

# Medium Term Plan

## – KS1 –

### Changes within Living Memory



Curriculum Objective	Skills	Vocabulary
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. For example: toys, transport, the seaside.</li> </ul>	<p><b>Year 1</b> Ask questions and with support answer some simple historical questions Handle sources of evidence and make observations and simple comparisons Sequence 3 or 4 artefacts/sources. Exposure to BC/ AD, years/ centuries relating to period studied Understand some ways we find out about the past</p> <p><b>Year 2</b> Ask and answer simple historical questions. Use sources – observe and handle to answer questions about the past Sequence artefacts closer together. Exposure to BC/ AD, years/ centuries relating to period studied Choose and use parts of stories and other resources to show understanding</p>	<p>Modern New <b>Old</b> <b>Before</b> After Parents Grandparents Young</p>
Non-Negotiable Knowledge		

#### Sequence of Learning

Spark lesson What do we already know? What would we like to know/find out about?	<u>Chronology</u>	<u>Entertainment</u>	<u>Food</u>	<u>Toys</u>	<u>Games</u>	<u>Houses</u>	<u>Keeping in touch – communication and technology)</u>	What is the same and what is different? Show understanding that design, materials and technology can indicate whether something is old or new. Recognise similarities and differences between old and new	<u>Assessment</u>
		<p>TV Radio Music</p> <p>What was/were _____ like for our parents and grandparents? Describe the characteristics of old _____.</p> <p>Speak about what it was like for their parents and grandparents. What was/were _____ like for other people? Ask questions about _____ in the past. Infer information about _____ in the past by studying old pictures/artefacts.</p>						<p>How do we know that some _____ are old? Sort objects/pictures into</p>	

			'old' and 'new'. Explain why they have grouped them in a particular way.		
<b>SEND</b>					
Allow exploration of item in a smaller group and record comments.					
<b>What will happen in lessons</b>					
<b>Week 1 (2 sessions)</b> <b>Show the children an item they might not have seen before.</b> <b>What is it?</b> <b>What can they see or draw from previous knowledge which might tell them something about the item.</b> <b>Explain we will looking at history and things that have happened in the past.</b>	<b>Week 2</b> Introduce chronology using a video to explain a time line.  Create a time line in the floor book and in the classroom.  Add 'today', when they were born, when their teachers were born, their parents/grandparents.  Add other key events which might come up over the topic.  <b>Ask for photos of themselves/grandparents/parent for the time line.</b>	<u><b>Week 3 (2 sessions)</b></u> <u><b>Music/TV.</b></u>  1. -Explore what our parents/grandparents did for entertainment when they were younger. -show them a Walkman/discman/record player. Do they know what they do? Do they work in the same way? - How is this different to now? How do they listen to music now? <b>- Record discussions/photos for floor book.</b>  2. -Play they children some cartoons and children's	<u><b>Week 4 (2 sessions)</b></u> <u><b>Housing</b></u>  Send home a questionnaire for parents/grandparents and ask for old photos they might have at home.  Show the children photos from the past.  What can they identify as different? Have a discussion around what it was like then and compare to now.  <b>Put photos in floor book and record childrens voice in speech bubbles.</b>	<u><b>Week 5 (2 sessions)</b></u> <u><b>Toys/games</b></u>  1. Teach some of the games we used to play at school - Marbles - Elastics - Ball and tights - Clapping songs. - Stone pick up. <b>Photos playing the games.... children to compare to games they play today, what is the same/different? Did they like the old games?</b>  2 . Toys of the past.	<b>Assessment</b>

<p><b>Create a class map of what they already know about the past and what they want to find out.</b></p> <p><b>How might we find out about the past?</b></p>		<p>programmes our parents might have watched.          -Do they notice that TV was in black and white. Which do they prefer and why?</p> <p>Add photos of old and new to time line.</p>	<p>Come up with a set of questions to interview, an older person (Maybe Mrs Wrights mum)</p> <p>How do we know_____are old?          What do you notice?          What is the same?</p>	<p>- How computer games have changes.</p> <p>Sort toys present and old</p>	
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