



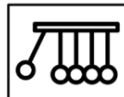

















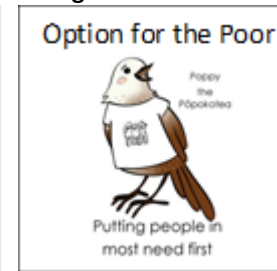


Year Group: 1	Title: Local history – changes in the last 100 years
National Curriculum coverage: Pupils should be taught about: <ul style="list-style-type: none"> • changes within living memory (where appropriate, these should be used to reveal aspects of change in national life) • significant historical events, people and places in their own locality 	Pre and Post Learning: Place toys in chronological order
Concepts: Substantive Concepts: <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">Society</div>  </div> Our Big Ideas (Disciplinary Knowledge) <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Significance </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Evidence </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Similarity and Difference </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Cause and Consequence </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Interpretations </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Continuity and Change </div> </div>	Context: This topic follows on from the EYFS – Understanding of the World where they talked about past and present events in their lives and of family members. It builds on their knowledge of St. Mary's school and what they learnt about it from YR and what they did in Reception class.
Visits and Visitors: Parents / grandparents / great grandparents (Victorian School Day)	St. Mary's Experience: Create a time capsule
Careers/preparation for adulthood: Changes in Our Lifetime <ul style="list-style-type: none">  Journalist – writes about things happening now  Historian – learns about the past  Photographer – takes pictures to remember important moments Finding Clues About the Past <ul style="list-style-type: none">  Archaeologist – digs up old objects  Museum Worker – looks after old toys and objects  Librarian – looks after books How Toys Have Changed <ul style="list-style-type: none">  Toy Designer – invents new toys  Designer – creates fun things for children Changes at Saint Mary's School <ul style="list-style-type: none">  Teacher – helps children learn  Builder – builds new classrooms  Architect – designs school buildings Childhood in the Past <ul style="list-style-type: none">  Film Maker – makes films about life long ago  Author – writes stories about the past 	Key People: Queen Victoria

Catholic Social Teaching:		British Values:	
			Democracy Everyone's voice matters when sharing memories and changes
Human Dignity – children understand that every stage of life is important Participation - We belong to communities like our school and parish Option for the poor - We care for those who may not have had what we have today			Rule of Law Compare school rules today with Victorian school rules.
			Mutual Respect Respect older generations and their memories and handle historical evidence carefully (photos, books, artefacts).
End points (by the time pupils leave St. Mary's): <ul style="list-style-type: none"> Remember significant dates from their topic and order events chronologically on a timeline Know the names and key facts about significant people from history. Be able to find out accurate information from a range of sources and recognise propaganda/biased information Describe the similarities and differences between different eras in history Describe the cause and consequence of key events in history Describe how areas of the world have changed over time Describe how ideas (society, innovations and inventions) have changed over time and their impact. 			
Crucial knowledge: Y1 <ul style="list-style-type: none"> Know changes that have happened in their lifetime Name sources of historical evidence (buildings, books, people, videos, photos) Identify how toys have changed over time. Know changes that have happened to Saint Mary's School – including staff and the building. Know that childhood has changed since our grandparents were young but some things have stayed the same. Describe what school was like for children in Victorian times 		Vocabulary:	
		Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)	Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in history)
		1. change, past, present, different, similar, remember, compare, before, after 2. Evidence, source, information, clues, discover, explain 3. Old, new, materials, handmade, factory-made, popular 4. Improve, replace, rebuild, staff, community, celebrate 5. Generation, childhood, memories, similar, different, lifestyle 6. Strict, rules, punish, attend, behaviour	1. Timeline, history, modern, decade 2. Photograph, artefact, diary, census, building, video recording 3. traditional toys, electronic toy, wooden toy, plastic toy 4. Headteacher, classroom, playground, extension, uniform 5. Grandparents, chores, rationing, entertainment# 6. Victorian, Slate, inkwell, dunce cap

Prior knowledge: YR

UNDERSTANDING THE WORLD

To talk about past and present events in their own lives and in the lives of family members.

Future knowledge: Y2

- *Know who Florence Nightingale is.*
- *Know who Mary Seacole is.*
- *Know about the sinking of the Titanic and sequence events.*
- *Know who the suffragettes are.*
- *Describe the similarities and differences between Florence Nightingale and Mary Seacole.*
- *Explain the inequalities faced by Guy Bailey and how society has changed since then.*