

Year 1 – Term 3

What's the best way to communicate?

HISTORY



Ask and begin to answer questions about events, e.g. what happened? Who was involved? What was it like ...?

Use parts of stories and other sources to show an understanding of events.

Understand some ways we find out about the past and use a range of simple source material to build a 'bigger picture' of a historical period.

Show an understanding of a historical period through simple recording, using text and diagrams. Identify different ways the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.

Long-term Memory Knowledge:

Technology has changed over time because people's needs have changed. Technology will continue to change and what the children use now will be different in the future.

Alexander Graham Bell invented the telephone.

The internet was invented and changed the way people communicate.

Historians can find out about how people lived in the past by looking at objects from the past.

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.

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:

Make simple observations about changes within living memory.

Describe why an individual from the past is important for us to learn about.

Develop awareness of the past by ordering events or artefacts.

Know where all people / events studied fit into a chronological framework.

Identify similarities / difference between periods.