

History Scheme of Work

Y1 Changes within living memory – Houses and jobs	
Links made with other subjects	English
The BIG Question	How has Britain changed in the last 100 years? Have houses always been the same?
The BIG Outcome	Write captions for a picture to show change.
History objectives (link to NC)	<ul style="list-style-type: none"> • Changes within living memory - aspects of change in national life • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Identify similarities and differences between ways of life in different periods • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<p><i>Children already know:</i></p> <p>Past and present events in their own lives and in the lives of family members (ELG 13)</p> <p>Y1 – Changes in locality – Jowett cars</p>
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	<p>This unit gives prior knowledge to:</p> <p>Y1 – Changes in living memory –toys</p> <p>Y2 – Events beyond living memory – Great fire of London</p>
Historical strands	<p><u>Historical enquiry/ skills</u></p> <ul style="list-style-type: none"> • Answer given questions and choose appropriate questions. • Ask questions like what was it like for people in the past? What jobs did they have to do? Did they have the same things as us in their houses? • Use artefacts, pictures, stories • Sources – photographs, museum visit, washday workshop, comparing old and new photographs <p><u>Continuity, change, cause and effect</u></p> <ul style="list-style-type: none"> • Notice differences between old and new • Describe the process of change in houses through decades <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Order pictures of events on a timeline
Vocabulary/ Glossary	Old, older, new, newer, present, past, decade, detached, semi-detached, terraced, technology, heating, lighting, materials
Knowledge (see italics for knowledge to remember)	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none"> 1. <i>Know what past and present means and be able to give examples of things that have happened to them in the past e.g birthdays, Christmases, holidays</i> 2. <i>To talk about my house and how it has changed in my lifetime e.g new technology, new bathroom/kitchen, house moves etc</i> 3. <i>Know what British homes were like decades ago. Back to back houses, number of rooms, terraced, detached, semi-detached, flat, technology, methods for washing clothes (washboards, mangles, washing machines), toilets, heating, lighting</i> 4. <i>Know what British everyday life was like decades ago? Mostly men to work and women stayed to look after the home and children, toys were made out of different materials,</i> 5. <i>Know that these changes has made life easier for people and new technology has made a lot of jobs quicker</i>

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	<ol style="list-style-type: none"> 6. Use artefacts to show similarities and differences and find out more about life in the past. 7. Use a timeline to show change through time e.g In the past, a long time ago, older, old, new, newer
SEND expectations	<ol style="list-style-type: none"> 1. <i>Know what past and present means and be able to give examples of things that have happened to them in the past e.g birthdays, Christmases, holidays</i> 2. Know what British homes were like decades ago. 3. Use a timeline to show change through time