<table>
<tr><td>Subject: History</td><td>Year group: Year 1</td><td>Topic: Remembrance/Wright Brothers</td><td rowspan="2">Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required: Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</td><td>Vocabulary:</td></tr>
<tr><td>Programme of Study</td><td>Implementation:</td><td>Impact –lesson sequence:</td><td>Evaluations and assessments:</td></tr>
<tr><td>• 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
• 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
• significant historical events, people and places in their own locality.</td><td>Chronological understanding
• Can they put up to three objects in chronological order (recent history)?
• Can they use words and phrases like: old, new and a long time ago?
• Do they know that some objects belonged to the past?
• Can they explain how they have changed since they were born?
• GD – Can they put up to five objects/events in chronological order (recent history)?
• Can they use words and phrases like: very old, when mummy and daddy were little?
• Can they use the words before and after correctly?
• Can they say why they think a story was set in the past
Knowledge and interpretation
• Do they appreciate that some famous people have helped our lives be better today?
• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
• Can they begin to identify the main differences between old and new objects?
• Can they identify objects from the past?
• GD- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
• Can they tell us about an important historical event that happened in the past?
• Can they explain differences between past and present in their life and that of other children from a different time in history?
Historical enquiry
• Can they ask and answer questions about old and new objects?</td><td></td><td></td></tr>
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	• Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • GD - Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?		