Walk On Water

St. Paul's C of E VA Primary and Nursery School

History Curriculum Coverage Year 1

With God ALL THINGS ARE possible MATTHEW 19:26

Key Vocabulary
change
chronology
compare
differences
evidence
grow
history
interview
invention
mechanical
modern
object
past
period
photograph
similarities
source
technology

Historical Information

- Use a basic timeline using blocks of 10 to show 10 years from 1960 to 2020 for example
- Mark on the timeline when they were born, when their parents were born, when their grandparents were born
- Understand that their grandparents are their parent's parents
- Look at toys that children like to play with now
- Some toys are similar today. Children have had teddy bears for over 100 years.
- Some toys are different today. The boy is playing with soldiers made of metal. Now they would probably be made from plastic.
- Many outdoor games and sports played today were popular in the past too.
- Children were kicking footballs 100 years ago. Games like hide and seek and hop-scotch are still played at school and home.
- Children have been riding bicycles for over 100 years too. The design of the bikes has changed over time.
- Some grown-ups you know may have played with dolls, which are still popular now.
- Before computer games were invented, board games were even more popular than they are nowadays.
- Children have been playing Snakes and Ladders for many years.
- The first computer games were played on big machines in arcades (places with lots of games). One of the most popular games was Space Invaders and it was played in the 1980s.
- Computer games are now played at home. The first handheld console was the Nintendo Gameboy. It came to the UK in 1990.
- There have been lots of different games consoles since then. Games can also be played on phones and tablet computers.
- Look at artefacts/pictures of toys that their grandparents liked to play with
- Compare and contrast these different types of toys e.g. how do they look, what materials are they made from, why are toys today so different? Are there any toys that were popular then that children still play with today? Why could that be?
- Devise questions to ask my grandparents e.g. what was it like at school? Did they do the same lessons? Did they wear a uniform? Did they go on school trips? Did they have homework? What did they do for fun when they weren't at school?
- Feedback answers from interviews with grandparents and make comparisons to childhood then and now. What could be the reasons for some of these changes?
- Look at overall changes from when their grandparents were children to now e.g. how school life is different, toys that are played with, changes in technology.

Key Sources

- **Toys**: Toys from the past and use these to compare to toys that they may use now.
- **Technology**: Any phones/computers from the 20th century.
- **Food**: Photographs of storage facilities from the past.
- **Transport**: Photographs of trains from the past. Any old tickets could be used to compare with modern tickets.
- **Homes**: Pupils could be shown photographs of a 'typical' home through the ages. This could be developed by looking at pictures of well-known cities, such as London, and compare photographs/paintings from earlier.
- Which photograph do they think is the oldest? Why?
- What can they see that we nay not see now?
- **Written accounts/letters** between people from the past.

Key Skills

- Sequence events in chronological order
- Identify similarities and differences between ways of life in different period
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Identify some of the ways in which we find out about the past and identify different ways in which it is represented.



Changes in Living Memory

Timeline











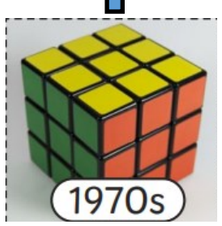














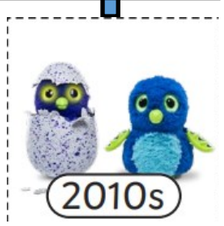












National Curriculum—Key Stage 1

Key stage 1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- **Changes within living memory.** *Where appropriate, these should be used to reveal aspects of change in national life*
- **Events beyond living memory that are significant nationally or globally** *[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*
- **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods** *[for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]*
- **Significant historical events, people and places in their own locality.**