

Subject: History	Year group: Year 1	Topic: Lives of significant people in the past: What does it take to be a great explorer? Christopher Columbus, William Smith, The Wright Brothers.	Initiation & activation activities: Cultural Capital
<p>Prior knowledge required: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>Vocabulary: Key Vocabulary: a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), years, difference, object, artefact picture, photograph, explain, used for, timeline Challenging Vocabulary: chronological order, recent history, very old, when mum and dad were little, before after historical event, past/present, succeed/succession Topic Specific Vocabulary: Christopher Columbus, America, Cuba, The Bahamas, Native Americans, ship, sailor, voyage, deck, the Indies, The New World Wright Brothers, first aeroplane, flight, invention, innovation, Orville and Wilbur, birds, kites, wings.</p>	<p>Can you think of any famous people you know? What can we do when we think about things that have happened in the past? How can we order events that have happened in the past?</p>
<p>Programme of Study</p> <ul style="list-style-type: none"> • 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. 		<p>Implementation:</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • 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 recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • GD – Can they put up to five objects/events in chronological order (recent history)? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? <p>Knowledge and interpretation</p>	

	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • GD- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they explain differences between past and present in their life and that of other children from a different time in history? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • 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
Impact –lesson sequence:	Evaluations and assessments: