

Subject: History	Year group: Year 1	Topic: Significant historical events, people and places in their own locality: Local study of Blyth/ How houses have changed over the years.	Initiation & activation activities: Cultural Capital
<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>Vocabulary: 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, timeline Challenging Vocabulary: chronological order, recent history, very old, when mum and dad were little, before after historical event, past/present, succeed/succession Topic Specific Vocabulary: shipbuilding, coal mines, pits, colliery, wind, turbines, renewable energy, town, port, shops, hotels, Tyne Bridge, Millenium Bridge</p>	<p>Look at pictures of Blyth/ Holywell now and then</p> <p>Can you sort them? What do you notice about them?</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 explain how they have changed since they were born? 	

- GD – Can they put up to five objects/events in chronological order (recent history)?
- 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?

Knowledge and interpretation

- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?
- GD - Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they explain differences between past and present in their life and that of other children from a different time in history?

Historical enquiry

- 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?

GD - Can they answer questions using a range of artefacts/ photographs provided?

Impact – lesson sequence	Evaluations and assessments