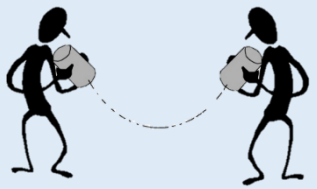
Year 1 Term 4

What's the best way to communicate?

HISTORY



National Curriculum Links:

Changes within living memory: where appropriate, these should be used to reveal aspects of change in national life.
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.

Essential Prior Learning:

Children use past tense –ed in their speech to show something has happened. They understand they are living in the present and that events will happen in the future.

Progression in Skill:

Order images from old to new, past to present.
Use artefacts to describe the difference between the present and the past and how we can learn from them.
Use drawings and captions to demonstrate understanding of the past.
Know why methods of communication have changed over time; use the word 'cause.'
Know that some changes have a big impact; name some of the biggest changes in communication over the last hundred years.
Know what is the same and what is different about the ways we communicate now with how people did it 100 years ago.
Understand that language can be written or spoken.
Explain how communication has become easier over time.
The telephone allows people to talk to each other without being in the same place.
Telephones that were originally used just for talking can now be used for many things, including shopping: we do not have to go to the shops anymore.
Smartphones that have access to the worldwide web mean we can now shop without leaving home.
People can move further away from family, friends and work yet still stay in touch through technology.
Before smartphones that use the worldwide web, people needed to move to live near where they worked; now they can work remotely.

Long-term Memory Knowledge:

Order examples of communication methods from oldest to most recent.
Talk about the differences in methods of communication from the past and present; suggest what we can learn from looking at these.
Give reasons for why communication methods have changed and developed over time.
Name some of the biggest changes in communication in the last one hundred years.

Key Vocabulary

inventor	someone who makes something new, that no one has before
technology	the use of science to solve problems
Alexander Graham Bell	the inventor of the telephone
history	learning about things from the past
past	something that happened before now
source	something that can tell us about life in the past

Progression in Resources:

Non-fiction books
Images
Video clips
Artefacts

Relevance

Now	Children know about some key figures in the past who have made an exciting contribution to history and how they way they communicate now might change; they begin to understand that things weren't always the same in the past as they are now and that this is a result of the ideas of others.
Future	Children understand that things that happened in the past have an impact on their lives now because of the way the world is continually developing; they know that inventions can make our lives easier but that there can be negative consequences, e.g. the amount of screen time some people now have, pollution from cars, etc. and make conscious choices as to which inventions to adopt into their lives and how.
Aspiration	Children can recognise a 'gap' in people's lives and invent something to close it. This may be a world-changing invention such as the smartphone or something more personal that improves the quality of their lives and those in their close group of family and friends.