#WeAreHistorians

Unit of Learning	Year 1	Autumn	My History

Overview

Children show an understanding of their own history – i.e. that they were born and have had significant events since that moment. They know how many years ago they were born and can simply discuss people that were born before them in their own lives. They can then compare their history with their teacher's to gain further understanding of things that have happened before they were born.

National Curriculum Objectives

Children should be taught about:

- Changes within living memory - used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

Disciplinary and Procedural Knowledge

Chronological Knowledge and Understanding	Historical Enquiry	Interpretations of History	Continuity and Change	Cause and Consequence	Similarities and Differences	Historical Significance
• Sequence events or two related objects in order of time • Use vocabulary: old, new, now, then and yesterday • Discuss memories from the past and recall stories from before their lifetime • Identify observational similarities / differences	• Understand some ways we find out about the past supported by the teacher • Use eye witness accounts from family members • Begin to suggest why something might be different and why people behaved differently in the past by analysing artefacts and pictorial sources	• Share knowledge about the past through role play, drawing, writing and talking beginning to use vocabulary associated • Use artefacts and pictures from the past to stimulate discussion about the past • Ask questions about the source	• Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that which is being studied from the last century	• Question why things happen and give some simple explanations	• Know about similarities and differences between themselves and others, and among families, communities and traditions	• Talk about important people from the past and recall their stories • Begin to talk about their legacy • Say whether they are inspired by the significant people

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Why did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

https://www.readwritethink.org/classroom-resources/student-interactives/timeline - Timeline creator tool

https://www.bbc.co.uk/bitesize/articles/znnj96f - Introduction to family trees and included worksheet

Key Knowledge - End Points

- To know when they were born
- To place lifetime events on a simple timeline
- To compare their own lives with that of their teacher
- To begin to draw comparisons between themselves and the teacher
- To use and sequence artefacts
- To use language of time (old, new, now, then and yesterday)

Unit Vocabulary

family	event
timeline	sibling
past	parent
present	history

Lesson Sequence					
To know how we use vocabulary to describe the past	To look at how toys have changed through time	To compare school in the past and today	To look at how homes and technology have changed	To place events from their teacher's life on a timeline	To compare their lives with that of their teacher
Suggested Retrieval Task					
Name two people in your family that were born before you	What does history look at: things that happened in the past or things that will happen in the future?	Circle two artefacts that we can see historians using today	What is the title of someone who studies the past?	Add the two given items to the timeline below	Give an example of a happy event that happened in the past
Activity					
Collective wordbank of appropriate vocabulary created, simple sentences then crafted to show context with regards to photographs from children's own past	Compare the toys teacher played with as a child with toys that are popular now. Discuss main differences. Sort toys into old and new.	Compare photographs of school now with school from the past. Simple labels to show differences	Draw one image of own home and one of teacher's from the past. Include simple sentence to show what each has/does not have.	Simple timeline created and events put into chronological order. Discussion on time/order of events and why this is important in history	Discussion of ideas that have been collected over series of lessons. Simple sentences crafted for teacher's past, and then compared to now.
Assessment					
Appropriate use of vocabulary in written (simple) sentences	Toys appropriately sorted into old and new, vocabulary to describe used accurately	Recognise main differences between two periods of time in relation to schools	Recognise how homes have changed - particularly what homes had (e.g. less technology in the past, different decor styles)	Simple understanding of chronology shown through appropriately plotted timeline points	Sentences crafted with appropriate vocabulary to describe simple changes between past and present