



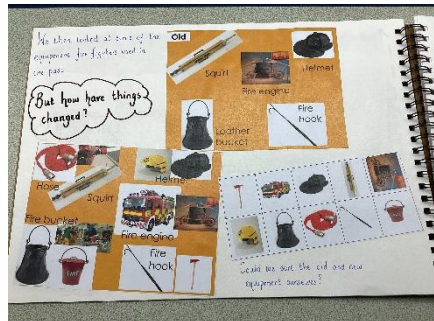
History – Understanding the World (Specific Area)

History is learning about the things that are happening to us.

Early Learning Goal	What this looks like at Weeke Primary	Future learning in Year 1
<p>Children at the expected level of development will:</p> <p>ELG: Past and Present Talk about the lives of the people around them and their roles in society</p>	<p>AU1: Who do you think you are? Children are encouraged to bring in photographs of them and their family. Using key vocab; family, brother, sister, grandma and grandad, the children are asked to talk about who makes up their family, with a small group/class. The group were then given the opportunity to ask questions.</p>  <p>Children look at a variety of photographs of different types of families. We discussed similarities and differences, drawing to the conclusion that all families are different and made up of different people. We shared the story 'The Girl with Two Dads' by Mel Elliot.</p> <p>AU2: Our school and local environment During this theme, we invite members of staff from around the school to be interviewed by the children; head teacher, office staff, caretaker. The children find out what these people do to help run our school. Children are asked – 'Have you ever met before? How has she helped you?' Children are encouraged to talk about their own experiences with these key people.</p> <p>SP1: Who is your hero? During this topic we look at people that help us. We invite people from our local community in to talk to the children about their jobs. Children prepare questions for their arrival and they are encouraged to talk about their own experiences of these people who are familiar to them.</p> 	<p>What happened during the Great Fire of London? Role of the fire brigade and how they help us.</p>
<p>ELG: Past and Present Know some similarities and differences between things in the past and now, drawing on their</p>	<p>AU2: Our Environment Look at photos and artefacts from school in the past and present. Key question – How has Weeke changed?</p> <p>SP1: Who is your hero?</p>	<p>Did Granny play with a tablet? – Toys and Games from past and present.</p>

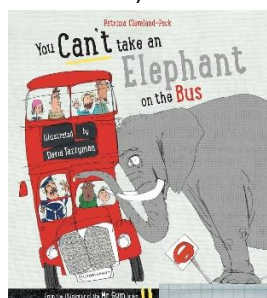
experiences and what has been read in class

After interviewing a fire fighter, the children look at fire engines and fire equipment from the past and present. They sort photographs into old and new and think about what's the same and different.



SP2: Journeys

Starting with the book 'You can't take an Elephant on a Bus' by Patricia Cleveland-Peck the children begin to think about travelling by bus. The children look back at what buses were like from the past and are encourage to use the vocabulary; old, new, past, present, same, different, changes. Children have puzzles of different buses to put together. Children think about why and how buses have changed, e.g carry more people, go faster, people go further.



Children look at how toys and games have changed in the last 100 years.

ELG: Past and Present

Understand the past through settings, characters and events encountered in books read in class and storytelling

During the first half term we start a timeline with the class and take key photographs for each month that the children can look at and talk about. Do you remember what happened when...? When discussing the key people and events below we explain that these happened before they were born.

SP1: Who is your hero?

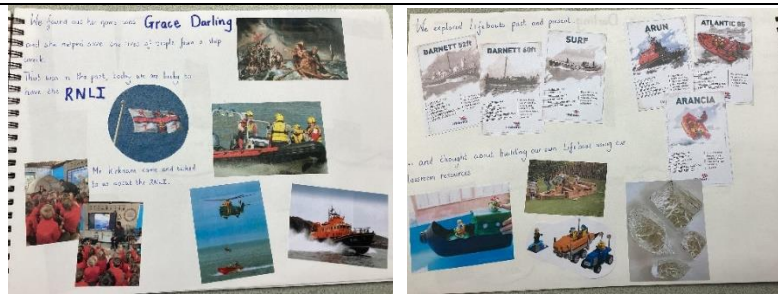
During this topic we look at the RNLI and the children learn about Grace Darling and why she is famous. The children learn about Grace Darling's story through videos and stories. They understand why she is famous and what people have learned from her. They think about how lifeboats have changed since Grace Darling.

What happened during the Great Fire of London?

Understanding the key events that took place. How might things be different now? Why didn't they call 999?

Why did Captain Scott go to the South Pole?

Compare and contrast setting and equipment the explorers used. Understanding his lack of preparation for his mission.



SU2: King's Coronation – 6th May

Using the book 'The King's Coronation' as a stimulus, we talk about the upcoming coronation. The children shared what they already knew. We watched some clips from British Pathe of the Queen's Coronation. We talk about what was different and what was the same.



During provision, we left cloaks and instruments and the children role-played the procession of the coronation.

SU TERM:

Sing traditional nursery rhymes, e.g. Polly put the kettle on, Jack and Jill went up the hill. Talk about the story within them, what has changed? What did Polly have to do to get a cup of tea? What objects in the nursery rhyme are different to now: candle/torch, tap/well

Red = new learning to be planned and taught

