



Medium-Term Planning

Subject: History



Term and Year:	Year 1/2 - Spring 2
Teacher:	Miss Defty
Subject:	History – Changes within living memory
Key Question:	Were children happier 50 years ago?
Key Themes:	
Memorable Experience:	Bowes Museum – Toys from the Past Workshop
Vocabulary that will be taught:	Old, new, past, present, time, decade, memory

National Curriculum Objectives:

Key Stage One

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

History Skills that will be taught and assessed:

Year 1:

- Sequence events in their life
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages
- Recognise the difference between past and present in their own and others' lives
- Compare adults talking about the past – how reliable are their memories?
- Find answers to simple questions about the past from sources of information e.g. artefacts,

Year 2:

- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives
- Identify differences between ways of life at different times
- Compare pictures or photographs of people or events in the past
- Use a source – observe or handle sources to answer questions about the past based on simple observations.

Focus of each lesson 'Can I...' Statement(s)		Activities/Key points
Lesson 1	1970s and Now <ul style="list-style-type: none"> I can find out about some of the main events of the 1970s. I can make a timeline of the 1970s I can make a timeline of my own life 	Children to learn about significant events in the 1970s and significant events in their lifetime. Children to develop timelines for both the 1970s and their own lifetime.
Lesson 2	What were homes like? Now and Then <ul style="list-style-type: none"> I can share my experiences of houses and homes I can identify features of homes then and now I can compare houses in the 1970s to houses now 	Children to discuss their homes with other children in the class. Looking at photographs of homes from the 1970s children are to identify features that are similar and different to their own homes e.g., computers, television, ovens etc.
Lesson 3	What were schools like? Now and Then <ul style="list-style-type: none"> I can share my experiences of school I can identify features of school then and now I can compare school in the 1970s to school now 	Children to discuss their school experience with other children in the class. Looking at photographs of school from the 1970s children are to identify features that are similar and different to their own school e.g., computers, whiteboards, iPads etc.
Lesson 4	What was entertainment like? Now and Then <ul style="list-style-type: none"> I can list activities I do for entertainment I can list activities people liked to do in the 1970s I can compare how hobbies have changed over time 	Children to discuss their hobbies/what they do for entertainment with other children in the class. Looking at photographs from the 1970s children are to identify hobbies/forms of entertainment that are similar and different to their own e.g., computer games, dolls etc.
Lesson 5	What were toys like? Now and Then <ul style="list-style-type: none"> I can share my memories and experiences of toys I can discuss toys and ask questions about them I can compare toys from the past with toys I have 	Children to discuss their favourite toys with other children in the class. Looking at photographs of toys from the 1970s children are to compare toys from the past to their own toys now.
Trip	Bowes Museum – Toys from the Past Workshop	10.00 - 11.30: Explore the Toy Gallery, investigate toys from the past 12.30 - 2.00: take part in making a peg doll craft.
Lesson 6	Were children happier 50 years ago? Assessment <ul style="list-style-type: none"> I can compare the life for children now and in the past I can communicate my opinion on whether children were happier 50 years ago via a class discussion. 	In this lesson, children will apply the knowledge they have learnt during this unit of work. Children should be able to