

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: History Year Group: 1/2		Area of learning: Life for my Grandparents
Links to previous work/Remember when	<p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Understanding the World: People and Communities- Children talk about past and present events in their own lives and in the lives of family members. <p><u>National Curriculum Year 1</u></p> <ul style="list-style-type: none"> • Guy Fawkes- events beyond living memory that are significant nationally or globally. • Opening of the Humber Bridge (1981)- significant historical events, people and places in their own locality. • Toys Modern / Grandparent Toys (making comparisons)- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Amy Johnson- 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. 	
Term	Year 1/2	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • The lives of significant individuals in the past who have contributed to national and international achievements (Alexander Graham Bell). <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Historical Enquiry (Y1)- <i>Find answers to simple questions about the past from sources of information e.g. artefacts. Begin to ask questions.</i> • Historical Enquiry (Y2)- <i>Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations.</i> • Chronology (Y1)- <i>Sequence events in their life. Match objects to people of different ages. Sequence artefacts in chronological order.</i> • Chronology (Y2)- <i>Sequence photographs etc. from different periods of their life and explain their choices. Sequence several artefacts in chronological order (using a timeline).</i> • Chronology (Y1 & 2)- <i>Describe where different people fit within a chronological framework.</i>

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	<ul style="list-style-type: none"> ● Investigate historical sources (Y1)- <i>Begin to describe similarities and differences in artefacts.</i> ● Investigate historical sources (Y2)- <i>Confidently describe similarities and differences from a wider collection of artefacts.</i> ● Historical Significance (Y1 & 2)- <i>Describe significant individuals from the past (Alexander Graham Bell).</i> ● Continuity and Change (Y1)- <i>Recognise the difference between past and present in their own and others lives.</i> ● Continuity and Change (Y2)- <i>Identify differences between ways of life at different times.</i>
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Vocabulary

old, new, a long time ago, past, present, then, now, similarities, differences, century, chronology, technology, artefact, education, entertainment, communication, invention, significant,

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). Historical Enquiry (Y1)- <i>Find answers to simple questions about the past from sources of information e.g. artefacts. Begin to ask questions.</i></p> <p>Historical Enquiry (Y2)- <i>Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations.</i></p> <p>Topic Hook / Launch- Grandparents Museum</p> <p>Set up the classroom with an assortment of artefacts / photographs for children to explore:</p> <ul style="list-style-type: none"> ● School (including writing)- Sand trays to write letters, slate boards and slate pencils / chalk, dip pens / ink pots, cane, dunce's hat, bell ● Technology / Communication- Telephones, typewriter, radio, vinyl records, cassette tapes ● Toys (year 2 children should have some prior knowledge from year 1)- Marbles, hopscotch, wooden toys, teddy bears, wax crayons, etch a sketch, slinky, spinning top, cup and ball, pull along toys etc. <p>Key Questions</p> <ul style="list-style-type: none"> ● What was grandma and grandad's day like at school? ● How did our grandparents communicate with each other from house to house? What were telephones like? ● How did our grandparents listen to music? ● What type of toys would our grandparents have played with? <i>Year 2 children (prior knowledge of old toys from Year 1)</i>

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	<ul style="list-style-type: none"> • Children rotate around the different areas of the 'grandparents museum' and discuss what they can see. What do they think each object was used for? Do we use any of these objects still today? What has changed / stayed the same? • Leave post it-notes on each table for children to write down their thoughts for each area of the museum.
2	<p>i). Chronology (Y1)- Sequence events in their life. Match objects to people of different ages. Chronology (Y2)- Sequence photographs etc. from different periods of their life and explain their choices.</p> <p>Key Questions- Chronology (my life)</p> <ul style="list-style-type: none"> • When was I born? • What are the important dates in my life so far? • What came before / after this part in my life? <ul style="list-style-type: none"> • Understanding chronology (Activity 1- Outside / in the hall if possible for a larger space)- In small groups, children will order a set of large cards which will include a baby, toddler, nursery, and EYFS (starting school) image (order from the past to the most recent). If outside, take chalk to draw a timeline 'line'. If inside, use string to create a timeline 'line'. Y2 Challenge- Children use post-it notes to add other areas to their timeline (for example when siblings were born, holidays children may have gone on etc.) • Understanding chronology (Activity 2)- Using knowledge from small group activity (activity 1), children create their own paper chain timeline of their life (a labelled picture for Y1 and a labelled picture with date for Y2). 
3	<p>i). Chronology (Y1 & 2)- Describe where different people fit within a chronological framework. Investigate historical sources (Y1)- Begin to describe similarities and differences in artefacts. Investigate historical sources (Y2)- Confidently describe similarities and differences from a wider collection of artefacts.</p>

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Key Questions- Chronology (length of living memories / school life for my grandparents)

- When were my parents / grandparents born?
- Who is older / younger than me?
- Who has the longest / shortest living memory? Why?
- What was school life like for my grandparents?
- What is the same / different? How is school different for me today?
- **Activity 1 (chronology)- Use strips of paper of different lengths to represent the life of themselves, parents, grandparents and great-grandparents, children order from shortest to longest living memory (visual representation to show that more changes have happened during lifetime of grandparents / great grandparents).**

What time in history are we learning about for this enquiry?

