

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: KS1 Year 1

NC/PoS: Changes within Living Memory

- Changes within living memory. Where appropriate, these should be 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. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Prior Learning (what pupils already know and can do)

- Know the concepts of old and new.
- Know/Awareness of change over time.
- Know that they live in Warrington in the UK.
- Know directional language of up, down, forwards, backwards, left and right.

End Points (what pupils MUST know and remember)

- Know living memory means people are alive today who can remember the changes/ event.
- Know that my family, the royal family, my school, my house and transport have changed over time.
- Know how maps can help us to see change over time.
- Know familiar changes and how that goes beyond their lived experience.
- Know how artefacts are used to support our understanding.
- Know what similarity and change is.

Enquiry question: **How have things changed in the living memory of my parents and my grandparents?**

Session 1: How has my family changed over time?

Prior to the session, ask children to bring in a photo of them when they were younger e.g. as a baby, in reception. (Could use class photo from nursery/reception).

Show the children some images from the class teacher's own childhood. Who do you think this person is? Explore how the class teacher has changed over time.

Discuss – how have the children changed over time? Show some of their photos and discuss - what changes can you see? What is similar? What is different?

Encourage the use of key time vocabulary such as now, then, before, after

Explore how the children have physically changed over time (e.g. grown, become stronger etc.)

Introduce the term 'Family Tree'. Explore a family tree of the class teacher, referencing parents, siblings, grandparents.

Children explore their family tree. Discuss family changes over time (mum, dad, brother etc.)

Key Vocabulary: past, present and future, similarity, difference, in living memory

Session 2: How has the royal family changed over time?

Introduce the term and concept of a monarch (This could be introduced through the use of fairy tales/traditional tales).

Ask the children if they know whether we have a king or a queen in this country - Who is it? Where does he live? Can anyone name any members of his family?

Show the children a current picture of the King and a picture of the king on his coronation. Discuss what they can see in the photos. Ensure that everyone knows who he is.

Now show them photos/images of real British monarchs from different eras. What can you see in the pictures? Are there any clues that these people are monarchs? What is the same between the monarchs? What is different?

Discuss how the royal family has changed over time.

Discuss how we can see the changes through sources such as photos and paintings.

Key Vocabulary: monarch, monarchy, beyond living memory.

Session 3: **What is my school like now and how has my school changed?**

Show a modern photograph of the school and a photo from the past. Explore how our school has changed over time, including any changes during their time here. Where appropriate, children could explore old and new parts of their school.

Discuss national changes to schooling including;

- The age children attend school and nursery compared to the past
- Equipment used in school- Computers, electrical devices, registers
- Changes in pens/paper/chalk board/ blotting paper etc
- Changes in curriculum

Children to name three things that have stayed the same and three changes.

Key Vocabulary: equipment, curriculum, changes, continuity

Session 4: **What is my home like now and how have homes changed over time?**

Have you ever moved house? What is the same of different about your houses? Discuss the different types of houses the children live in.

Show images of houses through time (A good resource for this is the book 'National Trust: Step Inside Homes Through History'). How have these houses changed?

Discuss how items in the home have changed - What do we have now that but my grandparents did not?

Discuss the use of electricity in the homes. Talk about how 100 years ago, only very rich people had electricity. In your house now, what would you not be able to use without electricity?

Show images of items that were used instead e.g. candles instead of lightbulbs, Victorian washboards and mangles instead of washing machines etc.

Look at the kitchen - What has changed?

- Teapot/kettles- Boiled on the stove and electrical
- Washing clothes- Washing machine and a mangle
- An iron - compare to the old iron made of iron and heated on a fire to the modern iron made from plastic and steel

Children could sort images of household items between past and present.

Key Vocabulary: Materials, plastic, iron, metal, electrical, boiling, same, different, changes, past, present

Session 5: **What transport do I use now and how has this changed over time on land?**

Look at a modern map of Bruche/Warrington and one from the past. Compare – What differences can we see? Has anything stayed the same? Introduce the term 'settlement' as a place where people live.

Ask the children the question - How might I travel around Warrington? How could I travel to places like Liverpool, Manchester, Southport, Llandudno and London? (car, bike, walking, bus, train). Ensure children understand the term 'transport'.

Show images of past transport used to travel locally and explore how these modes of transport have changed over time. (horse and cart, penny farthings, steam trains, route master bus)

Watch a video of a steam train and compare to modern day trains. Discuss railway developments such as steam trains to electrical trains and the development of the underground railway. Discuss how railways improved due to an increase in demand for transportation of goods and commercial travel around and between cities.

Explore how the Manchester Ship Canal has been used over time to travel between important settlements (Liverpool and Manchester). Look at how canal boats and ships have changed over time, comparing photos of modern day and past boats.

Link to 'Old Billy', the longest-living horse from Woolston who pulled barges along the River Mersey.

Key Vocabulary: rail, engine, track, transport

Future learning this content supports:

- Events beyond living memory –KS1