

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
<p>Children will develop an awareness of the past, using common words and phrases to describe the passing of time. They will use photographs to create timelines and use these to ask and answer questions about the past, within living memory. The children will look at how life has changed within the last 100 years focusing on toys, food, clothes, and communication. The children will study the changes within Shrivenham using photographs and simple maps.</p>	<p>In Reception the children have spoken about past and present events in their own lives and in the lives of family members.</p>	<p>In terms 3 and 4 children will be able to use their knowledge of how life has changed when they study the Victorians. In the summer term the children will go on to study the geography of the local area.</p>	<p>Then Now A long time ago Before After Old New Past</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		
<p>Name some things that happened to other people or events in living memory.</p> <p><u>Chronology:</u> Use words and phrases that link to the passing of time such as: then, now, a long time ago, before I was born.</p> <p>Order a few events, photos or objects in order of when they happened.</p> <p><u>Interpretation:</u> Talk about things that happened to me in living memory</p> <p>Identify objects from the past and say how I know.</p> <p>Identify the main difference between old and new objects/photos</p> <p>Explain how my local area (school + houses) was different in the past</p> <p><u>Enquiry:</u> Ask and answer questions about</p>	<p>How can I talk about the past? Know how to use language of chronology. Know how to distinguish between past and present Use words and phrases that link to the passing of time such as: then, now, a long time ago, before I was born.</p> <p>How can we order events from our own lives? Understand that people change over time. Name and describe changes people go through. Order a few events, photos or objects in order of when they happened. Talk about things that happened to me in living memory</p> <p>How has Shrivenham changed? Identify the main differences between Shrivenham now and Shrivenham 100 years ago using photos. Identify the main difference between old and new objects/photos Explain how my local area (school + houses) was different in the past</p> <p>How have toys changed? Recognise and name some toys from the past. Understand that toys from the past are different from ours (materials, power, options) Ask and answer questions about artefacts and pictures from the past. Give a plausible explanation about what an object was used for in the past.</p> <p>What stories did our parents and grandparents read? Share their favourite stories and their family members. Discuss how they are different (look and plot) Find out about something in the past by asking someone who can remember the event.</p>		

<p>artefacts and pictures from the past.</p> <p>Give a plausible explanation about what an object was used for in the past.</p> <p>Use pictures and artefacts to say what was different in the past.</p> <p>Find out about something in the past by asking someone who can remember the event.</p> <p><u>Vocabulary:</u> Use key vocabulary linked to the topic.</p>	<p>What did we eat 100 years ago? Know that their parents and grandparents ate different foods to them. Understand that in the past there was less variety. <i>Find out about something in the past by asking someone who can remember the event.</i></p> <p>How has the way we dress changed? Recognise the similarities and difference between the clothes we wear and the clothes our grandparents wore. <i>Identify objects from the past and say how I know.</i> <i>Use pictures and artefacts to say what was different in the past.</i></p> <p>Do we still send letters? Identify some of the ways we can communication. Recognise which of these we still use. Understand that internet made communication quicker and easier. <i>Give a plausible explanation about what an object was used for in the past.</i> <i>Use pictures and artefacts to say what was different in the past.</i></p>
<p>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</p>	<p>BY THE END OF THIS UNIT...</p>
	<p>By the end of this unit most children be able to use vocabulary associated with the passing of time. They will be able to order photographs or artefacts in to the order in which they happened and explain the main differences. They will be able to say something that has changed in their own lives or the lives of someone close to them. They will be able to ask simple questions to find out more about the past.</p>