

Y1 Changes In My Living Memory **What has changed since I was born?** Holly Park History Learning Organiser



Including changes in National Life



Vocabulary

Family	a group of one or more parents and their children living together as a unit.
Current	of or happening in the present time
Traditions	the group of customs or beliefs from generation to generation
Memories	something remembered from the past.
Past	having happened or gone by at an earlier time
Present	existing at this time; current
Sequence	a particular order in which related things follow each other.
Timeline	a chronological arrangement of events in the order of their occurrence.
After	later in time than, or behind in order
Before	at an earlier time; in the past
Now	at this time or in these times

How have I Changed?

What will I know by the end Of this unit? (Substantive Knowledge)

I will know what a family is	Be able to know about grandparents, uncles, aunts, cousins, parents, siblings All families are different - Who are my family? (Including extended family)
How I have changed since I was born	Be able to identify key changes from birth, toddler to young child
How toys have changed in the past 5 years	Identify how the toys they have played with themselves have changed in the past 5 years. How have toys in general changed in their lifetime.
The difference between past & present	Discuss things that happened to them before the present day – family events, traditions, festivals etc. Be familiar with the words – past, present, then, now, before, after
Sequence past life events in order	Be able to sequence events or photographs of their life in chronological order on a timeline
Changes in the world in my living memory	How COVID has changed life in the past few years. The impact of COVID on their own life and the life of others. Greta Thunberg and Climate Change

Timeline

Age One year 	Age two years 	Age three years 	Age four years 	Present Day
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History Skill Progression Year 1 (Disciplinary Knowledge)

Chronological understanding	<p>Sequence events in their life and place them on a timeline</p> <p>Describe memories of key events in their life and changes that have occurred in their own life</p> <p>I can sequence photographs etc. from different periods of my life</p> <p>I have an awareness of the past and can use words relating to the passing of time</p>
Range and depth of historical knowledge An overview of world history	<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>
Investigation and Interpretations of history	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Compare 2 versions of a past event</p>
Historical enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p>
Organisation and communication	<p>Communicate their knowledge through:</p> <p>Discussion Drawing pictures Drama/role play making models writing using ICT</p> <p>I can use words and phrases such as: <i>a long time ago, recently, when my parents were children, years,</i></p>

SEND core skills

Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
 - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

End Points and Assessment Of Core Learning

Question 1: Circle the answer. Somebody who is born after you, is _____ than you.	
Start of unit	End of unit
older / younger / don't know	older / younger / don't know

Question 2: Can you tell your partner one thing that happened before you were born?	
Start of unit	End of unit
yes / no	yes / no

Question 3: Can you tell your partner your birthday?	
Start of unit	End of unit
yes / some / no	yes / some / no

Question 4: Can you tell your partner something that is different now than when your grandparents were little?	
Start of unit	End of unit
yes / no	yes / no