

Year Group: 1	Term: Autumn 1	Topic: The History of Me and My Place
Historical strands		
Civilisation and Technology; Legacy		
NC Links		
Changes within living memory; significant historical events, people and places in their own locality		
Other Curriculum Links		
Geography - local area; Science - life cycles; Art - stained glass (William Wailes), block printing (Thomas Bewick)		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a museum curator / archivist (Gateshead Archive) Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit introduces pupils to the study of history by looking at their own personal history, some aspects of the history of Gateshead and significant people from Gateshead's past. Pupils will begin to learn specific historical vocabulary, as well as the idea of chronology through discussion and creating their own simple timelines. Pupils will also begin to develop their understanding of historical sources that help to tell us about the past, and they will begin to develop a greater understanding of the history of landmarks and significant people connected to Gateshead.</p>		
Possible Visits/Visitors		
Gateshead Archive (Library); Saltwell Park (William Wailes)		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between ways of life in Gateshead at different times. E.g. transport, clothing, housing <p>Cause and Consequence N/A</p> <p>Similarity and Difference - within a period / situation (diversity) N/A</p> <p>Significance - of events / people</p> <ul style="list-style-type: none"> Talk about an important person or people from Gateshead in a simple historical account 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand my own personal history (e.g. birth, moving house, new brother / sister, learnt to walk / talk, starting nursery, special holiday, starting school). To be able to order my personal history in chronological order, using a simple timeline. To discuss in simple terms Gateshead's past (e.g. society, buildings and landmarks - Angel of the North, Caedmon Primary, Saltwell Park, transport, clothing) To use images to describe changes over time (e.g. simple maps and photographs) To discuss and describe a significant figure in Gateshead's past (e.g. Joseph Swan, William Wailes, Emily Davies (Suggragist), Thomas Bewick) To begin to make links between significant people and the local area (e.g. William Wailes and Saltwell Park) 		

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Essential skills to be covered and possible activities		
Historical Knowledge <ul style="list-style-type: none"> ● Mind map: what is history? Begin discussion about studying the past, what is the past? What do we mean by my history? How is it linked to other people's histories? ● Discuss some famous landmarks - Angel of North, Saltwell Park - ask what do we mean by the history of these landmarks? How can we find information about them? ● Look at some pictures/maps of Gateshead in the past and discuss similarities and differences ● Discuss a significant person from Gateshead's history and why they are significant (e.g. Joseph Swan, William Wailes, Thomas Bewick). 		
Chronological understanding <ul style="list-style-type: none"> ● Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block for 1 year. Compare their ages with age of adults and history of buildings / landmarks etc. ● Create a simple timeline of life events, e.g. birth, learning to walk, new sibling, starting school. ● Ask parents/carers to send in photographs of stages / events in pupils' lives for timeline 		
Historical vocabulary <ul style="list-style-type: none"> ● Explicitly teach vocabulary relating to the passing of time (e.g. before, after, past, present, then, now, older, newer, a long time ago). ● Explicitly teach vocabulary relating to measuring time (e.g. week, month, year, decade, century, millennium). Use knowledge organiser. ● Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser. 		
Interpretations of history <ul style="list-style-type: none"> ● Explore fact and fiction by discussing a day in the life of... one factual, the other made up. ● Use stories / non-fiction to explore the different between fact and fiction. ● Get pupils to write / discuss factual and fictional accounts of a day in their life. ● Introduce pupils to historical sources - how do we know about what happened in the past? Look at photographs, oral accounts, images, objects, newspapers. ● Introduce pupils to reliability of evidence, e.g. compare an account of a parent's account of their child's history, with a second-hand account by teacher; discuss how one account of an event might be different from another. 		
Historical enquiry <ul style="list-style-type: none"> ● Get pupils to stick a picture of a person, place or object from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s ● Use images of buildings / landmarks / artefacts to answer questions and/or make links between people and places in history. 		
Organisation and communication <ul style="list-style-type: none"> ● Using blocks / objects to explore chronology ● Sticking down images / drawn pictures in a simple timeline ● Write / draw factual recounts and fictional stories to explore differences between them. ● Drama / role-play. Consolidate understanding through hot-seating. E.g. become William Wailes / Joseph Swan / Emily Davies - give some reasons why he/she was important. ● Writing / dictating simple sentences about the history of Gateshead ● Work in groups to discuss and then present to the rest of the class ● Create displays about famous landmarks / people of Gateshead 		

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / hot-seating (recorded on iPads and linked to QI codes)
- Discussing / writing about key events in theirs and their family and friends' lives in relation to the past
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves or photographs of themselves) in a timeline.
- Write or dictate simple sentences about what they've learned.

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	1.1	1.2	1.3
Historical knowledge	With support, begin to recognise the difference between the past and present in their own lives. Know and, with support, recount stories about significant places and people from the past.	Recognise the difference between the past and the present in their own lives. Know and recount stories about significant places and people from the past.	Recognise the difference between the past and present in their own and others' lives. Confidently know and recount stories about significant places and people from the past.
Chronological understanding	With support, sequence some events in their lives.	Pupils sequence three / four events in their lives.	Pupils confidently sequence events in their lives.
Historical vocabulary	With support, use common words and phrases relating to the passing of time, and some relevant historical terms.	Use common words and phrases relating to the passing of time and some relevant historical terms.	Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.
Interpretations of history	With support, begin to understand the difference between fact and fiction and begin to think about the reliability of people's memories of the past.	Begin to understand the difference between fact and fiction and the reliability of people's memories of the past.	Understand the difference between fact and fiction and think about the reliability of people's memories of the past.
Historical enquiry	With support, find an answer to a simple question about the past using a source.	Find answers to simple questions about the past using sources.	Confidently find answers to a range of simple questions about the past using sources.
Organisation and communication	With support, communicate knowledge through discussion, pictures, drama /role-play and writing.	Communicate knowledge through discussion, pictures, drama/role-play, and writing.	Confidently communicate knowledge in a range of ways, including discussion, pictures, drama/role-play and writing.