

History Medium Term Plan - Year 1

Autumn Term: Changes withing Living Memory (Local Context)

	How has life for children at St Ann 's changed over time?		
	Disciplinary and Substantive Knowledge	Vocabulary	Sequence of Learning:
Pre-learning	Children already know that: • They were once babies and have grown and changed. • They can talk about things that happened earlier in their own lives. • Their parents, carers and grandparents were children once. • Some events are special (birthdays, celebrations). • Photographs show something that really happened. • Photos can show people when they were younger.	History Past Photograph Timeline	Session 1: What is history? <u>Learning</u> • 'History is about things that happened in the past.' • The past is anything that happened before now. • Photographs are sources that can help us learn about people, places and events from the past. • By looking closely at photographs we can identify similarities and differences between the past and today. • People and objects change over time.
Learnin g in this unit	<u>Substantive Knowledge</u> By the end of the unit, pupils will know that: • History is about the past and things that happened before now. • Children, including themselves, have a personal history. • St Ann's school has its own history, beginning in the 1950s. • Life for children was different in the 1950s, 1990s and today, including: - o School life (no uniform in the 1950s, chalkboards, later whiteboards, no interactive screens) - o Home life and leisure (no TV or black-and-white TV, later children's TV, no streaming) - o Toys and play (dolls, hoops, skipping ropes, toy cars, Barbies, Lego, simple consoles)	Past Baby Family Photograph	Session 2: How can I find out more about myself? <u>Learning</u> • Everyone has a history of their own. • 'We can learn about ourselves from photographs and family stories.' • Photographs can show how people have changed as they have grown. • Family members can share memories and information about the past. • Parents, carers and grandparents can help us learn about our personal history. • Learning about our past helps us understand ourselves better.
		Event Remember Photograph Object	<u>Session 3: How are special events remembered?</u> <u>Learning</u> • 'Some events are special and we need to remember them – a date helps us to do this.' • People remember important events in different ways. • Photographs, cards, objects and souvenirs can help us remember what happened.

History Medium Term Plan - Year 1

• Special events are remembered and marked in different ways. • Objects from today can be saved to help people in the future understand our lives. <u>Disciplinary Knowledge</u> Pupils develop an understanding of how history is learned by: • Asking and answering simple questions about the past, e.g. What was school like then? How is it different now? • Using sources of evidence: - o Photographs - o Objects (toys, school items) - o Stories from adults • Understanding chronology by: - o Using simple timelines - o Ordering events from then to now - o Using language such as past, before, now, long ago • Identifying similarities and differences between past and present • Talking about change over time, using real examples they can relate to		• Special events include birthdays, celebrations, holidays and family occasions. • Objects and pictures provide clues about past events and experiences.
	Past School Different 1950s	<u>Session 4: What was it like for children of St Ann 's in the 1950s?</u> <u>Learning</u> • Children went to St Ann's school a long time ago. • School life in the 1950s was different from today. • `Children in the 1950s had simple toys and little technology.` • Children used chalk and blackboards and spent more time playing outdoors. • Many homes had no television or only black-and-white television. • Popular toys included dolls, hoops, skipping ropes and toy cars.
	Past 1990s Computer Different	<u>Session 5: What was it like for children of St Ann 's in the 1990s?</u> <u>Learning</u> • St Ann's school life was different in the 1990s. • Some adults who work in school today were children during the 1990s. • `Children in the 1990s played with some technology but it was simpler.` • Classrooms used whiteboards rather than interactive screens. • Children watched television at set times and streaming services did not exist. • Computers and the internet were available but were much slower than today. • Toys such as Barbies, Lego and simple consoles were popular.
	Time capsule Past Future Object	<u>Session 6: What would I add to a time capsule?</u> <u>Learning</u> • `A time capsule holds objects from today for people in the future` • Objects can provide evidence about what life was like in the past. • Items chosen for a time capsule should represent everyday life today. • Photographs, books, toys and school items can tell future historians about our lives.

Spring: Significant historical events and places within their own locality .

Enquiry Question: Why was the opening of our school a significant event?

History Medium Term Plan - Year 1

Pre-learning	Disciplinary and Substantive Knowledge	Vocabulary	Sequence of Learning:
Pre-learning	Children already know that: • Special events in their lives are remembered. • Photographs show things that really happened. • Their school has a history. • Life for children in the past was different from today. • Their school has changed over time	Event Significant Past	Session 1: What is a significant event? <u>Learning</u> • An event is something that happens. • A significant event is something important that people remember. • Significant events may affect many people or be especially meaningful. • People remember significant events because they matter to them. • Both personal events and historical events can be significant.
Learning in this unit	<u>Substantive Knowledge</u> By the end of this unit, pupils will know that: • A significant event is something important and worth remembering. • Not all children went to school in the past, so learning was not the same for everyone. • St Ann's School opened in 1864, which was a significant event in Warrington. • William Beamont helped open the school so more children could learn. • St Ann's was first built in a different place and moved to its current site in 1957. • The school has changed over time (buildings, playgrounds, halls, nursery) • Victorian schools were quite different from schools today. • St Ann's has helped the community, not just pupils (e.g. During the gas explosion evacuation) • St Ann's is significant because it: - o Educates children. - o Has changed with time. - o Helped keep people safe and calm during an emergency.	William Beamont Significant Warrington	Session 2: Who was responsible for the opening of St Anns? <u>Learning</u> • 'William Beamont was an important man who helped open St Ann's school so more children could learn.' • Many children did not attend school 150 years ago. • William Beamont believed education was important. • We think the school was named after his wife, Ann. • St Ann's first opened in 1864 and this was a significant event for Warrington.
		Victorian	Session 3: What was life at St Ann 's school like 150 years ago? <u>Learning</u> • 150 years ago, schools were Victorian schools. • Victorian school life was very different from today. • Children followed strict rules and lessons were hard. • Children sat quietly, used slates and learned reading, writing and arithmetic. • Teachers were strict and punishments were harsher than they are today.
		St Ann's National School Building Ann Beamont Separate	Session 4: How has our school changed over time? <u>Learning</u> • 'St Ann's school has changed over time.' • The school first opened in 1864 on a different site. • The school moved to its current location in 1957. • Buildings, playgrounds and facilities have changed as the school has grown.

