

Plan of Key Learning in History with assessment

Year 1 Date: Autumn 1	
Purpose of the unit/National Curriculum	To ask and answer questions about changes within living memory.
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	How have homes changed in the last 100 years? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Where I live? (EYFS)
How does this link to future learning?	Great Fire in Year 1 and what the homes were built from and how cooked/heated them. (Yr 1) Queen Elizabeth 1 and Queen Elizabeth 11 and how their homes are different. (Yr 1) Stone Age, Iron Age (Yr 3)
Key points for the start of the topic	*Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	- Identify similarities and differences between ways of life in different periods, particularly concentrating on buildings and food e.g. facilities, entertainment/toys. - Use a wide vocabulary of everyday historical terms and phrases relating to the passing of time e.g. after, yesterday, past, last year, a long time ago
Learning objectives linked to Events, People and Changes	To tell the difference between past and present in their own and other people's lives, by using and making simple comparisons.
Learning objectives linked to Communication	- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories.
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Ask and answer questions about the past through observing and handling a range of sources such as objects, pictures, stories, film clips, buildings, museum displays - Understand some of the ways in which we find out about the past and identify different ways the past can be represented e.g. through pictures, written accounts, songs, museum displays, stories.
By the end of this learning the children will know:	
Weekly questions to	Which home is about 100 years old and which is modern? Why do you think that?
	What were homes like 100 years ago, in terms of heating, lighting and water?

build up the skills and knowledge over the topic	How is my bedroom the same/different to a child who lived 100 years ago?
	How did we keep clean and healthy at home 100 years ago?
	What would children do at home 100 years ago? How does this compare with your lives?
	How have homes changed in the last 100 years?
Key vocabulary	History, past, present, time, today, yesterday, tomorrow, after, modern, old, future, here, now, then, last week / month, last year, 100 years ago, a long time ago, timeline, order, memory, remember, change, people, local, compare, similar / different, when / why? Object, artefact <i>add your own words related to specific events e.g. Great Fire of London</i>
Key knowledge	IDEAS: Outside toilets Gas lights and little or no electricity Children shared bedrooms and often beds Bath in front of the fire each week No heating/fire in living room that heated the water and range Possible link to local area and opportunities to walk and see visually the range of Victorian homes in our area
Key Learning for this unit	
Below Expected	Expected

Look at skills above for learning objectives.

Weekly questions build up children's knowledge and provide opportunities to develop historical skills.

Subject Leader to provide ideas of questions and relevant historical vocabulary