

Medium term Plan for History

Y1- My Family

Autumn 2

Class Text: Pepo- Janet and Alan Ahlberg, A Place To Call Home- Ellen Lawrence.

Hook: Visit from Grandparents

Topic Reflection: Comparisons will be posted to grandparents with photos and drawings.

Historical enquiry: Would you rather live now or in the past? What aspects of everyday life have stayed the same?

Historic Concepts:

vocabulary

EYFS + KS1

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence.

KS2

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence
- ✓ Settlement
- ✓ Migration

Tier 1: Parents, grandparents. Home, school

Tier 2: Compare, similar, different, difference, gather, collect, information, childhood, event, years, object, explain, memory

Tier 3: Past, present, artefact, timeline

Previous Skills

Children can sequence events from living memory.
Use pictures and objects to gather information.

Previous Knowledge

Know the members of my family and understand that my parents and grandparents are different ages and that they may have had different experiences to me.
Know that other peoples' homes and lives are different to mine.

Previous Understanding

Understand that things have happened before I was born.

Concepts

Learning Objective

Lesson Outcome

ARE Success Criteria

GD Success Criteria

SEND Success Criteria

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| Lesson 1 | Continuity and Change Significance | LO: Gather information about a previous generation | Children will interview grandparents/the older generation about their own experiences and ask 'what, how, why, where' questions. They will ask questions about the 'significant event' of school. | I can ask what, how, why, where questions I can use the vocabulary 'past' I can show respect to visitors in school | I can link my research to my own experience and draw my own conclusions. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 2 | Significance Continuity and Change | LO: Use photos to gather information | Children will look at photos of their parents, grandparents and teachers from when they were young/at school. Children will sort photos in chronological order (past to present) | I can identify the people in the photos I can order the photos from past to present I can say which photo is the oldest and which is the most recent | I have made links to previous knowledge and can explain how and why I have sorted the photos. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 3 | Significance Continuity and Change | LO: Use artefacts to gather information | Children will look at artefacts from their own experience, their parents experience and their grandparents experience and sort them into past and | I can identify and name the purpose of the artefact I can sort the artefacts into two groups- old and new 'past and present' | I can explain the key differences and the benefits of change to my own life-experience. | See IEP/ My Plan/Birmingham Toolkit |

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| | | | present- Communication devices and music | I can ask the questions 'what, how, why' to gather information | | |
| Lesson 4 | Continuity and Change | LO: Identify aspects of daily life that have remained the same | Children will investigate, sort and comment on aspects and artefacts that have remained the same (letters, rituals, loose leaf tea, crayons) | I can identify and name the artefact or object I can ask the questions 'how, what, why' to gather information I can identify the artefacts that have remained the same. | I have been able to sort the artefacts independently and can give reasons for my choices. Drawing upon my own experience I have made links to rituals, objects and artefacts that have remained the same. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 5 | Continuity and Change | LO: Make comparisons between old and new artefacts | Children will make comparisons between objects and artefacts (clothes, communication, music, television) from the past and present. They will say if they prefer old or new and give reasons why. | I can give reasons why two artefacts are similar and different I can say which artefact I prefer | I can give reasons for my preferences, giving specific examples. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 6 | Continuity and Change | LO: Make comparisons between a past and present home environment | Children will write about the past and present, giving specific examples of objects and artefacts. They will explain how and why the | Using an image, I can identify and comment on key features of a past and present home. I can identify specific artefacts that have changed over time. | I have drawn upon my knowledge and skills to explain how and why the lives and homes of people from the past were different but with some | See IEP/ My Plan/Birmingham Toolkit |

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| | | | lives and homes of people from the past were different. | | examples of how things can remain unchanged. I have given a range of examples using the correct vocabulary. | |
| Lesson 7 | Continuity and Change | LO: Make comparisons between a past and present home environment | | | | See IEP/ My Plan/Birmingham Toolkit |
| Endpoints: | <p>Knowledge: The lives and homes of my grandparents were different to my own. Music, communication devices, clothes and school life have changed over time.</p> <p>Skills: Compare objects and artefacts from different eras noticing similarities and differences. Confidently and accurately use the vocabulary: past, present, old and new</p> | | | | | |
| | <p>Understanding: Understand that some things have changed while some things remain the same.</p> | | | | | |