



Medium-Term Planning Focus Subject: History



Term and Year:	Year 1 - Autumn 2 - 2020
Teacher:	Miss Defty
Topic:	History – Changes within living memory
Key Question(s):	Who am I? My life and my school
Key Themes:	Legacy
Debate Question/Discussion:	What will our school be like in 50 years' time?
Memorable Experience:	Outreach Workshop - Beamish

National Curriculum Objectives Addressed for History:

Key Stage One

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Key History Skills:

- Understand the difference between things that happen in the past and the present
- Describe things that happened to themselves and other people in the past
- Sequence events in their life
- Sequence events or objects in chronological order
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents were young
- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past
- Recall some facts about people/events before living memory
- Find answers to simple questions about the past from sources of information e.g. artefacts
- Identify different ways in which the past is represented
- Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"
- Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer.
- Sort artefacts "then" and "now"
- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories?
- Look at books, videos, photographs, pictures and artefacts to find out about the past
- Sort events or objects into groups (i.e. then and now).
- Use timelines to order events or objects.
- Tell stories about the past.
- Use formal writing genres (reports, labelling, simple recount)

Key History Vocabulary:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, morning, afternoon, evening, night, day, week, fortnight, month, year, decade, century, timeline, in those days, in the past, when they were little, younger, olden days, years ago, before, same, different, similarities, differences, artefact, tin bath, mangle, cup and ball, blackboard, abacus, washboard, whip and top, slate, spinning top, Punch and Judy, rug beater, hopscotch, cane, trundling hoop

‘Can I...?’ Questions		Activities
Lesson 1	<p><u>What do we do?</u></p> <ul style="list-style-type: none"> • Can I identify the passing of time – daily and weekly? • Can I read and write the days of the week? • Can I write captions or short sentences? 	<ul style="list-style-type: none"> • Discussion with children about what they do in a day – establish daily routines using meals, breakfast/mid-morning snack/lunch/tea/supper; then introduce terms, morning, afternoon, evening, night as flash cards. Read altogether. Peg onto Timeline, leaving spaces between the cards. • Establish that different things happen on different days e.g. swimming • Children to select one weekly or daily activity to draw a colourful picture about and write a personal narrative explaining when, where, who with, what happens and why they like this particular chosen activity e.g. <i>‘After school on Mondays I go swimming with my friend Matthew and his mummy in their car. We go to Didcot Wave Pool. It is my favourite place because I love the wave machine. Jack teaches us to swim and jump in and I can swim 50m now. Then we have a drink and cake in the cafe. I love swimming under water.’</i>
Lesson 2	<p><u>What did our parents do?</u></p> <ul style="list-style-type: none"> • Can I recognise that our lives are different to our parents? • Can I use vocabulary to express the passing of time 	<ul style="list-style-type: none"> • Reflect upon discussion from last week – e.g. <i>I did some of these things when I was a little girl but not all of them or some were different e.g. no iPads/phones.</i> • Did your parents do the same activities as on our timeline? – discussion • Write and then read aloud to model sentence structure: <i>We think that our parents played outside in their garden but that they didn’t play games on a Play station.</i> • Children to write a sentence about what their parents did using vocab to express the passing of time, such as ‘in those days’, ‘in the past’ ‘when they were little’.

Lesson 3	<p><u>What are the similarities and differences between ways of life in different periods of time?</u></p> <ul style="list-style-type: none"> • Can I recognise similarities between then and now? • Can I recognise differences between then and now? 	<ul style="list-style-type: none"> • Read PEEPO! to class. Use timeline to indicate where present year is situated, then count back in 10s to 60. • Are things in 'PEEPO!' the same as now or different? Let's find some similarities (the things which are the same) and some differences (the things which are different)' – discussion • Children to fill in 'Then and Now' table – like below <table border="1" data-bbox="1088 336 2107 523"> <thead> <tr> <th colspan="2" data-bbox="1088 336 2107 363">Then and Now</th> </tr> <tr> <th data-bbox="1088 363 1368 391">Similarities</th> <th data-bbox="1368 363 2107 391">Differences</th> </tr> </thead> <tbody> <tr> <td data-bbox="1088 391 1368 443">They are eating breakfast.</td> <td data-bbox="1368 391 2107 443">Their Mummy has used a saucepan to make porridge. My Mummy uses the microwave.</td> </tr> <tr> <td data-bbox="1088 443 1368 470">They have toys.</td> <td data-bbox="1368 443 2107 470">My toys are kept in a plastic box, but they have an old cardboard box.</td> </tr> <tr> <td data-bbox="1088 470 1368 523">They are washing the clothes.</td> <td data-bbox="1368 470 2107 523">We put our clothes in a washing machine; they are washing in the sink.</td> </tr> </tbody> </table>	Then and Now		Similarities	Differences	They are eating breakfast.	Their Mummy has used a saucepan to make porridge. My Mummy uses the microwave.	They have toys.	My toys are kept in a plastic box, but they have an old cardboard box.	They are washing the clothes.	We put our clothes in a washing machine; they are washing in the sink.
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Lesson 4	<p><u>VISIT FROM BEAMISH – LIFE IN VICTORIAN BRITAIN</u></p>	<ul style="list-style-type: none"> • Home in Victorian Britain • School in Victorian Britain 										
Lesson 5	<p><u>What was school like in the past?</u></p> <ul style="list-style-type: none"> • Can I identify what school was like in the past? • Can I compare school then and school now? • Can I write in the role of a Victorian child at school? 	<ul style="list-style-type: none"> • What were classrooms like in the past? • How were children punished in the past? • What equipment was used in the past? • What was teaching and learning like in the past? • Children to match pictures to school life in the past and now • Extension: children to write a diary entry as a Victorian child in school 										
Lesson 6	<p><u>What will our school be like in 50 years time?</u></p> <ul style="list-style-type: none"> • Can I think about what school might be like in 50 years? • Can I draw a picture of what school might be like in 50 years? • Can I write about what school might be like in 50 years? 	<ul style="list-style-type: none"> • Children to think about what life might be like in 50 years' time. • Children to draw a picture and write about what they think our school will be like in 50 years' time e.g. robot teachers, hoverboards on the playground 										