, artefact picture, photograph, explain, used for</p> <p>Challenging Vocabulary: chronological order, recent history, very old, when mum and dad were little, before after historical event, past/present, succeed/succession</p> <p>Topic Specific Vocabulary: personal timeline, oldest youngest, before, after, old, new, first, then, next, finally</p>	
<p>Programme of Study</p> <ul style="list-style-type: none"> • Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality. 		<p>Implementation:</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • GD – Can they put up to five objects/events in chronological order (recent history)? 	

	<ul style="list-style-type: none"> • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? <p>GD - Can they answer questions using a range of artefacts/ photographs provided?</p>
Impact –lesson sequence:	<p>Evaluations and assessments:</p>