

# KS1

## Cycle B

### Spring Term

#### Memory Boxes

#### National Curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.






#### How have people's lives changed in living memory?

#### KEY LEARNING –

Children will recount an important event in their lives. They will understand that some people's living memory is longer than theirs. They will understand that changes have happened in living memory. Children will know what toys are like today. They will look at examples of toys they play with, examples of toys that their parents used to play with and examples of toys that their grandparents might have played with. They will compare how these are different and analyse how toys have changed over time. They will place different toy inventions on a simple timeline. They will explore which materials were used to make the toys their grandparents might have played with and compare it to materials that their toys are made from now. They will compare how their teddy bear looks different to one of the very first teddy bears and consider their similarities and differences. They will know how modern technology has changed the ways in which children play now. They will explore the playground games that their parents and grandparents used to play and explore change and continuity between games played. They will explore how other aspects of our lives have changed in living memory. They will know how food has changed within the last 60 years. They will know what sorts of food their grandparents ate and how technology has changed how we cook food. They will understand how fridges and freezers have changed how we store food. They will know how improved transport has made the world more connected. They will know how the invention of the car, train and plane have developed over time. They will know how the ways in which we communicate have changed over time., including letters, telegrams, telephones, and emails. They will know what morse code is and how it was used in the early stages of radio communication. They will know how radios have developed over time. They will compare these ways of communicating with modern day ways of communicating e.g., via smartphones.

EYFS – Talk about past and present events in their lives. Talk about their own and family's history. KS1 – Cycle A – Children will know that trains helped to transport people to the seaside during the Victorian era.

#### Substantive Concepts

				
<b>Conflict, invasion, and settlement</b>	<b>Society (social structure, civilisation, politics, role in the empire)</b>	<b>Culture (entertainment, religion, beliefs)</b>	<b>Trade</b>	<b>Achievements and legacy</b>
		They will look at cultural changes within living memory – toys, playground games, food, transport, communication.		
		Previous learning – Children have explored clothes and entertainment in the Victorian era at the seaside e.g., puppet shows. They know that trains transported Victorians to the seaside (Cycle A).		

#### Chronological Understanding

- Sequence events and recount changes within living memory. – *toys, transport, communication.*
- Describe memories of key events in their life
- Know where people/events studied fit into a chronological framework.
- Describe similarities and differences of artefacts and between ways of life in different periods.
- Place people or events studied on a simple timeline. – *toy inventions.*
- Use common words and phrases for the passing of time (E.g. now, long ago, then, before, after, past, present, before, after, then, now).

#### Disciplinary Skills

#### Change and continuity

- Describe simple changes and know some ideas/objects remain the same over different time periods. – *Explore how toys, transport, food, communication have changed in living memory.*
- Identify similarities and differences between ways of life at different times. – *How their grandparents lived and how their parents lived compared to them.*

#### Similarity and difference

- Know some things which have changed / stayed the same as the past. – *Understand that some toys, transport, food, and communication have changed over time. Understand where they have sometimes stayed the same.*
- Find out about people, events and beliefs in society and make comparisons with their own lives. – *Compare the way their grandparents lived to their lives now.*

#### Cause and consequence

#### Historical significance

Recall special events in their own lives. – *Recount an important event in their lives.*

#### Historical interpretation

#### Historical enquiry

- Sort artefacts from then and now.
- Use artefacts, photographs and visits to museums to ask and answer questions about the past.
- Make simple observations about a source or artefact.
- Use sources to show an understanding of historical concepts. – *Ask why, what, who, how and where questions and find answers to them.*  
*Use artefacts and photographs to understand how life has changed within living memory.*

#### Organisation and communication

- Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Use relevant vocabulary in answers - old, new, long time ago.
- Describe past events and people by drawing or writing.
- Express a personal response to a historical story or event through discussion, drawing or writing.

#### Vocabulary

Pictures, photographs, artefacts, past, present, new, newest, old, oldest, transport, communication, morse code, radio, telegram.