

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

Subject: History – Unit 1/ 3- Changes within Living Memory		Year A phase 1
EYFS: UW: Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;		
NC/PoS: Changes within Living Memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
<b>Prior Learning</b> (what pupils already know and can do) <ul style="list-style-type: none"><li>– Know old and new</li><li>– Know change over time</li><li>– Know that they live in Frodsham, Cheshire</li><li>– Know directional language of up, down, forwards, backwards, left and right</li></ul>		
<b>End Points</b> (what pupils MUST know and remember) <ul style="list-style-type: none"><li>– Know living memory means people are alive today who can remember the changes/ event</li><li>– Know that my family, the royal family, my school, my house and transport have changed over time</li><li>– Know how maps can help us to see change over time</li><li>– Know familiar changes and how that goes beyond their lived experience</li><li>– Know how artefacts are used to support our understanding</li><li>– Know what similarity and difference is</li></ul>		
<b>Key Vocabulary</b> past, present and future, similarity, difference, monarch, monarchy, equipment, curriculum, changes, continuity, materials, plastic, iron, metal, electrical, boiling, same, different, Rail, engine, track		
<b>Recommended Resources:</b> Photographs: Then-and-now photos of homes, schools, transport, and family life Artefact Boxes: Old and modern household items (e.g. irons, kettles, washboards) Books: Peepo! by Janet and Allan Ahlberg My Grandad's Pride by Harry Woodgate Videos: BBC Bitesize clips on past and present life Interactive Timeline Tools: e.g. Twinkl's 'Now and Then' sorters Royal Family Picture Cards: Modern vs. historical monarchs Maps: Warrington then and now; routes to other cities (Google Earth, Digimap for Schools)		
<b>Curriculum Connections:</b> <ul style="list-style-type: none"><li>– Geography – London's location, settlement patterns and trade.</li><li>– Science – Materials (combustibility, construction).</li><li>– English – Diary writing, recounts, report writing.</li><li>– Design and Technology – Designing fire hooks or early firefighting tools.</li><li>– Drama – Re-enactments of historical events.</li></ul>		
<b>Career Opportunities:</b> <ul style="list-style-type: none"><li>– Firefighter – Understanding the history and development of fire services.</li><li>– Historian – Studying significant national events like the Great Fire of London.</li><li>– Journalist/Author – Using diaries and primary sources like Samuel Pepys' diary.</li><li>– Architect – Exploring historical changes in building materials and town planning.</li></ul>		
Enquiry question: <b><u>How have things changed in the living memory of my parents and my grandparents?</u></b>		
Session 1: <b><u>What events have happened in my life?</u></b> Prior learning; Discuss past, present, future Discuss yesterday, today, tomorrow, Children to give examples of what these mean and record.		

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Children to create a timeline of their lives to date- linking to chronology from birth. Include any events that the children remember such as moving house, starting school, celebrations such as birthdays, moving from Rec-Y1 etc. ( This may be first exposure to timeline so will be heavily scaffolded, children to use images to record).

NB- This be me a useful task to send as a home learning task first to find out key events.

### Session 2: **What is old and what is new?**

Prior learning- Discuss past and present

Compare different objects and discuss how you know if they are old or new. Sort into categories.

Look at images from the past ( black and white) and present day images. Are they from the past or present? How do we know. Children investigate different images from the past and discuss how these help to tell us about life in the past.

### Session 3: **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 4: **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 5: **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.

Vocab: equipment, curriculum, changes, continuity

### Session 6: **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,

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### Session 6: **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 –Phase 1