

Year Group 1: Changes in living memory

Year group:	1	Term:	Autumn 1	Theme :	Changes in living memory																
Prior learning					Cross-curricular and visits/visitors																
Know that: How old I am. That my parents and grandparents are older than me. I may have siblings that are younger than me. To know the words youngest and oldest					Visitors: A local grandparent to talk about the past English: writing a recount about past events																
					Skills																
Knowledge Communicate their knowledge through: discussion.... drawing pictures... Drama/role play... making models..... writing... Using computing skills... 1. To be able to match artefacts to people of different ages 2. Recognise the difference between past and present 3. To understand and make a timeline by placing events in time order.					Chronology Show their emerging knowledge and understanding of the past by: - Recognising the distinction between past and present (<i>e.g. the difference between photographs of themselves as a baby and now</i>). - Placing a few events and objects in order by using common phrases to show the passing of time (<i>e.g. old, new, young, baby, children, grown up</i>). - Show their developing knowledge and understanding of the past by: - Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (<i>e.g. before, after, a long time ago, first, last, adult, very old, in the past</i>) 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 to parts of stories, and features of events. - Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events. Communication - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). - Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. birthdays present and past</i>). Enquiry, Interpretation and Using Sources - Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.																
Key Vocabulary					Challenging Vocabulary																
<table><tr><td>past</td><td>present</td><td>now</td></tr><tr><td>old</td><td>young</td><td>then</td></tr><tr><td>new</td><td>before</td><td>after</td></tr></table>					past	present	now	old	young	then	new	before	after	<table><tr><td>Chronology</td><td>The order of events in time</td></tr><tr><td>Timeline</td><td>Placing events in time order on a line</td></tr><tr><td>Technology</td><td>Device used for example: computer, ipad</td></tr></table>		Chronology	The order of events in time	Timeline	Placing events in time order on a line	Technology	Device used for example: computer, ipad
past	present	now																			
old	young	then																			
new	before	after																			
Chronology	The order of events in time																				
Timeline	Placing events in time order on a line																				
Technology	Device used for example: computer, ipad																				