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| Unit of study: Life within Living Memory | | | |
| Overarching question: How is life changed now compared to the mid-20th century? | | | |
| Threads: legacy | | | |
| Learning Objective | History & Geography content | Learning Outcome | Key Knowledge/Skills |
| Can I identify 1950 on a timeline?  Can I ask questions about the past? | Can I ask questions such as: What was it like for people? What happened? How long ago? | * Can I gain an understanding how long ago in time 1950 was (parents born? Grandparents born?) * Can I place 1950 on our class timeline? * Can I identify events before and after 1950 from the class timeline? * Can children suggest and discuss any changes that might have taken place or how life might be different since their parents and grandparents were children? * Can children ask their own questions about what aspects of changes they would like to find out about? | Chronological understanding  Historical Enquiry |
| Can I discuss the changes in school life now compared to the mid-20th century? | Can I ask questions such as: What was it like for people? What happened? How long ago?  Can I answer questions by using different sources, such as an information book or pictures?  Can I talk about similarities and differences between two different time periods? | * Can I research what school life was like in the mid-20th century? * Can I ask questions about what life was like in the classroom? * Can I compare the different lessons, rules and routines now to then? * Can I discuss what school life is like now and identify changes in technology? | Historical Enquiry  Knowledge and Interpretation |
| Can I discuss the changes in shops now compared to the mid-20th century?  Can I name different games/toys children would play with and place them on a timeline? | Can I answer questions using a range of artefacts/ photographs/pictures provided?  Can I ask questions such as: What was it like for people? What happened? How long ago?  Can I put up to three objects in chronological order (recent history) on a timeline?  Use dates to talk about people or events from the past? | * Can I look at a selection of shops (from the mid 20th century and now) and the products they sold and identify if they are new or old shops? Can I give reasons why? * Can I look at the different toys shops sell and sort them into old and new, giving reasons why? * Can I compare the changes between old and new toys? * Can I place toys on a timeline? | Chronological understanding  Historical Enquiry  Knowledge and Interpretation |
| Can I listen to somebody telling me about their childhood and ask questions? | Can I find out something about the past by talking to an older person?  Can I recognise that some forms of evidence are more reliable than others when finding out about the past? | * Can I listen to somebody who is telling me about their experience being a child in the mid-20th century? * Can I compare it to my own life? * Can I ask questions about the changes they have experienced (tasks and roles of family members within a home, favourite tv programmes, etc) and record what they tell me? * Can I make a diary entry for a day/week in the life of a child in the mid-20th century? | Historical Enquiry  Knowledge and Interpretation |