



# We were young once too, you know!



## Overview and rationale:

As children begin Year 1, they build on their knowledge of Understanding the World that they have developed in EYFS to develop their understanding of their own family and local community. Children will learn about changes in home lives, work and hobbies from when their parents and grandparents were young and look at how transport, communication and shopping have changed over time. They will learn about our school values of **respect** and **resilience** and how their parents and grandparents showed these values too. Children will begin to compare their own lives with what life was like in the past and investigate the similarities and differences between them. This unit will help prepare them for further topics in Year 2 where they will look at events beyond living memory and will develop their understanding of chronology. It'll also provide them with an opportunity to work on some geographical skills and concepts and how human processes have changed since our grandparents were young!

<b>Possible Enrichment activities (including trips/visitors, etc)</b>	Grandparents Day
	Urmston Manor visits
	Urmston walks
	1950s school day

HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
<b>Chronology</b>	I am developing an awareness of the past. I use common words and phrases showing the passing of time. I know where people and events fit into chronological frameworks.	periods of time, timeline, order, changes, memory, past, present, future, long ago, difference, similar
<b>Causes and Consequences</b>	I recognise why people did things, why events happened and what happened as a result.	cause and consequence, result, impact, effect
<b>Continuity and change</b>	I can identify similarities and differences between ways of life at different times.	reasons, continuity, change
<b>Significance</b>	I can talk about who was important (e.g. in a simple historical account).	significant events, significant people, changes, effect
<b>Historical evidence and interpretation</b>	I can identify ways in which the past is represented.	find out, describe, raise questions about the past, artefact
<b>Similarity, difference and diversity</b>	I can make simple observations about different types of people, events, beliefs within a society.	similarities, differences, past, changes

SKILLS	LEARNING STATEMENTS
<b>Using Evidence</b>	I know some of the ways in which we find out about the past.
	I can tell you a few ways how the past has been described.
	I am developing the skills of presenting an idea and raising questions about the past.
<b>Historical Enquiry</b>	I can ask questions about artefacts.
	I might be able to investigate questions to find answers.
	I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.
<b>Communication</b>	I use common words and phrases relating to passing of time.
	I can tell you about a time before I was born.
	I can recount stories accurately and explain why some people and events were important.

TIER 3 VOCABULARY	
<b>General</b>	change in national life, parents, grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure, invention
<b>Topic Specific</b>	Karl Benz, Alexander Graham Bell, communicate, letters, telegrams, morse code, telephone, shop, supermarket

KNOWLEDGE (substantive)	
'Core'	'Additional'
<b>1) I know that the first motor car was designed by Karl Benz.</b>	a) I know the car was invented over a hundred years ago and they have changed a lot over time.
	b) I know that how people used transport has changed over time.
	c) I can order different modes of transport in a time line.
<b>2) I know that people have always found ways of communicating</b>	a) I know there were lots of different ways of communicating in the past (e.g. letters, telegrams, morse code, telephones).
	b) I know Alexander Graham Bell invented the telephone.
	c) I can order different forms of communication in a timeline.
<b>3) I can names some ways that shopping was different in the past to what it is now.</b>	a) In know that we don't use as many plastic bags as in the past and can tell you why it is better for the environment.
	b) I know that when my grandparents were younger they shopped more in smaller shops rather than big supermarkets.
	c) I know that the role of women has changed a lot since my grandparents were younger and I can describe how.
	d) I know there were no microwaves or even freezers when my great grandparents were younger!

GEOGRAPHY LEARNING STATEMENTS	
<b>Locational and place knowledge</b>	I can name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.
<b>Fieldwork</b>	I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during fieldwork.
<b>Use of basic geographical vocabulary</b>	I use and understand basic geographical specific vocabulary relating to human and physical geography.
<b>Using globes, maps and plans.</b>	I can use world maps, atlases and globes to identify UK and its countries I can use a simple picture map to follow a route.
<b>Map work skills</b>	I can follow a route on prepared maps (left/right) and find information. I can make a simple map (e.g. from a story). I can use and construct basic symbols in a key. I can use my own symbols on a map (story map).
<b>Human and physical: enquiry skills and communication</b>	I can use observational skills and ask and respond to questions. I can identify seasonal and daily UK weather patterns. I am beginning to study the key human and physical features of the surrounding environment of my school.

GEOGRAPHICAL VOCABULARY AND CONCEPTS	
<b>Human features</b>	building, town, farm, road, park, path, people, city, town, village, factory, house, office, shop, motorway, address, land, garden, environment, local
<b>Physical features</b>	river, desert, mountain, hill, countryside, wood, weather, seasons, cliff, coast, hill, mountain, river
<b>Map skills-based vocabulary</b>	map, local, place, globe, atlas, compass, compass points: East, North, South, West, plan, aerial photograph, map, key, symbols, direction, equator, country, continent
<b>Tier 3 place and locational vocabulary</b>	Urmston Primary, Urmston, Trafford, Manchester, Greater Manchester, Lancashire, North-west, M60, Wycliffe Road, Eden Square
<b>Geographical concepts and tier 2 vocabulary</b>	Place: changed Space: weather, climate Scale: local, national Environment (physical and human processes): changes over time, settlement Environmental impact and sustainability: interaction – human and natural, responsible Cultural awareness, diversity: lives, communities, inequality, cultural interests, religion, similarities and differences

## ART AND DESIGN

### Exploring and Developing

<b>Exploring and developing ideas</b>	Explore ideas from first hand observation, experience and imagination.
<b>Evaluating and developing work</b>	Review what they and others have done and say what they think and feel about it.

### Painting

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<b>Use a variety of painting tools and techniques including the use of different brush sizes and types.</b>	<ul style="list-style-type: none"> <li>-Explore paintbrushes of different thicknesses to produce lines of different widths</li> <li>-Begin to explore watercolours and the effect it gives within the continuous provision</li> <li>-Explore paint mixing within the continuous provision.</li> <li>-Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create</li> <li>-Make rubbings</li> <li>-Make repeated patterns and recognise these in the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Know that red, yellow and blue are the primary colours.</li> <li>-Know how to make green, orange and purple by combining primary colours.</li> <li>-Know what happens when white and black are added to primary colours.</li> <li>-Know that different sized paintbrushes make different strokes and lines.</li> <li>-Know that before the brush is added to a new colour, excess water needs to be blotted.</li> <li>-Know that if 2 wet paint colours are next to each other they will run into each other.</li> </ul>	Paint, primary, secondary, colour names, blot, brush, grip, mix

### Artist/Style/Activities

**Arcimboldo:** Links with ourselves and portraits. How would we portray ourselves? What fruit or vegetables could we use? Paint/draw fruit/vegetables/use real fruit/vegetables to create a 3D portrait.



### Possible 'higher order' questioning

<b>Remember</b>	Can you describe some ways that life was different between you and your parents/carers or grandparents?
<b>Understand</b>	Why are things different now?
<b>Apply</b>	Can you make a timeline to put events of your family's life in order?
<b>Analyse</b>	In what ways are things similar between our lives and the lives of our grandparents?
<b>Evaluate</b>	Would you like to be a child now or when your grandparents were children?
<b>Create</b>	Can you make a toy that your grandparents might have used?

<b>School Value</b>	<b>Topic relevance: How/when/where/why is it needed?</b>
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<b>Resilience</b>	How did our Grandparents show resilience?
<b>Respect</b>	In what ways can we show respect for older people?
<b>Responsibility</b>	Should we be responsible for taking care of the buildings, statues, memorials etc. in our community?
<b>Happiness</b>	What made our Grandparents happy? What makes you happy?
<b>Kindness</b>	Why is it important that we show kindness to our Grandparents?
<b>Pride</b>	What are your grandparents or older relatives most proud of?

## MUSIC

### *Controlling sounds through Singing*

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- Learn that they can make different types of sounds with their voices</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in a group singing performance.</li> <li>- Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Know 4 songs or raps by heart (across the KS, not within this unit alone) and sing them in unison with others</li> <li>- Know how to perform with an awareness of others</li> <li>- Know that their voices make different sounds and that the sounds can be made into patterns</li> <li>- Copy and create patterns with their own voices (Warm Ups)</li> </ul>	<p>High, low, beat, pulse, long, short, loud, quiet, soft, unison.</p>

### *Controlling sounds by Playing (and Performing)*

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Play un-tuned instruments: tambourines, maracas, tambours etc.</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>- Use instruments to perform.</li> <li>- Treat instruments carefully and with respect.</li> <li>- Learn to play an instrumental part, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> </ul>	<ul style="list-style-type: none"> <li>- Learn the names of the instruments they are playing.</li> </ul>	<p>Instrument names, un-tuned, leader, long, short, duration, perform, improve, feedback</p>

### *Creating and developing musical ideas (Improvisation and Composing)*

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>- Clap and repeat short melodic and rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a sequence of long and short sounds with help (duration).</li> <li>- Make different sounds</li> <li>- Make a sequence of sounds and respond to different moods in music.</li> <li>Sing, Play and Improvise –instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that composing is like writing a story with music.</li> <li>- Know that everyone can compose.</li> <li>- Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Know that everyone can improvise!</li> </ul>	<p>, long, short, high, and low – pitch; loud and quiet – dynamics; fast and slow – tempo.</p>

### *Responding and reviewing (Appraising)*

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- Say whether they like or dislike a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how they can enjoy moving to pulse in music by dancing, marching e.g. being animals or pop stars.</li> <li>- Hear, listen and respond to moods in music.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>Describe, movement e.g., Marching, names of instruments heard, like, dislike, composer, musicians, notes, high, higher, lower, slower, faster, hear</p>

### *Listening and applying knowledge and understanding (Theory)*

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>- Develop a love of music and talent as a musician.</li> <li>- Choose a song they have learnt and perform it.</li> </ul>	<ul style="list-style-type: none"> <li>- Add their own ideas to a performance.</li> <li>- Record the performance and say how they were feeling about it.</li> <li>- Make sounds with a slight difference, with help.</li> <li>- Use voice in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that a performance is sharing music with other people, called an audience.</li> <li>- Know that music has a steady pulse, like a heartbeat.</li> <li>- Know how sounds are made and changed.</li> </ul>	<p>Audience, pulse, because, names of instruments heard, like, dislike, composer, musicians, , higher, lower, slowly, faster, repeats, hear, identify</p>

### *Stimulus - Composers/Musicians/Artists/Styles*

‘Hey You’, ‘Growing’, ‘Us’

Genre of the half term – Jazz and Blues