

All About Me : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to order events chronologically.	In the first lesson of this series, children will start by exploring what 'history' is. They will then think about events that have happened in their own lives so far and be challenged to order them chronologically. The lesson ends by defining what we mean by 'future' and encourages your class to think about some of the events that might happen to them in their own futures.	<ul style="list-style-type: none"> • Do children know that history is the study of past events? • Can children use vocabulary relating to the passing of time? • Can children order events in their own and others' lives chronologically? 	<ul style="list-style-type: none"> • Slides • Timeline Cards • Worksheet 1A/1B • Vocabulary Card • Birthday Sheet (FSD? activity only) • Months of the Year sheet (FSD? activity only)
Lesson 2	To explore what a family tree is and what they show.	This lesson explores what family trees are and what we can learn from them. As a class, children will go through some examples of family trees together, defining how each person is related to one another. In their independent learning activities, children will then consolidate this understanding by populating the family tree of a fictional child, or by answering questions on the family trees of some familiar fictional characters.	<ul style="list-style-type: none"> • Do children know what a family tree is? • Do children know that a family tree shows a family's history? • Do children know that genealogy is the study of family trees? 	<ul style="list-style-type: none"> • Slides • Family Tree Cards 2A/2B/2C • Worksheet 2A/2B/2C • Fictional Family Trees sheets (FSD? activity only) • Question Sheet 2A/2B (FSD? activity only) • Family Tree Research Sheet
Lesson 3	To be able to construct their own family trees.	Now that children understand what a family tree is, they will spend some time considering their own family tree and learning how to construct a simple tree to show their immediate family. Alternatively, children can create a 'special people' tree that shows all the most important people in their lives. By the end of the lesson, children will understand that all families are special and unique, and be able to describe their own family trees.	<ul style="list-style-type: none"> • Do children understand that all families look different? • Can children define basic relationships within a family? • Can children create their own family tree or identify special people in their lives? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Vocabulary Card • Special People Tree 3A/3B (FSD? activity only)
Lesson 4	To find out about differences between childhood today and life in my grandparents' childhood.	This lesson explores what life was like during their grandparents' childhoods. The slides for the teaching input highlight some of the features of daily life during the 1950s and 1960s, and challenges children to consider how these features are similar or different to their own childhood experiences. Children will also find out what a historical source is and think about the sources they could use to find out about the past.	<ul style="list-style-type: none"> • Can children identify differences between their own childhood and the childhood of their grandparents? • Can children identify similarities between their own childhood and the childhood of their grandparents? • Do children know that we can find out about the past from exploring different historical sources? 	<ul style="list-style-type: none"> • Slides • Sentence Cards • Worksheet 4A/4B • Picture Cards (FSD? activity only)
Lesson 5	To be able to create a timeline of events in a family history.	In the final lesson of this series, children will recap what they have learnt about their family histories. They will then learn what a timeline is and explore how to order events chronologically. They will also be introduced to the terms 'living memory' and 'beyond living memory'. They can then either create a simple timeline of their own family history or sort statements about the differentiated family timelines provided. The scheme ends with an end of unit quiz to assess what children have learnt and understood.	<ul style="list-style-type: none"> • Can children use vocabulary relating to the passing of time? • Can children order and sequence events from the past? • Do children understand what timelines are and what they show? 	<ul style="list-style-type: none"> • Slides • Family Timeline Cards • Challenge Card • String • Paper clips/clothes pegs/hole punch • Family Timeline 5A/5B (FSD? activity only) • Statement Cards 5A/5B (FSD? activity only) • Worksheet 5A (FSD? activity only) • End of Unit Quiz

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Vocabulary

history, recent, past, present, future, chronological, family tree, family, related, genealogy, genealogist, ancestor, same, different, historical sources, photographs, letters, documents, diaries, memories, timeline, within living memory, beyond living memory, childhood.

KS1 History Curriculum Objectives

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

Teacher Notes

