

Subject: History	Year group: Year 1	Topic: Changes within living memory Personal History – How have toys/games changed from the past?	Initiation & activation activities: <b>Cultural Capital</b>
<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><b>Key Vocabulary:</b> 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><b>Challenging Vocabulary:</b> chronological order, recent history, very old, when mum and dad were little, before after historical event, past/present, succeed/succession</p> <p><b>Topic Specific Vocabulary:</b> personal timeline, oldest youngest, before, after, old, new, first, then, next, finally</p>	<p>Look at and discuss some pictures of different toys/bikes.</p> <p>What can we see about them? Old/new ?</p>
<p><b>Key Concepts Covered:</b> Change, Continuity, Significance, Chronology, Similarity and difference, Sources</p> <p><b>Substantive Concepts Covered:</b> Exploration, Technology, Leisure, Entertainment</p>			
<p>Programme of Study</p> <ul style="list-style-type: none"> <li>• Pupils should be taught about:</li> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		<p>Implementation:</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> <li>• GD – Can they put up to five objects/events in chronological order (recent history)?</li> <li>• Can they use words and phrases like: very old, when mummy and daddy were little?</li> </ul>	

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