



The BIG Picture

In this unit the children will learn that people who are older than them, were born before them and people who are younger than them, were born after them. They will learn that times were slightly different when their parents/carers were young and times were very different when their grandparents were young. They will begin to explore the idea that there was a time before their grandparents were born and that life was very different then. People wore different clothes, travelled in different ways, played with different toys and school was very different too. They will discover that there are different types of families. Children will continue to develop an awareness of the past, using common words and phrases relating to the passing of time. This unit builds upon the Getting to Know You Families/Homes EYFS topic as children identify further family members and begin to consider what life was like for these family members.

National Curriculum Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- **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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past. (EYFS)

Children should already have a basic understanding of historical language such as before, after, yesterday and today. (EYFS)

Children will be able to identify members of their family (EYFS)

Key vocabulary & understanding:

After, before, differences, during, new, old, older, past, present, sibling, similarity, slightly, technology, then, usually, younger, grandparent, change, family tree, timeline

Specific unit objectives

- To create a timeline showing key family events, and then use words such as before, after, past, present, then and now to describe them.
- To create a family tree.
- Describe what life was like when their parents/carers were little and what the similarities and differences are.
- Describe what life was like when their grandparents were little and what the similarities and differences are.
- Describe how transport has changed over the last century .
- Describe how technology has changed over the last century.
- To begin to develop chronological understanding.
- To know their life is different from the lives of people in the past.
- To begin to show understanding of time.
- To place some basic events onto a timeline and use this to support the retelling of past events.
- To begin to understand the passage of time.
- To use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.

Key Questions

What does the past mean?
What has happened in my past?
What is my History?
What was life like when my parents were little?
What was life like when my grandparents were little?
How has transport changed?
How has technology changed?
What is a family tree?

Key Knowledge

Know that the lives of their grandparents were different to their own.
Organise artefacts by age.
Know the main differences between their school days and their grandparents school days.
Differentiate between things that were here 100 years ago and things that were not.

Key Texts

Major Glad Major Dizzy – Jan Oke
Peepo – Janet and Alan Alhberg
Grandpa – John Burningham
My Grandmother's Clock – Geraldine McCaughrean
Range of non-fiction books to be used.



The BIG Picture

In this unit children will learn that there have been significant people who have changed the way we live today. These people have lived in the past, faced challenges of their own and have usually had to overcome adversity to strive for the change. Children will learn that finding out about these famous people can also help us understand how people lived in the past. Children can use what they have learnt to imagine what life would be like if these people and events had not happened. Through learning about these people children will be able to compare ways of life in different times. Children will continue to build up their knowledge of using sources to learn about the past and use their historical enquiry skills to interpret information from these sources. This unit will build upon the children's knowledge from their People who Help Us unit in EYFS.

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- significant historical events, people and places in their own locality

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past. (EYFS)

Children should already have a basic understanding of historical language such as before, after, yesterday and today. (EYFS)

Children will be able to identify people who work to help others.(EYFS)

Key vocabulary & understanding:

Rosa Parks, Emily Davidson, boycott, America, London, suffragette, votes, sash, racism, wealthy, mission, discrimination.

Specific unit objectives

- To know key details about the life of Rosa Parks.
- To explain why Rosa Parks is important and remembered.
- To explain the impact of what Rosa Parks did on the wider community.
- To know key details about the life of Emily Davidson.
- To explain what Emily Davidson did.
- To understand that some people were treated differently because of who they were.
- To compare these women with each other identifying similarities and differences.
- To know their life is different from the lives of people in the past.
- To begin to understand how and why things change over time.
- To begin to understand why people being studied are important.
- To begin to recognise different ways we can learn about the past.

Key Questions

Who was Rosa Parks?
Who was Emily Davidson?
Why are these women important / remembered?
When were these women alive?
What did these women do?
How are these women similar or different to each other?
How did what these women did have an impact on us today?

Key Knowledge

Name a famous person from the past and explain why they are famous.

Know about a famous person from outside the UK and explain why they are famous.

Know that some people are treated differently because of their gender or the colour of their skin.

Key Texts

Rosa Parks – Lisbeth Kaiser
I Am Strong – Brad Meltzer
If A Bus Could Talk – Faith Ringgold
Emily Davidson – Izzy Howell
Range of non-fiction books to be used.



The BIG Picture

In this unit the children will learn about popular toys through the 20th century and the early 21st century. First they will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. The children will learn how to sequence objects by age and compare them identifying similarities and differences. These differences will be used to explore changes in national life for example the introduction of electricity and new materials. This unit builds on the My Family topic as children revisit ways of life from when their parents and grandparents were young.

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Children should already have a basic understanding of historical language such as before, after, yesterday and today. (EYFS)

Key vocabulary & understanding:

Past, present, life, toy, game, names of different materials, invention, change, national, timeline, artefact.

National Curriculum Key Stage 1

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- significant historical events, people and places in their own locality

Specific unit objectives

- To identify toys that exist now and what makes them fun.
- To recognise and name toys that our parents would have played with.
- To identify and recognise toys that our grandparents would have played with.
- To sort toys into past and present and place them on a timeline.
- To compare toys and identify how they have changed over time.
- To explore how new inventions led to changes in toys.
- To know their life is different from the lives of people in the past.
- To say how something is the same or different in the past.
- To start to think about the reasons why things might change.
- To look at or touch objects from the past and comment on their appearance.
- To sort pictures /objects / events into 'old' and 'new'.

Key Questions

What is a toy?
What makes a good toy?
What were toys like in the past? What did our parents/grandparents play with?
How have toys changed?
Why have toys changed?
What is the same or different about toys from the past and now?
What games did people used to play?

Key Knowledge

Know that the toys their grandparents played with were different to their own.
Organise artefacts by age.
Know the main differences between their school days and their grandparents school days.
Differentiate between things that were here 100 years ago and things that were not

Key Texts

Major Glad Major Dizzy – Jan Oke
Peepo – Janet and Alan Alhberg
Brown Paper Bear – Piers Harper
Lost In The Toy Museum – David Lucas
The Old Toy Room – Twinkl
Ebook
Range of non-fiction books to be used.