



Saint Mary's Catholic Voluntary Academy

History- How am I making History?

	Composite	Components	Vocabulary
Lesson 1	I know what a personal chronology is.	- I know how to order three photographs on a simple timeline. - I know vocabulary such as past, present and memory. - I know how to discuss similarities and differences.	event, now, past, present, remember, timeline
Lesson 2	I know how to learn more about my history.	- I know how to talk about three memories. - I know how to place one memory on a timeline. - I know why memories such as an event or occasion are special.	memory, now, past, present, remember, timeline
Lesson 3	I know how we remember events.	- I know four events celebrated throughout the year. - I know three ways in which I celebrate my birthday. - I know some similarities and differences between how people celebrate events.	significant, celebrate, celebration, remember, memory, event
Lesson 4	I know how to find out what childhood was like for our parents and grandparents.	- I know how to ask questions about the past. - I know how to compare the past to today.	childhood, parent, grandparent, family, remember, living memory, past, present, now
Lesson 5	I know how to compare childhood now with childhood in the past.	- I know one similarity between childhood now and childhood in the past. - I know one difference between childhood now and childhood in the past.	past, present, similar, different, living memory, change, lifetime
Lesson 6	I know that some things change and that some things stay the same.	- I know relevant vocabulary to describe what I have found out. - I know three ideas about myself to add to the time capsule.	time capsule, past, present, future



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		I know how to discuss possible changes in the future.	

Prior Knowledge

EYFS outcomes

Development matters

- Compare and contrast characters from stories, including figures from the past.

Characteristics of effective teaching and learning

- Playing and exploring** – children investigate and experience things and 'have a go'.
- Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake.
- Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Early learning goals

ELG: Understanding the World – Past and Present

- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
Adult support with writing, reading and recording. Writing frames when needed. Use of question prompts Use of Knowledge organiser before and throughout the lesson Guided group work	Adult scribe if fine motor skills need developing.		Support for children who have complex family situations or who have experienced trauma in the family.



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Review Notes

National Curriculum Links

Pupils should be taught about:

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Aims:

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Unit Outcomes

Pupils who are **secure** will be able to:

- Order three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.

Key Knowledge

- To know some similarities and differences between the past and their own lives.
- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.
- To know that 'the present' is time happening now.
- To know that within living memory is 100 years.
- To know that people change as they grow older.
- To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that there are similarities and differences between their lives today and their lives in the past.



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- To know that people celebrate special events in different ways.
- To know that some people and events are considered more 'special' or significant than others.
- To know that photographs can tell us about the past.
- To know that we can find out about the past by asking people who were there.
- To know that we remember some (but not all) of the events that we have lived through.
- To know that the past can be represented in photographs.

Key Skills

- Sequencing three or four events in their own life.
- Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).
- Placing events on a simple timeline.
- Being aware that some things have changed and some have stayed the same in their own lives.
- Describing simple changes and ideas/objects that remain the same.
- Understanding that some things change while other items remain the same and some are new.
- Beginning to look for similarities and differences over time in their own lives.
- Recalling special events in their own lives.
- Using artefacts, photographs and visits to museums to answer simple questions about the past.
- Beginning to identify different ways to represent the past (e.g. photos, stories).
- Making simple observations about the past from a source.
- Interpreting evidence by making simple deductions.
- Describing the main features of concrete evidence of the past or historical evidence.
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as – old, new, long time ago.
- Asking how and why questions based on stories, events and people.