



No Limits
To Learning!

Topic Title: Rags to Riches

Year Group: 1

Academic Year: 2022-2023

KS1 History Intent:

Children will develop an awareness of the past, using common words and phrases relating to the passing of time.

Children will understand changes within their living memory and make comparisons with the past.

<p>Prior Historical Learning/Linked Topics: Early Learning Goals – Knowledge and Understanding of the World</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. 		<p>Literacy Links (including texts/media used): The Toymaker Toys from the Past (ebook) The Old Toy Room</p>	<p>Maths Links: Venn Diagrams Time</p>
<p>Historical Knowledge</p>			
<p>Significant Events</p>		<p>Lives of significant individuals</p>	
<ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> 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 	
<p>Historical Skills</p>			
<p>Historical Interpretation:</p> <ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 		<p>Organisation and communication</p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	



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<p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory • Say why people may have acted the way they did. 	
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented • Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” • Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. 		
<p>Content: Understand what history is and things that happened in the past Lesson 1: Children to discuss what they have done at the end of the day: e.g. go home, play Lego, have dinner etc. Activity: Children to create own timeline of their day – children to draw pictures and label, including what they play with. Encourage language ‘now, next, after’ Lesson 2: Look at what grandparents did when they got home from school. Get some grandparents in to talk about their daily routines and how they differ to today. Activity: Do a timeline of the grandparent’s day. Lesson 3: Read ‘Peepo’ by Janet and Allan Ahlberg Compare and contrast similarities and differences between the two. Children to create a time capsule of their drawn objects that are important to them. Lesson 4:</p>		<p>Key Vocabulary: History, olden days, years, before, after, previous, vintage, modern, ancestors, wood, metal, mechanical, clockwork, tin, lead, ancestors, great grandparents, sepia, old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after to show the passing of time</p>



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Talk about Toys from the Past

Discuss favourite toys in your family: what is your favourite toy? What was your parents' or grandparents' favourite toys?

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