

THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Summer Term YEAR 1

Childhood Then & Now	Learning Objective	Activity	Success Criteria
Session 1	To know what history is	<p>Explain history is what has happened. It is the past. Tell a partner 3 things you did in the past – <i>I was born, I started school, I went on holiday</i> <i>Share SC.</i></p> <p>Some things happened a long time ago. Look at pictures – what can you say about them? Dinosaurs, castles, old cars. These are all from the past. Use of historical language – language related to the past / passing of time. Sort pictures into old things and new things (things we have today).</p>	<p>I know what the past means I can place objects in chronological order I can use vocabulary related to the past</p>
Session 2	To find out which toys were played with in the past.	<p>In groups, compile a list of as many toys as they can think of. From a box of toys ask children to raise say if these were included on their list. “What do the toys in the box have in common?” Explain that they are old – from the past. Discuss vocabulary ‘past’ and ‘present’ Explore different toys, examining and discussing how they have changed over time. Draw picture of toy from past and then one from now.</p>	<p>I know that toys in the past were different to toys today I can describe toys of the past I can discuss toys and ask questions about them</p>
Session 3	To discuss different children’s crazes over time.	<p>Have some examples or pictures of crazes –Rubiks cube; yo-yo; playstation etc. Explore different crazes that have hooked children’s interest. Find out about recent crazes as well as historical ones. Discuss their experiences of different crazes. If possible have a carousel of toys/games that children can try – hooch-la-hoop; cars; Barbie/sindy; Rubik’s cube; skipping games etc.</p>	<p>I can share memories and experiences of toys I can compare toys from the past with toys they have I can order photographs chronologically</p>
Session 4	To find out about children’s entertainment and how it has changed over time.	<p>Explore how leisure activities have changed over time. Your class will think about what they like to do for fun, while they find out which activities were popular in the past. Play card games such as Donkey; Old Maid; Snap etc</p>	<p>I can list activities I do for entertainment I can compare how hobbies have changed over time I can organise things into categories</p>
Session 5	To identify features of a seaside holiday.	<p>Re-cap prior learning and ask what do you think people did for days out? Where do you go on any days out?</p>	<p>I know in which parts of the year key holidays take place</p>

		Holidays? Explain that in the Victorian times people liked to go to the seaside for holidays or days out. Explore the features of seaside holidays using photographs as a prompt. Identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday	I can identify features associated with seaside holidays I can discuss activities that people might do at the seaside?
Session 6	To use photographs to find clues as to what seaside holidays were like in the past.	Re-cap previous learning ask – what do you think seaside holidays were like? Use photographs and paintings to look for clues about what seaside holidays were like in the past. Use these clues to start understanding how seaside holidays were different to how they are today. Order photographs chronologically.	I can find out information about the past from photographs I can use photographs to find out clues about what seaside holidays were like in the past I can order photographs chronologically
Session 7	To find out when and how seaside holidays became popular; what were seaside holidays like 100 years ago.	Find out why seaside holidays were initially only enjoyed by the rich. Look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach. Use photos to help identify what seaside holidays were like during the Victorian and Edwardian periods. Discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today. Watch a Punch and Judy Show (youtube) Create own puppets and perform their own show.	I know when seaside holidays started to become popular I can give reasons why seaside holidays became popular in the 19th century I can use photos to find out facts about some of the features of seaside holidays 100 years ago I can display knowledge of Victorian seaside holidays in a variety of ways
Session 8	To be able to identify similarities and differences between seaside holidays now and in the past.	Explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. Consider aspects such as travel to identify ways in which life has changed in the last hundred years. Discuss these themes following a Year Group visit to the seaside – Cleethorpes.	I can identify ways in which holidays in the past and holidays today are similar I can identify ways in which holidays in the past and holidays today are different I can make deductions about the past from a variety of sources
Cross Curricular Links			