Let's compare living memory for a family:



Key:	
Child	Red
Parent	Purple
Grandparent	Blue
Great Grandparent	Orange

- **Activity 2 (school for my grandparents)- Ask children what questions they have about school life in the past and we can include this information in future lessons (Y2 children could write a question on a post-it note to add to class display).**
- **Activity 3 (artefacts from schools in the past)- Look through photographs of artefacts from schools in the past (or real artefacts if possible) and discuss their uses in school and what we use now (same or different)- examples could be writing resources from first 'launch' lesson, photographs of strict behaviour expectations, accounts of different types of lessons during the school day.**

Video clip link:

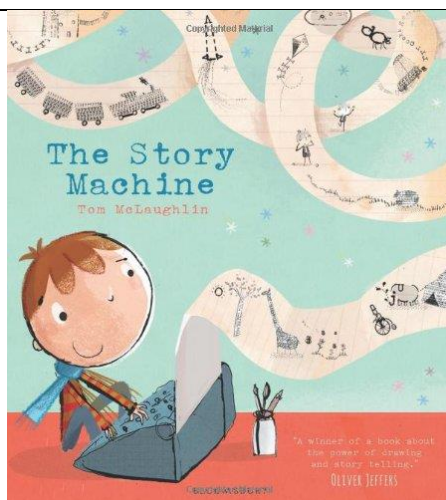
- **Changes within living memory (BBC) various decades-**
<https://www.bbc.co.uk/bitesize/topics/zr4nxbk>
- **The School Room-**
https://www.youtube.com/watch?v=FOmrCi-mh_k

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	<p>Chronology (Y2)- <i>Sequence several artefacts in chronological order (using a timeline).</i></p> <p>Historical Significance (Y1 & 2)- <i>Describe significant individuals from the past (Alexander Graham Bell).</i></p> <p><u>Key Questions- Technology / Communication</u></p> <ul style="list-style-type: none"> • How could you communicate with someone today when they are not in the same room as you? • Do you think the same technology was used by your grandparents? Why / Why not? • What does _____ need to work? (For example a television needs electricity and to be plugged in and switched on to work). • What do you think about not having the present day technology that we use today? What would you miss the most and why? <p><u>Evolution of the Telephone</u></p> <ul style="list-style-type: none"> • Letters / telegraph / telephone / mobile phone (sequencing images on a timeline / labelling or describing how each type of technology was used) • https://www.youtube.com/watch?v=bTp1WVuR9js (telephone images / dates from past to present) • https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/z4vp7nb • Significant individual from the past study- Alexander Graham Bell (inventor of the telephone) • Plastic Cup Telephones- Make and use to understand how sound travels and how technology has changed.
5	<p>i) Investigate historical sources (Y1)- <i>Begin to describe similarities and differences in artefacts.</i></p> <p>Investigate historical sources (Y2)- <i>Confidently describe similarities and differences from a wider collection of artefacts.</i></p> <p><u>Key Questions- Technology in the Home (Past and Present)</u></p> <ul style="list-style-type: none"> • Which types of technology do you use or does someone else use in your home each day? • Which types of technology do we use in school today? • What does most technology need to work? (electricity) • Do you think the same technology was used by your grandparents in their home? Why / Why not? • Were these inventions around when your grandparents were young? <p><u>Technology in the Home (Past and Present)</u></p> <ul style="list-style-type: none"> • Label a home diagram to show the different types of technology used in each room (for example kitchen- oven / fridge / toaster or in the living room- television, tablet, DVD player etc.)

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- Share 'The Story Machine' by Tom McLaughlin (*Elliott is a boy who likes to find things and, one day, he stumbles across a machine. At first, he can't work out what the machine is for it doesn't beep or buzz like all his other machines and it doesn't have an ON/OFF button. Then, quite by accident, Elliott makes the machine work. The machine makes letters!*)
- Use 'The Story Machine' to discuss the typewriter (what it was used for and how it worked)- get a real one to look at it if possible and could link the text to English lessons.
- Show images of artefacts from a home from the past (up to 100 years ago). What is the same / different? Images could include a range (cooker), mangle and dolly stick / tub (washing), tin bath, old-fashioned toys (nothing electronic or battery operated) etc.
- Sort technology images into old and new (past and present)- Y2 children give reasons why the object is old or new (How do you know?)
- Toys- Children make their own ball and cup (paper cup, string and a tin foil 'ball').

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i). **Continuity and Change (Y1)**- *Recognise the difference between past and present in their own and others lives.*
Continuity and Change (Y2)- *Identify differences between ways of life at different times.*

Key Questions- Changes within living memory

- What has changed since your parents and grandparents were young?
- Which technology would you miss if you couldn't use it today and why?
- What has improved or stayed the same?
- How has technology changed our lives today?
- What are the differences now (present day) in school / with toys / with technology and communication?
- What do you think schools / toys / technology will be like in the future?

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	<p><u>Changes in living memory- Summary</u></p> <ul style="list-style-type: none"> ● Past / present quiz using photographs / artefacts from the topic ● Poster to present changes to education / technology / communication (What have you remembered from this unit of work?) ● Set up the grandparents museum from lesson 1 and children will create labels (Y1) and fact files (Y2) for photographs / objects to explain to others about what things are and what they are used for (the children become 'experts' through using their acquired knowledge from the topic). ● How has technology changed our lives?- At school / communication with each other / technology we use in our homes- Children could design the technology we could have in the future (to use in school or at home). ● https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-digital-revolution/zjhfvk7
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<p>Learning Outcome/product</p> <p>Children develop an understanding of the past by learning about changes within living memory with a focus on: education, technology and communication. Children compare their life now with lives in the past (grandparents), listing some similarities and differences.</p>
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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

<p>End of unit assessment question</p> <p>What has changed since my grandparents were young?</p>
