

**Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

**Subject: History Year: Y1 Unit 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 old and new
- Know change over time
- Know that they live in Warrington
- 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 difference 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?**

Explore class teacher has changed over time using images. Then, children explore how they have changed over time using images.

Link to understanding about where they are from. How have you changed over time? Explore how they have physically changed over time (science- biology)

Explore family tree of class teacher using images. Then, children explore their family tree. Family changes over time (mum, dad, brother etc.)

Maths links: Language of time, now, then, before, after

**Vocab: past, present and future, similarity, difference**

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

Introduce the language and concept of what a monarch is. (This could be taught through the use of fairy tales/traditional tales).

To start with, 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 check that everyone knows who he is. Now show them image of real British monarchs from different eras.

Discuss how the royal family has changed over time.

**Vocab: monarch, monarchy**

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

Explore how their school has changed over time. 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.
- Curriculum changes, national change of National Curriculum in 1988

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

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**Vocab: equipment, curriculum, changes, continuity**

Session 4: **What facilities are in my home now and how they have changed over time?**

Discussion about their current home linking to where they live linking to location (geography link)

- Things in the home, what do I have now that my mum has but my grandparents did not?
- Look in particular 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 modern iron made from plastic and steel (link to science materials)

Discuss electricity in the homes (100 years ago only very rich people had electricity).

In your house now, what would you not be able to use? (science link)

**Vocab: 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?**

Look at maps to compare our local area then and now (geography link).

Explore different ways children could travel from Warrington (settlement) to places like Liverpool, Manchester, Southport, Llandudno and London (settlements) looking at cars, buses and rail. Explore how 100 years ago people often travelled to seaside settlements for holidays (geography link).

Explore how these modes of transport have changed over time.

Railway developments: Steam engine, modern railway, modern track, underground rail, electrical trains.

Railways improved due to increased demand for transportation of goods around cities and developments.

Explore how the Manchester Ship Canal has been used over time to travel between important settlements (Liverpool and Manchester) looking how canal boats and boats have changed over time.

**Vocabulary: Rail, engine, track**

Future learning this content supports:

- Events beyond living memory –KS1