

History – Year 1

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
1.Changes within living memory e.g. links to Grandparents – toys from 1960s. 2.Significant historical events, people and places in their own locality – farming . 3.Past events which have contributed to national and international changes – The Titanic 4.Compare aspects of life in different periods (present day, 1960s and 1912)	1.Differentiate between older and newer toys, explaining reasoning, know there are/were differences in toys rich and poor children access, understand that older people have lived longer, and therefore remember things the chn cannot. 2.Chn use historical vocabulary to explain why farming is important to the area. Discuss changes over time and the lasting impact of technology (eg tractors). 3.Able to explain the lasting impact of the Titanic’s sinking on today’s maritime safety, as well as sequence events leading up to and following the disaster. 4.Know how the local area is different to the way it used to be a long time ago. (Differentiate between things that were here 100 years ago (Titanic era)(river, church) and things that were not (McDonalds, John Adams Way).	Historical: History, after, before, change, same, different, rich, poor, king, queen Toys: Remember, old, new, materials, rich, poor, compare Farming: Farm, tractor, field, timeline, machinery, hay Titanic: memory, passenger, statue, safety, lifeboat, sequence	Toys: match, order Farming: Crop, plough, harvest Titanic: national, global	Historical: Events, long ago, modern, past, present, sequence, timeline Toys: Memory, sequence, invention, museum, timeline Farming: arable, pastoral, edible, woad, dye, decade Titanic: Wealth, voyage, maritime, disaster, iceberg

Knowledge

Substantive Knowledge	Disciplinary Knowledge
Toys – concepts – rich and poor <i>How have toys changed over time?</i> Lesson 1: <u>LO: To know that toys were different in the past</u> Changes within living memory - investigate a range of toys that were played with in the 1960s to find what is different (relate to grandparents, if possible have some grandparents’ toys brought in). Vocabulary – memory, toys	Each lesson: Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence). <i>Historical concepts to explore through toys:</i> Continuity and Change: children have played with toys throughout time, what they play with has changed.

Lesson 2: LO: To understand how old and new toys are different

Compare examples of older toys (real if possible) to their own – identify what is similar/different about them. Choose a focus toy eg. old wooden train and battery operated to discuss.

Vocabulary – old, new

Demonstrate and show respect to our own toys and those of others

Lesson 3: LO: To understand how to sequence oldest to newest toys

Sequence their own toys and examples of old toys from parents or grandparents (pictures of not available) oldest to newest. Articulate how they know. Understand older people have lived longer therefore remember things the children cannot.

Vocabulary – sequence, order, remember

Lesson 4: LO: To understand that toys were made of different materials in the past

Compare materials toys are made of as basis for determining whether rich or poor children would have played with them, and whether they are old or new.

Vocabulary – materials, rich, poor

Lesson 5: LO: To know that rich and poor children played with different toys

Explore examples of toys that rich children might have had in the past and compare them to poor children's toys, suggesting reasons for the differences. (Rich - higher quality materials, more detail – rocking horse/doll's house

Poor – homemade toys eg. peg dolls, marbles, balls made of rags, pass-me-downs)

Reflect on if it was fair that children were treated differently

Vocabulary – compare

Lesson 6: LO: To know how to sequence pictures from the past on a timeline

Introduce different ways to represent the past (timelines). Teach that on timelines we start from the most recent on the right and work backwards to represent time as before now. Given real (or pictures of) toys, chn place them sequentially, discussing how they know. Create a verbal narrative describing the changes over time.

Vocabulary – order, timeline

Farming – local study, **lasting impact** (opportunity for trip to farm and/or local farmer visit)

How has farming changed over time?

Lesson 1: LO: To understand that farming is important in Boston

Similarities and differences: explore what is similar and what is different about their toys today compared to those being studied from earlier times.

Historical concepts to explore through farming:

Analyse trends: investigate and record some of the ways in which farming has changed over time.

Similarities and differences: tractors look different, horses and ploughs were used in the past; jobs in farming have changed, eg harvesting, milking, butter churning (because of technology).

Historical concepts to explore through the Titanic:

Continuity and change: differences between rich and poor still exist, changed as not as obvious now. People still travel, change as more options than boat to cross the Atlantic. Maritime safety laws changed dramatically following the incident.

Significance: This was an international disaster, people from all over the world lost their lives. It is historically significant as a turning point for maritime safety laws – many of the requirements for vessels today were devised following this tragedy.

Written/verbal narrative: Create their own historical narrative which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did.

A farm is a plot of land used to grow/sell crops and/or animals. Explore farming in the local area, using maps so children can see how many there are. What types are found in Boston today - mainly edible crops now. Compare arable (crops) to pastoral (animal) farming and focus on local farming that continues today (beet, vegetables, wheat). Farming has shaped Lincolnshire because of its flat, fertile land, mainly arable now. Children can explain what happens on each type of farm (grow and sell crops – arable), (feed and care for animals, selling their produce - pastoral).

