

**Year 1 Medium Term History Planner
Ourselves**

<p>NC link Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should be taught about changes within living memory.</p>		<p>Key Vocabulary Change(d), same, different, similar, timeline, sequence, interpret, diary, letter, photograph, memory, past,</p>	
<p>Enquiry Question 1: How have I changed over time?</p>	<p>Enquiry Question 2: Can I sequence pictures of myself over time to make a simple timeline?</p>	<p>Enquiry Question 3: Can I explain how I was different in the past?</p>	<p>Enquiry Question 4: Can I sequence events from the past related to me?</p>
<p>Consider: Look at baby pictures of the children in the class – what similarities and difference can they see? Do they think they will continue to change as they grow? Introduce language of past and present. “In the past I could... now I can....”</p> <p>Historical skills: Chronological Understanding</p>	<p>Consider: How can we show change over time using a timeline of personal images?</p> <p>Historical skills: Historical Enquiry Knowledge and understanding of events, people, and changes in the past.</p>	<p>Consider: How have children changed over time e.g show a Moses basket – do you still sleep in this? Consolidate understanding of the past. Provide other examples. In the past I ... now I</p> <p>Historical skills: Historical interpretation Organisation and Communication</p>	<p>Consider: Can children build on their understanding from EQ2 by focusing on how their skills have developed over time through laying > Sitting > Crawling > Walking> Running> Riding a bike?</p> <p>Historical skills: Knowledge and understanding of events, people, and changes in the past.</p>
<p>Enquiry Question 5: How is the past represented in different ways?</p>	<p>Enquiry Question 6: Can a story from the past be compared to a modern day tale?</p>	<p>Notes:</p> <p>*parents will need to be contacted for pictures of their child through time.</p>	
<p>Consider: A basket filled with different ways of showing a past event – pictures, paintings, diaries, letters. Do children understand that these all show the same event but are different?</p> <p>Historical skills: Chronological understanding</p>	<p>Consider: How does a story from the past compare with a modern day version? Can children recognise similarities and differences between the tale?</p> <p>Historical skills: Chronological understanding Historical Enquiry</p>	<p>*This topic is introducing children to the concept of past and present and encourages them to refer to ‘the past’. They are learning to sequence and place events on a timeline. Use real objects where possible for the children to explore and discuss.</p>	