

Year Group	1
Term	Autumn
Subject	History

Topic	Amazing Us: How am I making history?
Curriculum Intent	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between toys today and those from their parent's/grandparent's generation • Describe how toys have changed over time.

Key Vocabulary	<i>Celebrate/celebration</i> <i>change</i> <i>childhood</i> <i>different</i> <i>event</i> <i>family</i> <i>future</i> <i>grandparent</i> <i>lifetime</i> <i>living memory/memory</i> <i>present/now</i> <i>past/then</i> <i>remember</i> <i>significant</i> <i>similar</i> <i>timeline</i> <i>chronology</i> <i>history</i> <i>sources</i>
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skills	• Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' now and then past and present when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year. • Think of ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Use key vocabulary to compare the present, the past and possible changes in the future. • Look at artefacts, sources and look at what they are made of, see if they are old, new
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Knowledge	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that people and objects change as they grow older. To know that throughout someone's lifetime, some things will change, and some things will stay the same. To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that photographs, artefacts, books and pictures can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs.
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Autumn MTP				
Week	Learning Objective	Activities	Differentiation	Outcome
1	To learn about my personal history. What are my memories? To develop an understanding of personal chronology. To place 4 objects in living memory into chronological order	Ask the children how we could answer the enquiry question, What is my history? Explain to the children that we place events on a timeline to show when they happened. Look at pictures of class teacher as a baby etc and try and put photos of them in timeline order-what sort of changes can they see? Point to 'now' on the timeline and explain that we always start looking at now and then look backwards at what has happened before. Continue by looking their personal history and ordered objects and artefacts into chronology for baby, toddler, child.	Pupils needing extra support Order three photographs with adult support. Pupils needing extra support Children physically sort familiar objects under premade labels Pupils working at greater depth Children draw a timeline of baby/toddler/child	- I can order three photographs on a simple timeline. - I can use vocabulary such as past, present and memory. - I can discuss similarities and differences. - I can sort objects into chronological order. - I can use historical vocabulary Use Vocabulary: - now - present - past - timeline - remember - event - memory
2	How are special events remembered? To explore how we remember events.	What special events do we celebrate? <i>How are special events remembered?</i> Recap the months of the year. Can we put them in order? Ask the children when their birthdays are (have the dates ready on cards) and ask each child to go to the front of the class to hold up the card with their birth date. Support the children to make a human timeline of their birthdays. Who is the youngest/oldest?	Pupils needing extra support Picture prompts on How do I celebrate my birthday? Pupils working at greater depth	- I can recall four events celebrated throughout the year. - I know three ways in which I celebrate my birthday. - I can begin to recognise similarities and differences between how people celebrate events. Vocabulary - significant - celebrate - celebration - remember

		Key Questions: When is your birthday? (Children may need support with this.) Is your birthday before or after...? How old are you? How do you celebrate your birthday?	Can explain the similarities and differences between how birthdays are celebrated.	• memory • event
3	How have toys changed in my lifetime? To know how toys change as we age.	Children bring in favourite toys from home. Look at what they are made of How do they work What sort of things do you do with them Have a selection of pictures to order from toys you might play with as a baby/toddler/child Send home parent questionnaire.	Pupils needing extra support Prompt questions Pupils working at greater depth Through questioning	• I can identify the materials the toys are made from • I can recognise the differences between different age group toys • I can sort toys according to age appropriateness
4	What were toys like in the past? Did your parents and grandparents play with the same toys as you? To find out what toys our parents and grandparents played with.	How we could find out the answer to the enquiry question, 'What were toys like in the past?' Remind children that the past means events that have already happened. Ask people directly to find out what toys were like within 'living memory' (roughly the past 100 years). • Look at photographs and objects (explain that historians call these 'artefacts'). Visit school museum or museum lady visit in Give children time to explore some old toys. As a class, ask the children how they could sort the toys into two groups – old and new What are the toys made of? What sort of games were played?	Pupils needing extra support: Can sequence two artefacts from different time periods. Pupils working at greater depth: Should sequence six artefacts from different time periods and ask one question about each artefact.	• I can compare the past to today. • I can sort and sequence artefacts from different time periods. • I can use words relating to the passing of time. • I can ask and answer questions about artefacts. Vocabulary • parent • grandparent • children • remember • living memory • past • present • toy • play • old • new
5	To compare toys from the past with modern toys.	Recap last weeks museum visit or visitor	Pupils needing extra support	I can think of one similarity between childhood now and childhood in the past.

		Use the following questions to help the discussion: • What did we find out about childhood in the past? • Sorting toys into old and new- labelling materials Key Questions: What is different between childhood now and in the past? What is similar about your childhood and childhood in the past? Assessment opportunity – sorting toys from oldest to newest	Could identify one similarity and one difference between two toys. Pupils working at greater depth Could write and place sticky notes to describe two similarities and two differences between the toys.	I can think of one difference between childhood now and childhood in the past. I can identify similar toys from different periods. I can identify differences between toys. Vocabulary: • past • present • similar • different • living memory • change • lifetime • past • present • similar • different • living memory • modern • wooden • metal • plastic •
6	Assessment Opportunity: I can sort toys from oldest to newest	History assessment: What have I learnt about childhood in the past? • To compare childhood now with childhood in the past. • To compare toys from the past with modern toy Write the enquiry question, 'How have toys changed over time?' Discuss the main changes such as: • The materials toys are made from e.g. plastic replacing wood and metal in many toys. Technological changes e.g. electronic toys and computer games. How toys are made i.e. most toys are factory-made rather than handmade.	Pupils needing extra support Adult scribes ideas Pupils working at greater depth Writing about similarities and differences	I know what a timeline is I know which toys are from the past and present and can explain how I know. • past • present • similar • different • living memory • change

		Take feedback, scribing the children's ideas around the enquiry question. As an assessment provide each child with a set of pictures which they have to place on a timeline to show their understanding of how toys have changed Grandparent's toys, toys my parents played with and toys I play with. Get the children to position them on timeline and annotate what the differences are. Provide children with scene from grandparent's childhood and theirs and get them to identify similarities and differences		• lifetime • past • present • similar • different • living memory • modern • wooden • metal plastic
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