

#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

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Question why things happen and give some simple explanations 	<ul style="list-style-type: none"> ❖ Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> ❖ 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



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 teacher
- ❖ To use and sequence artefacts
- ❖ To use language of time, old, new, now, then and yesterday)


Unit Vocabulary

Family	Event
Timeline	History
Past	Parent
Present	Sibling

Lesson Sequence

To know how we use vocabulary to describe the past	To know ways we can find out about the past	To understand people were born before them and know when they were born	To place lifetime events on a simple timeline	To place events from their teacher's life on a timeline	To make simple comparisons between their lives and their teachers'
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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
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Activity

Collective wordbank of appropriate vocabulary created, simple sentences then crafted to show context	Range of artefact types looked at and sorted into used today and used in the past	Simple 'family tree' created for their own families, showing awareness of family members older than themselves, and date they were born added for their own names	Events from children's own lives plotted on a simple timeline (e.g. birth of siblings, starting school, COVID etc.)	Events provided by teacher plotted on same timeline as own life (providing further info on people born before them)	Find 3 items on timeline that are similar between own life and teacher's, and 3 differences
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Assessment

Appropriate use of vocabulary in written (simple) sentences	Sources arranged into those used in the past and newer types used today	Family members added to family tree in appropriate order/context for their families - understanding of who is older than them / born first clear	Basic understanding of chronology shown by adding events in correct order	Further chronological understanding shown through appropriately plotting teacher's life onto same timeline	Correctly identify three similar and three different events between the lives of two people
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