

HISTORY

YEAR 1 and 2: SPRING 1

How was school different in the past?

COVERAGE: How was school different in the past?

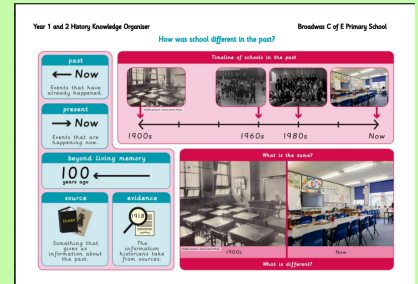
The children will learn about how the school has changed over time. This is within living memory and beyond living memory. The children will also be asked which they would prefer to go to school in?

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.
- State whether they would have preferred to go to school in the past or not and explain why.

KEY LANGUAGE AND VOCABULARY:

beyond living memory
living memory
period

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. What does 'the present' mean?
2. What is a decade?
3. List three differences between classrooms in the 1900s and today.
4. List three similarities between classrooms in the 1900s and today.

KEY SKILLS AND KNOWLEDGE

Skills

- Sequencing up to six photographs, focusing on the intervals between events.
- Knowing where people/events studied fit into a chronological framework.
- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Identifying similarities and difference between ways of life at different times.
- Finding out about people, events and beliefs in society.
- Making simple observations about a source or artefact.
- Using sources to show an understanding of historical concepts (see above).
- Recognising different ways in which the past is represented (including eye-witness accounts).
- Comparing pictures or photographs of people or events in the past.
- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Understanding how we use books and sources to find out about the past.

- Using a source to answer questions about the past.
- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.

Knowledge

- To know a decade is ten years.
- To know that beyond living memory is more than 100 years ago.
- To know that daily life has changed over time but that there are some similarities to life today.
- To know that changes may come about because of improvements in technology.
- To know that there are explanations for similarities and differences between children's lives now and in the past.
- To know that we can find out about how places have changed by looking at maps.
- To know that historians use evidence from sources to find out more about the past.

ENRICHMENT:

- The children would have the experience of speaking to students who attended the school within living memory and also beyond living memory. This is done via a visit from a former pupil and also a Governor who has detailed knowledge of the school from the past.

Visits: - The children will visit the Black Country Museum and experience a school lesson on site!

Previous Learning:

The children will be building on their understanding of history that they developed by investigating flight in the past and how we developed the ability to fly across the world.

Future Learning:

HOW can I make history myself?

School Drivers to Examine

Children will look at:

- **Economy and Power** = how did the economy of the country change when children came to school?
- **Creativity and Innovation** = how has school developed for the better?
- **Culture and Diversity** = how has school changed now from the past?