



HISTORY CLASS 1

Cycle B Autumn 2

Changes Within Living Memory – Communication (Oral messages to Emails)

<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To comment on images of familiar situations in the past. To understand that there are a range of different ways we communicate now, as there were in the past. To recognise and name a range of methods of communication, saying how they worked and placing them in time order. 	<p>Markers for Assessment</p> <ul style="list-style-type: none"> Can children talk about changes that have happened within living memory? Can children talk about some similarities and differences between things in the past and now? Can children explain how the history of communication starts with people carrying oral messages and then takes in carrier pigeons, horse-riding messengers, letters, Morse code, telegrams, telephones, mobiles, emails and the internet. Can children create a timeline showing the order of communication methods over the past 100 years? 	Below	Above
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> To compare and contrast characters from stories, including figures from the past. To ask and answer questions. To discuss how to work together to make a timeline to illustrate the order of communication methods over the past 100 years. To develop an awareness of the past and the passing of time. 			
<p>Prior Substantive Knowledge</p> <ul style="list-style-type: none"> Children know how holidays and schools have changed over living memory. Children know some events & individuals of national importance. 	<p>Vocabulary</p> <p>Communicate, message, letter, past, present, carrier pigeon, telegram, Morse code, Royal Mail, telephone, artefact, museum.</p>		
<p>Prior Disciplinary Knowledge</p> <ul style="list-style-type: none"> Children can create a simple timelines showing key events. Children know that things were different in the past. 			
<p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> How can we send a message to your parents/carers? How did a pigeon help people in the past to send a message? Why do people write in code? How do our letters arrive through the door? 	<p>Cross-Curricular/Enrichment</p> <p>English - Use spoken language to develop imagination, explore ideas & participate actively in collaborative conversations.</p> <p>DT - Use construction materials to make resources for class 'museum'</p> <p>Science – Ask simple questions and recognise that they can be answered in a different way. Observing closely. Performing simple tests.</p> <p>Computing – ways of communicating</p>		
<p>Key Concepts</p> <p style="text-align: center;">Community & Culture Civilisation</p>			