

HISTORY

YEAR 1 and 2: SUMMER 1

How am I making history?

COVERAGE: How am I making history?

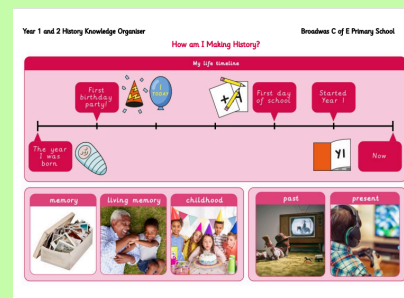
Pupils who are secure will be able to:

- Order three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.
- **Chronological awareness:** understanding language related to chronology and building a mental timeline of the chronological order of periods of history.
- **Historical Enquiry:** posing historical questions, gathering, organising and evaluating evidence, interpreting findings and making connections, evaluating and drawing conclusions and communicating findings.
- **Concepts:** change and continuity, similarities and differences, cause and consequence, historical significance, sources of evidence and historical interpretations.

KEY LANGUAGE AND VOCABULARY:

change
different
event
future
memory
present
past
similar
timeline

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. What is my history and how have I changed over time?
2. How can I find out about my own past? What sources can I use?
3. How has children's lives changed over time?
4. Why do some things change and some things stay the same over time?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know some similarities and differences between the past and their own lives.
- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened. To know that 'the present' is time happening now.
- To know that within living memory is 100 years.
- To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that there are similarities and differences between their lives today and their lives in the past.
- To know that people celebrate special events in different ways.
- To know that some people and events are considered more 'special' or significant than others.
- To know that photographs can tell us about the past.
- To know that we can find out about the past by asking people who were there.

- To know that we remember some (but not all) of the events that we have lived through.
- To know that the past can be represented in photographs.

Skills

- Sequencing three or four events in their own life.
- Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).
- Placing events on a simple timeline.
- Being aware that some things have changed and some have stayed the same in their own lives.
- Describing simple changes and ideas/objects that remain the same.
- Understanding that some things change while other items remain the same and some are new.
- Beginning to look for similarities and differences over time in their own lives.
- Recalling special events in their own lives.
- Using artefacts, photographs and visits to museums to answer simple questions about the past.
- Beginning to identify different ways to represent the past (e.g. photos, stories).
- Making simple observations about the past from a source.
- Interpreting evidence by making simple deductions.
- Describing the main features of concrete evidence of the past or historical evidence.
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as – old, new, long time ago.
- Asking how and why questions based on stories, events and people.

ENRICHMENT:

- Children will do an investigation into their own lives and family history by speaking to key adults in their own lives.

Previous Learning:

The children have investigated how the school has changed over time.

Future Learning:

The children will be going into looking at changes in toys over time.

School Drivers to Examine

Children will look at:

- **Culture and Diversity** = how has your life changed over time and how has this affected the society that you live in?