[Reflect on why I should care about my local environment](#)

Vocabulary – crop, pastoral, arable, edible

Lesson 2: LO: To understand the importance of woad in the past

Old Woad Road – use this visible local history as starting point for learning about this useful plant. (Celts used it as war paint, 18th century dyed police and military uniforms, famous Lincoln Green was actually woad blue then dyed over with yellow, it was grown in Boston/Wyberton until 1932). Learn about how it was processed through narrative told from perspective of local worker.

Vocabulary – woad, dye, farm, field

Lesson 3: LO: To know that farming was different in the past

Compare the ways in which farming was different in the past, specifically addressing the **lasting impact** of tractors (machines don't get tired like horses did so more productive – farms were revolutionised). Order pictures of tractors over different decades to show development and changes over time, place on a timeline showing decades.

Vocabulary – decade, tractors, timeline

Lesson 4: LO: To know how technology has changed farming

Identify ways in which technology has changed farming. Explore different types of machinery and tools – old and new. Eg. Milking cows – hand and bucket 6 cows an hour to machines 100 cows an hour. Moisture sensors tell farmers when to harvest now, used to rely on farmer's judgement. GPS allows farmers to work in rain, fog and the dark now.

Vocabulary – machinery, harvest

Lesson 5: LO: To know that jobs in farming have changed over time

Explore jobs in farming and how these have changed over time – making butter and cream by hand/machine; milking cows - milkmaid/machine; hay forked by hand/tractors collecting hay bales; ploughman/tractor driver.

Vocabulary – plough, hay

Lesson 6: LO: To understand what life was like on a farm in the past

Children use what they have learned to decide - would they rather live on a farm now or in the past? Give reasons to explain why.

Reflect on how God has developed farming over the years.

Titanic – concepts – rich and poor, lasting impact

Why did the Titanic change the world?

Lesson 1: LO: To know the story of the Titanic

Explore the story of the Titanic, in the time leading up to the voyage and beyond, through the narrative of a young woman who was a passenger. Begin with familiar – statue of woman and develop as per the resources provided. Describe living conditions in Britain in 1912.

Vocabulary – passenger, statue

Have an instant response to something significant happening.

Lesson 2: LO: To understand that life was different for rich and poor people in the past

Explore what life was like in 1912 for rich and poor people, through hats (continuation of narrative, resources provided).

Vocabulary – wealth, rich, poor

Discuss if people were treated in a similar way.

Lesson 3: LO: To know what happened on board the Titanic

Investigate the main events that occurred on board the Titanic as it sailed towards America. Titanic hit an iceberg, began to fill with water. Passengers and crew got ready to use lifeboats but there were not enough of them. SOS sent. Only about 750 of the 2240 passengers got into lifeboats and were rescued by the Carpathia – the ship that responded to the SOS.

Vocabulary – voyage, iceberg, lifeboats, disaster

Lesson 4/5: LO: To know the events that occurred as the Titanic sank

Chn can research using resources (images), discuss events then sequence on simple equidistant timelines showing what happened in last hours on April 15th 1912.

Explain difference between primary and secondary sources as Primary – first hand experience created at the time by someone who was there e.g photograph.

Secondary – information created later by someone who did not experience the event first hand – painting.

<p>Vocabulary – primary and secondary sources, sequence</p> <p>Lesson 6: <u>LO: To understand the lasting impact of the Titanic</u></p> <p>Identify factors that contributed to the disaster and study the maritime safety changes that were put into place as a result of this tragic incident (radio contact/design of ships/enough lifeboats for number of passengers/ice patrols).</p> <p>International impact as well as national impact – laws at sea.</p> <p>Vocabulary – maritime, safety, national, international</p>	
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Concepts

Rich and poor	Lasting impact
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SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p>Know current year and their own date of birth</p> <p>Sequence events or objects in their life – draw their newest toy to oldest</p> <p>Describe memories of key events in their lives -eg. when they got a specific toy.</p> <p>Sequence 2 artefacts from distinctly different periods of time (related to their learning so a 1960s toy is after a Titanic artefact and before a modern object).</p> <p>Match objects to people of different ages (related to their learning so 1912 and 1960s and now)</p>	<p>Begin to identify similarities and differences in artefacts</p> <p>Drama – why people did things in the past, chn need to empathise with their feelings to understand why</p> <p>Use a range of sources to explore characteristic features of the past.</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).</p> <p>Using stories children begin to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories? (Visitors in – grandparents?)</p>	<p>Use as wide a range of sources as possible as stimulus for learning</p> <p>Classify artefacts “then” and “now”</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>To answer questions and begin to compose questions related to different sources and objects.</p> <p>Use appropriate historical vocabulary</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.