




National Curriculum:





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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **significant historical events, people and places in their own locality.**

Prior Learning What children have learned previously		Current Learning What children will learn now and build on previous knowledge		Future Learning What children will learn building on what they are learning now	
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In Early Years, children have learned <ul style="list-style-type: none"> - Chronology: Timeline of history explored so far - Location: Exploring the local area in which they live - Significant Individuals: - Changes within living memory: 	In Year 1, children will be required to: <ul style="list-style-type: none"> - Chronology: Timeline of history explored so far - Location: Mapping within UK - Significant Individuals: Guy Fawkes, Samuel Pepys, - Changes within living memory: Schools, Toys & Transport 	In Year 2, children will be required to: <ul style="list-style-type: none"> - Chronology: Timeline of history explored so far - Location: Mapping within UK, Europe & global - Significant Individuals: Grace Darling, Grace O'Malley & Christopher Columbus - Significant Local Events / Individuals: Pilgrim Fathers
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Threshold Concepts:


	Chronology		Location		Enquiry		Communication
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Subject Specific Pedagogy:

Children engage in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them.

HISTORICAL ENQUIRY

KNOWLEDGE OF
UNDERSTANDING OF



COMMUNICATION

Within any sequence of learning, objectives are always included for building **knowledge** of different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'.

Within any sequence of learning, objectives are always included for developing children's **understanding** of particular elements; the precise focus is reflected in the key question.

Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively.









Unit Focus: Changes in living memory – School, Toys & Transport

Key Vocabulary:	Post-War Britain Living memory Similar Different In comparison Artefacts	Technology Transport Vehicles	Long time ago Past Present Now Old New Decade		
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Key Text(s): The Matchbox Diary (Paul Fleischman)

Number of weeks: 5 weeks **Number of sessions:** 11 sessions

Key Learning:	Chronological: <ul style="list-style-type: none"> Develop an awareness of the past Use common words & phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods 	Continuity & Change: <ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times Cause & Consequence: <ul style="list-style-type: none"> Recognise why people did things, why events happened & what happened as a result
	Communicating: <ul style="list-style-type: none"> Ask & answer questions Understand some ways we find out about the past Choose & use parts of stories & other sources to show understanding of historical enquiry 	Similarity & Difference: <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society Significance: <ul style="list-style-type: none"> Talk about who was important
	Interpretations of history: <ul style="list-style-type: none"> Identify different ways in which the past is represented 	

Teaching Sequence:															
Changes in living memory:		Time capsule – what should we put in a time capsule? (Schools, Toys & Transport)													
Week 1	Session 1: Handling Evidence	<p>Key Question: Enquiry & Communicate: <i>What is a time capsule? What is its purpose?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> Chronology: develop an awareness of the past Communicating: understanding some ways we find out about the past - <i>different types of evidence</i> Interpretation: identifying different ways in which the past is represented 	<p>Task: Look at examples – how do they help us understand what life was like at that time?</p> <p>Show children a time capsule I have made for myself. Discuss what I have put in my time capsule. <i>Why do you think I have put these things into a box?</i></p> <p>Refer back to Samuel Pepys making time capsual in Vlad.</p> <p>Explain my personal time capsule and the purpose of it. Ask children what they would put in a time capsule if they was to make one, of things they would like people in 100 years to see. Children to draw pictures and label the things they would put inside it.</p>												
	Session 2: Handling Evidence	<p>Key Question: Enquiry & Communicate: <i>What was life like at the end of WWII?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> Chronology: develop an awareness of the past Chronology: know where all people/events studied fit into a chronological framework – <i>add WWII to class timeline</i> Communicating: understanding some ways we find out about the past - <i>different types of evidence</i> Communicating: identifying & giving reasons for an opinion Interpretation: identifying different ways in which the past is represented 	<p>Task: Discuss post-war Britain, (what is the war, when did it start, when did it end).</p> <p>Look at photographs from this time period – what conclusions can children make about day to day life?</p> <p>Plot the timeline of schools, children to explore and order first:</p> <ul style="list-style-type: none"> large to work with in a group. shrink down to then complete independently. <p>Complete the timeline & check accuracy together. How does WWII and events after it relate to the Gun Powder Plot & the Great Fire of London? Are they close in time, or a long time apart?</p>												
Week 2	Session 3: Similarity & Difference	<p>Key Question: Enquiry & Communicate: <i>What were schools like at the end of WWII and what are they like today? Compare.</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> Chronology: identify similarities & differences between period Similarity & difference: making simple observations about different types of people, events, beliefs within a society - <i>compare schools</i> Communicating: understanding some ways we find out about the past - <i>different types of evidence</i> Communicating: choosing & using parts of stories & other sources to show understanding of historical enquiry Communicating: identifying & giving reasons for an opinion 	<p>Task: Look at the photographic evidence; <i>How do we know what schools were like in post war Britain? Evidence – photographs, log books, artefacts, first-hand accounts; evidence helps us understand peoples lives in the past.</i></p> <p>Similarities and differences of school day.</p> <table border="1" data-bbox="1108 1694 1965 1834"> <tr> <td>Before</td> <td>Now</td> <td>Which things have stayed the same? Why?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Create a timetable of school day from 1940's, how does this compare to ours?</p> <p>https://www.nationalarchives.gov.uk/education/resources/how-we-were-taught/</p> <p>Visit: Wilderspin School, Barton – wartime school experience.</p>							Before	Now	Which things have stayed the same? Why?			
	Before	Now	Which things have stayed the same? Why?												
Session 4: Handling Evidence	<p>Key Question: Enquiry & Communicate: <i>What evidence would you (the children) place in the time capsule to show what school-life is like in 2022?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> Communicating: identifying & giving reasons for an opinion Interpretation: identifying different ways in which the future can be (past is) represented 	<p>Task: Children decide on 9 artefacts they could put in Diamond 9 – focus on children's reasoning & explanation of their choice. Significance of artefact? Place 'top' 3 in time capsule on display</p>													
Changes in living memory:		Have popular toys stayed the same since WWII?													
Week 3	Session 5: Similarity & Difference	<p>Key Question: Enquiry & Communicate: <i>What were toys like at the end of World War II and what are they like today? Compare.</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> Chronology: identify similarities & differences between period Similarity & difference: making simple observations about different types of people, events, beliefs within a society - <i>what were they made from, how did they move, how</i> 	<p>Task: Show children photographs of old toys. (If possible, bring in the actual toys). Children answer the questions in pairs using clipboards.</p> <ol style="list-style-type: none"> What material is the toy made from? How does it move? Does it need batteries? How much do you think it cost? Would you like to play with this toy? Why? 												

		<p><i>much did they cost, did children have lots of toys (– why not?)</i></p> <ul style="list-style-type: none"> • Communicating: identifying & giving reasons for an opinion • Interpretation: identifying different ways in which the past is represented 	<p>Children to investigate: <i>Are these toys still available today? Are the modern toys the same as the 'old' ones? What is different? Why? Do they cost the same?</i></p> <p>Dominos – Marbles – YoYo – Spinning Toys – Bat & Ball – Wooden Hoop – Bicycle ect.</p>
Week 3	<p>Session 6: Continuity & Change</p>	<p>Key Question: Enquiry & Communicate: <i>How have toys changed? Have toys changed for the better? Why?</i> Key Learning:</p> <ul style="list-style-type: none"> • Chronology: identify similarities & differences between periods • Continuity & change: identifying similarities/differences between ways of life at different times – <i>compare toys now and then</i> • Interpretation: identifying different ways in which the past is represented 	<p>Task:</p> <p>Children to mind map all of the toys they can think of we have today. Children to sort images of old and new toys discussing how they are different in the way they look or may work.</p> <p>Use a toy catalogue & research using the internet.</p> <p>Make a pic collage to show changes of their favourite toy.</p>
Week 4	<p>Session 7: Handling Evidence</p>	<p>Key Question: Enquiry & Communicate: <i>What evidence would you (the children) place in the time capsule to show what toys are like in 2022?</i> Key Learning:</p> <ul style="list-style-type: none"> • Communicating: identifying & giving reasons for an opinion • Interpretation: identifying different ways in which the past is represented 	<p>Task:</p> <p>Children decide on 9 artefacts they could put in Diamond 9 – focus on children's reasoning & explanation of their choice. Significance of artefact? Place 'top' 3 in time capsule on display</p>
Changes in living memory:		Have cars always been the most popular way to travel?	
Week 4	<p>Session 8: Similarity & Difference</p>	<p>Key Question: Enquiry & Communicate: <i>How did people travel to places at the end of WWII? How do people travel to places today?</i> Key Learning:</p> <ul style="list-style-type: none"> • Similarity & difference; explore what the most popular mode of transport was at the end of WWII – what were the main modes of transport in Immingham at this time? • Communicating: identifying & giving reasons for an opinion • Interpretation: identifying different ways in which the past is represented 	<p>Task:</p> <p>Look at modes of transport after WW2. Complete class timeline.</p> <p>Photographs:</p> <ul style="list-style-type: none"> • What kind of transport is it? • What time period do you think it is from? • What do you notice about the transport? <p>Rank order of what they think is the most popular. Rank order of what is the most popular.</p>
Week 5	<p>Session 9: Continuity & Change</p>	<p>Key Question: Enquiry & Communicate: <i>How have cars changed people's lives since WWII?</i> Key Learning:</p> <ul style="list-style-type: none"> • Chronology: identify similarities & differences between periods • Continuity & change: identifying similarities/differences between ways of life at different times • Communicating: understanding some ways we find out about the past - <i>different types of evidence</i> • Communicating: identifying & giving reasons for an opinion • Interpretation: identifying different ways in which the past is represented 	<p>Task:</p> <p>Ask children to think, using talk partners, how they travel to a) school; b) the shops; c) to see family, etc. How have you travelled on holiday? Share some of your own travelling stories, photos, and talk about how you got there.</p> <p>Children to sort images into old/new. What do they notice? What are the differences and similarities between the time periods? Children to label photographs.</p>
	<p>Session 10: Handling Evidence</p>	<p>Key Question: Enquiry & Communicate: <i>What evidence would you (the children) place in the time capsule to show what transport is like in 2022?</i> Key Learning:</p> <ul style="list-style-type: none"> • Communicating: identifying & giving reasons for an opinion • Interpretation: identifying different ways in which the past is represented 	<p>Task:</p> <p>Children decide on 9 artefacts they could put in Diamond 9 – focus on children's reasoning & explanation of their choice. Significance of artefact? Place 'top' 3 in time capsule on display</p>
Changes in living memory:		What would you put in a time-capsule for people to remember a 100 years from now? (50L Plastic Box)	

Week 6	<p>Session 11: Handling Evidence</p>	<p>Key Question: Communicate: <i>If you could put one more piece of evidence in your time capsule, what would it be? Why would this help someone in the future deduce what life was like now?</i></p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Interpretation: identifying different ways in which the past is represented 	<p>Task: Review the Time Capsule and the evidence/artefacts that they have put in across this sequence of learning.</p> <p>Children decide on one more artefact/piece of evidence to add to the display.</p> <p>Children record the artefact/piece of evidence that they would add and the reasoning for their choice – how would this artefact/piece of evidence help someone understand what life was like in 2022</p>
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