History Medium Term Plan - Year 1

	<u>Disciplinary Knowledge</u> Throughout the unit, pupils develop historical thinking by: • Understanding significance: Learning that events and places are significant because of what happened and why they mattered to people. • Using simple historical sources: - o Photographs - o Letters - o News footage - o Stories from adults • Developing chronological awareness - o Knowing that events happened long ago, more recently, and now. - o Placing key events in simple timelines (1864, 1957, 20 years ago) • Asking and answering questions about the past: What happened? Why was it important? How did it help people? • Identifying change: Recognising that schools, buildings, and communities change over time	Community Explosion	• Some parts of school life have stayed the same while others have changed. Session 5: How did St Ann 's School once help the community? <u>Learning</u> • `St Ann's school helped the community during an emergency.` • A gasworks explosion meant local people needed somewhere safe. • The school provided support and shelter for members of the community. • Photographs, letters and news reports help us learn about the event. • This shows why St Ann's is a significant place.
		Significant Place School Community	Session 6: Why is St Ann 's School a significant place? <u>Learning</u> • A significant place is important to people. • Schools can be significant because they help people learn and bring communities together. • `Although times have changed, our school is still significant.` • St Ann's has supported learning, community events and people in need. • The school was important in the past and remains important today

Summer: Changes within living memory / Significant individuals

Enquiry Question: What changed during Elizabeth II's lifetime?			
	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	• The past is different from today.	Queen Princess	Session 1: Who was Queen Elizabeth II?

History Medium Term Plan - Year 1

	- Talk about things that happened before now (simple sense of time). - Events can be special or important. - Photographs show real events from the past. - Some events and people are important and remembered.	Britain	<u>Learning</u> - Queen Elizabeth II was a real person who lived in the past. - She was born as Princess Elizabeth and later became Queen of the United Kingdom. - She was queen for 70 years and lived through many important changes in Britain. - Queen Elizabeth II is remembered for serving others and helping people for over 70 years. - Historians learn about Queen Elizabeth II through photographs, videos, stories and objects from her life.
	<u>Substantive Knowledge</u> - Elizabeth II was a real person who lived in the past. - Elizabeth was evacuated in World War II. - Elizabeth became queen in 1952. - Her coronation in 1953 was shown on television, allowing many people to watch. - Elizabeth wore different clothes for different duties and ceremonies. - She travelled across the UK and the world to meet people. - The Commonwealth is a group of countries that work together. - Queen Elizabeth II died in 2022. - Her funeral was a significant national event. - She is remembered for helping people and serving others.	Evacuee Duty Broadcast Radio	Session 2: How did Princess Elizabeth help children during World War II? <u>Learning</u> - Children were evacuated to keep them safe during WWII. - Elizabeth was also an evacuee and lived in Windsor. - Elizabeth felt it was her duty to help others. She spoke on the radio to comfort children. - Her message helped many children feel safe and cared for. - Historical sources help us understand how children felt during wartime.
		Queen Coronation Nation Crown	Session 3: Why was Elizabeth II's coronation so special? <u>Learning</u> - Elizabeth became queen in 1952 when her father died. - A coronation is a special ceremony where a king or queen is crowned. - Her coronation took place in 1953 at Westminster Abbey. - Special symbols such as the crown represented her role. - It was the first coronation shown on television, allowing more people to watch.
		Ceremony Respect Uniform	Session 4: What can Queen Elizabeth II's clothes tell us about her role? <u>Learning</u>
	<u>Disciplinary Knowledge</u> - Using simple chronology (before the war → during the war → after → reign → death). - Asking simple historical questions (e.g. What happened? Why did she help?). - Using sources (images, stories) to learn about the past. - Beginning to understand significance (why Elizabeth II is remembered). - Talking about how people felt in the past (e.g. evacuees).		

History Medium Term Plan - Year 1

			• `Elizabeth wore different clothes for different ceremonies and duties.` • The Queen chose clothing carefully to match different occasions. • Uniforms showed respect for the armed forces. • Special robes, crowns and jewellery were used for important ceremonies. • Colours were sometimes chosen to show respect when visiting other countries.
		Travel United Kingdom Commonwealth Charity	Session 5: Why did Queen Elizabeth II travel around the world? <u>Learning</u> • Elizabeth travelled across the UK and the world to meet people. • The Commonwealth is a group of countries that work together. • `Elizabeth visited Commonwealth countries to build friendships and show care.` • She supported charities and causes that helped others.
		Funeral Reign Change	Session 6: Why is Queen Elizabeth II remembered today? <u>Learning</u> • Queen Elizabeth II died in 2022, aged 96. • Her funeral was a major national event. • Her son became King Charles III after her death. • `She is remembered for helping people, travelling, and serving others.` • Many people remember her long reign and dedication to duty.