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**End Point**

**How have inventions in the past helped us in the present?**

Fab Finish: film of Sheffield/history/materials

KWL

1. K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

1. As a whole class sort pictures into then/past and now/present, stick onto large sheet for class display/time line.

4. Sort 3 photos into chronological order.

Photos from

Kelham Island

What did you learn at Kelham Island?

Interpret the past using sources and artefacts

2. As a whole class sort objects/pictures into then/past, now/present.

5. Use sources to find out more about the history of planes and cars.

Consider the past from different points of view

7. Look at two sides about flights of Amelia Earhart - those who supported her and thought she was a celebrity and those who thought women should not be flying. Understand that different people can have different opinions about an event.

Explore the impact of people in historical events

3. Look at the impact of Henry Brearly on stainless steel and the history of Sheffield

6. Look at the impact of Amelia Earhart on the history of planes

Identify the similarities, differences or changes throughout time

8. Say what is the same/different about transport in the past compared with today

Reflection

9. Put learning together into a video and comment on how inventions of the past have helped us in the present.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
 | * Begin to identify primary and secondary sources and the difference between these.
* Select and combine relevant information from different sources, to build up a picture of life in the time of history studied.
* Place events, people and changes into correct periods of time; and make some comparisons.
* Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century and decade.
* Study varied aspects of the lives of different people; such as men and women.
* Examine causes and results of events, and the impact on people.
* Identify, describe and give reasons for, and results of, historical events, situations and changes within and across different periods.
* Show some understanding that aspects of the past have been represented and interpreted in different ways.
 | * Have sense of time over historical periods
* Know the difference between primary and secondary sources.
* Understand that different experiences give people a different point of view
* Understand that the actions of an individual can make a big difference
* Be able to compare my life with the historical period
* Question what is the same and what is different between time periods
 | SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointBiasValidity Past/present/futureConnectionsContrastsTrendsSimilaritiesDifferencesChanges Significance EventsImpact Time period  |