

|  |
| --- |
| 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 |