

History Unit Plan Y1 – Spring 1



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



In Early Years, children have learned

- 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:

- 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:

- 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

Threshold Concepts:



Chronology



Location



Enquiry



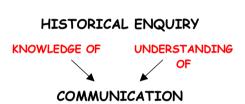
Communication

Subject Specific Pedagogy:

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'.

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.

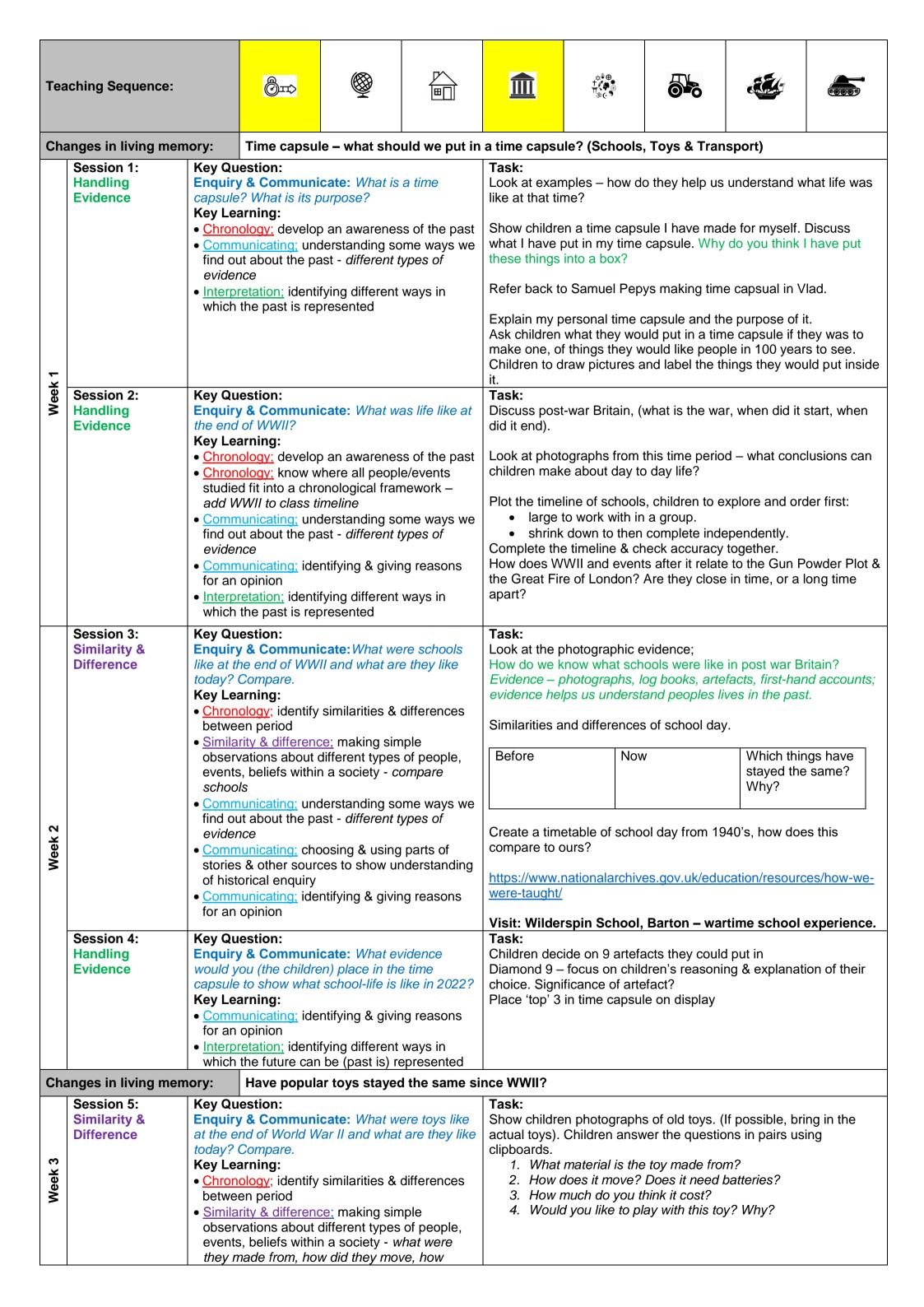


Within any sequence of learning, objectives are always included for developing children's understanding of particular elements: the precise focus is reflected in the key question.

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	Changes in living memory – School, Toys & Transport						
Key Vocabulary:	Post-War Britain Living memory Similar Different In comparison Artefacts Technology Transport Vehicles		Past Presen Now Old New	Present Now Old				
Key Text(s):	The Matchbox Dia	ıry (Paul Fleischma	an)					
Number of weeks:	mber of weeks: 5 weeks		Number session		11 sessions			
	Chronological: 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: • Identify similarities/differences between ways of life at different times Cause & Consequence: • Recognise why people did things, why events happened & what happened as a result			
Key Learning:	Understand some waysChoose & use parts of	Communicating: • 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: • Make simple observations about different types of people, events, beliefs within a society Significance: • Talk about who was important			
Interpretations of history:								

• Identify different ways in which the past is represented



Week 3	Session 6: Continuity & Change	 much did they cost, did children have lots of toys (– why not?) Communicating; identifying & giving reasons for an opinion Interpretation; identifying different ways in which the past is represented Key Question: Enquiry & Communicate: How have toys changed? Have toys changed for the better? Why? Key Learning: Chronology; identify similarities & differences between periods Continuity & change; identifying similarities/differences between ways of life and different times – compare toys now and then Interpretation; identifying different ways in 	Use a toy catalogue & research using the internet.		
Week 4	Session 7: Handling Evidence	which the past is represented Key Question: Enquiry & Communicate: What evidence would you (the children) place in the time capsule to show what toys are like in 2022? Key Learning: • Communicating; identifying & giving reasons for an opinion • Interpretation; identifying different ways in which the past is represented	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		
Cha	inges in living mer	mory: Have cars always been the most pop	ular way to travel?		
	Session 8: Similarity & Difference	Key Question: Enquiry & Communicate: How did people travel to places at the end of WWII? How do	Task: Look at modes of transport after WW2.		
Week 4	 Key Learning: 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 		Complete class timeline. Photographs: What kind of transport is it? What time period do you think it is from? What do you notice about the transport? Rank order of what they think is the most popular. Rank order of what is the most popular.		
Week 5	Session 9: Continuity & Change	Key Question: Enquiry & Communicate: How have cars changed people's lives since WWII? Key Learning: • Chronology; identify similarities & differences between periods • Continuity & change; identifying similarities/differences between ways of life a different times • Communicating; understanding some ways we find out about the past - different types of evidence • Communicating; identifying & giving reasons for an opinion	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.		
	Session 10: Handling Evidence	 Interpretation; identifying different ways in which the past is represented Key Question: Enquiry & Communicate: What evidence would you (the children) place in the time capsule to show what transport is like in 2022? Key Learning: Communicating; identifying & giving reasons for an opinion Interpretation; identifying different ways in which the past is represented 	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		
Cha	nges in living mer	mory: What would you put in a time-capsul	le for people to remember a 100 years from now? (50L Plastic Box)		

	Session 11:	Key Question:	Task:
	Handling	Communicate: If you could put one more piece	Review the Time Capsule and the evidence/artefacts that they
9	Evidence	of evidence in your time capsule, what would it be? Why would this help someone in the future	have put in across this sequence of learning.
Week		deduce what life was like now? Key Learning:	Children decide on one more artefact/piece of evidence to add to the display.
^		 Interpretation; identifying different ways in which the past is represented 	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