

*Inspiring and enabling our school community to live life to the full*



**YEAR 1**

**Subject: History**  
**Our School: Past and Present**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

<b>Prior Learning:</b> Key events in their own past; Toy topic learning about toys in the past, including Victorian and living; photos of what Crowthorne used to look like in past; development of transport (artefacts) in living memory.	<b>Key Vocabulary taught in this unit:</b> past , present, history, source, artefacts, similarities, differences, modern, old, Victorian
<b>Intent: What do we want the children to know, be able to do by the time they complete this unit)?</b>  <b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b> <b>Use common words and phrases relating to the passing of time and develop an awareness of the past</b> Use past and present vocabulary to compare aspects of school life now and in the past <b>Recognise where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</b> Plot a timeline of their family member's births (grandparents, parents, siblings) Understand and discuss a timeline showing the history of the school Identify similarities and differences between school life now and in the time of grandparents and parents <b>Use a wide vocabulary of everyday historical terms</b> Learn and use the vocabulary listed above <b>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</b> Construct questions and interview the school's site controller and a teaching assistant (former pupils at school) Consider and answer whether they would prefer to go to school in the present day or in the time of their grandparents <b>Recognise some of the ways in which we find out about the past and identify different ways in which it is represented</b> Find out about the past from first-hand accounts from former pupils	
<b>Impact / Outcome:</b> <b>What will the final product / result be?</b> Children have an understanding of what the past is; they can explain how our school has changed since Victorian times and within living memory and answer their own questions they asked a first-hand account with the sentence stem 'I have learnt...'	
<b>P4C Inquiry (where appropriate)</b> Is school better now than in the time of your grandparents? Why? When would you rather have gone to school?	

