


## History Knowledge Organiser: Year 1 - Changes within living memory

<p><b>Prior Knowledge</b>  <b>EYFS - Understanding the World - People and Communities</b>                  Children talk about past and present events in their own lives and in the lives of family members. The children should know about similarities and differences between themselves and others, and among families, communities and tradition.</p>	<p><b>Diagrams</b></p>  <p>Telephone: Technology lesson- a source of evidence. What does this look like? What was it used for? Have they ever seen a telephone like this? How might this change how often they communicate with people?                  Letter: An excellent source of evidence and discussion point for the lesson on changes in communication. How did your grandparents stay in touch with each other when they were your age? What do you think? How is that different to our lives now?                  Toys: Look at the similarities and differences between toys from the past and now.</p>	<p><b>Vocabulary</b>  <b>Change:</b> A change is when something becomes different, either over time or due to something happening.  <b>Chronology:</b> Order of events or order of when things happened, usually looked at from the earliest to the most recent times.  <b>History:</b> The study of things and events from the past.  <b>Object:</b> Something that can be seen and touched and is sometimes used in history to get information from or to study something from the past.  <b>Past:</b> a period of time that has already happened. The word we use to talk about events that have already happened.  <b>Source:</b> A source is something that provides evidence or information about history, or things that have happened in the past. They often come from the time and/or place we are studying.</p>
---	---	--

<p><b>Intended Unit Outcomes</b>  <b>By the end of this unit, the pupils should have:</b></p> <ul style="list-style-type: none"> <li>Developed an awareness of the past.</li> <li>Gained a secure understanding of common words and phrases relating to the passing of time.</li> <li>Investigated changes within living memory and the ways in which we can find out about these changes.</li> </ul> <p><b>What will they know by the end of the unit?</b></p> <ul style="list-style-type: none"> <li>How music has changed over the last 60 years.</li> <li>How children's habits around playing have changed.</li> <li>The similarities and differences between the toys the children play with now, in comparison to what their parents and grandparents played with.</li> <li>How technology has changed the way that we store and cook food.</li> <li>How globalisation has changed the food and drink that we eat.</li> <li>How improved transport has made the world more connected.</li> <li>How the ways in which we communicate have changed over time.</li> <li>Changes in materials and technology, with a particular focus on toys and books.</li> </ul>	<p><b>Timeline/Chronology</b></p> <p><b>1816:</b> First partially successful camera is invented.  <b>1902:</b> Queen Victoria dies. She is succeeded by Edward VII.  <b>1908:</b> First car assembly line introduced. Developed by Henry Ford.  <b>1912:</b> The 'Titanic' sinks.  <b>1913:</b> Emily Davison is killed by King George V's horse. Fought for women's suffrage.  <b>1914:</b> Start of World War I. Britain declares war on Germany in response to their invasion of Belgium.  <b>1918:</b> End of World War I. Germany signs an Armistice bringing the war to an end. Over 16 million lives were lost as a result of the 'Great War'.  <b>1927:</b> First electronic television invented.  <b>1930:</b> First jet engine invented by Frank Whittle. He was knighted in 1948.  <b>1934:</b> Chemist Marie Curie dies. The first woman to win a Nobel Prize.  <b>1939:</b> Start of World War II. Britain declares war with Germany in response to Hitler invading Poland.  <b>1940:</b> Winston Churchill becomes Prime Minister.  <b>1945:</b> End of World War II.  <b>1952:</b> First commercial jet liner enters service.  <b>1953:</b> Coronation of Elizabeth II.  <b>1967:</b> Colour TV introduced.  <b>1968:</b> Assassination of Martin Luther King Jr.  <b>1969:</b> First moon landing by Neil Armstrong.  <b>1973:</b> The first mobile phone is introduced.  <b>1977:</b> Home computers developed. Slowly become more common in the home during the 1980s.  <b>1990:</b> Nelson Mandela is released from prison in South Africa.  <b>1994:</b> Channel Tunnel opens.</p>
--	--

<p><b>Sources and Artefacts</b>  <b>Toys:</b> Toys from the past and use these to compare to toys that they may use now.  <b>Technology:</b> Any phones/computers from the 20<sup>th</sup> century.  <b>Food:</b> Photographs of storage facilities from the past.  <b>Transport:</b> Photographs of trains from the past. Any old tickets could be used to compare with modern tickets.  <b>Homes:</b> Pupils could be shown photographs of a 'typical' home through the ages. This could be developed by looking at pictures of well-known cities, such as London, and compare photographs/paintings from earlier. Which photograph do they think is the oldest? Why? What can they see that we may not see now? Written accounts/letters between people from the past.</p>	<p><b>Historical investigation and enquiry skills</b></p> <ul style="list-style-type: none"> <li>Pupils should identify similarities and differences between ways of life in different periods.</li> <li>Pupils should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Children should know where the events and objects they study fit within a chronological framework.</li> <li>Pupils' historical questioning and discussions should be encouraged and developed, which will enable them to begin to draw contrasts and conclusions between materials, cultures and everyday life in different periods.</li> <li>The pupils should begin to use a wide vocabulary of everyday historical terms, such as 'then', 'now', 'in the past'.</li> <li>Children should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>KS1 History lessons are a crucial learning opportunity for children. Every lesson should be utilised to encourage pupils to begin to think critically and draw their own conclusions from the evidence given to them. Questions should be asked that are open and have multiple possible answers. For example: 'How is that different from what we eat now?' or 'Why are we able to talk to people instantly, but our grandparents could not?'</li> </ul>
---	---