

Year 1- Ourselves



Term:	Autumn 1
Subject focus:	History and Design Technology
Non-Fiction:	Instructions
Fiction:	Narrative recount

Concepts

History

Legacy/People and Places

Design Technology

Technique/Evaluation

Children learn about themselves at the start of Key Stage 1. This builds upon their previous learning in the EYFS where they learn about families and friends, their bodies and routines at school. In KS1 we aim to give the children an understanding of who they are and where they come from, in order to set the foundations before they begin to look at the history of the wider world and beyond living memory. Not only do the children learn about the history behind who they are but they also experience the geography of their local area.

The NC states that children should understand about changes within living memory. By beginning with their own history, it allows to them to later on think about history in a wider context, with a secure understanding of their own history. It also states that children should be taught about significant historical events, people and places in their own locality which is why a lot of KS1 history is based around where the school is located and where the children are from. This unit will be built upon in future topics and year groups when the children learn more about the history of children in the Victorian Era, life in London during the Great Fire of London, the history of Southwark, the Geography of the UK, life for Tudor children, as well as the life of children in Ancient Greece and the Mayan Civilisation in KS2.

This topic gives the children the opportunity to explore the theme of legacy, both with significant people in the world today e.g. the Queen and Prime Minister, as well as significant people in their own lives such as their parents and teachers.

In this first Design Technology topic, children will begin to learn about using textiles to make a final outcome. They will learn techniques to join materials together, such as gluing, fastening and simple stiches. They will have a brief to meet and will also be given the opportunity to explore a range of designs to inspire their own. These stitching skills will be further developed in Year 2 where they make a pair of gloves and then further into KS2 where they use a range of stiches for a range of purposes, including embellishment and design.

History	
National Curriculum	
<p>History</p> <ul style="list-style-type: none"> • I can sequence events and recount changes within living memory. • I can use common words and phrases relating to the passing of time. • I can identify some similarities and differences between ways of life in different periods. • I can talk, draw or write about aspects of the past. • I can find answers to some simple questions about the past from simple sources of information. 	<p>Design Technology</p> <ul style="list-style-type: none"> • I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • I can use a range of simple tools to cut, join and combine materials and components safely.
<p>Computing</p> <ul style="list-style-type: none"> • I can recognise common uses of information technology in the home and school environment 	
Year 1 History Ourselves	
Foundation Subject Knowledge and skills	
<p>When did this happen?</p>	<ul style="list-style-type: none"> • Know when their birthday is • Know where they were born • Know some facts about their heritage (heritage boxes) • Know that they live in London • Know the borough they live in • Know the name of their school • Know that there are older and younger children in the school • Discuss their family make up • Know that families are diverse and have different members of family at home • Know that two men or two women can be married and be parents • Know that people from different races and religions can be in the same family • Understand what school is like for them now they are in Year 1 and how it is different to Reception • Know what resources they use in school, what lessons they will have and the games they can play with their friends • Talk about likes and dislikes at school/what they enjoy/what they would like to get better at • Talk about what they would like to do when they are older
<p>Who were significant</p>	<ul style="list-style-type: none"> • Know that Queen Elizabeth II is the Queen of England • Know that Boris Johnson is the prime minister

<p>people at this time?</p>	<ul style="list-style-type: none"> • Know that in different countries, there will be different kings/queens/heads of state • Discuss facts about the countries of origin within the class and significant people from those countries at this time • Know the name of the head teacher and staff who work with the class • Know the names of family members and if they are older or younger • Know of significant people in their lives e.g. friends, teachers
<p>What was life like then?</p>	<ul style="list-style-type: none"> • To identify and compare the changes in schooling over 50 years in UK (not to be compared with Victorian schooling-only to living memory) • Know that it has been the law for children to go to school for over one hundred years • Know that the children's parents and grandparents would have gone to school but it would have been different to schooling today • Know the subjects children were taught in the past and make comparisons to those they learn in school today • Know when the school was built • Know that this was before they were born • Look at pictures of the school from the past and make comparisons to the school now • Know how the school has changed in the last 6 years • Sequence the changes in the school • Know that an observation is based on what you can see in the school and local area. • Use common words and phrases relating to the passing of time. For example, lifetime, the past, not long after, long before, more recently, at the same time, decades, years ago etc. • Ask questions to an elderly person to find out information about the past • Recognise what was the same about the school in the past and be able to talk about what was different • Read and understand facts about the school in the past • Record what they have learned about the past through drawing/writing • Children will know about bells, desks, Slate, pencils, abacus • Know what class were like in the past • Know how children were punished in the past • Know what equipment was used in the past • Know what the teaching and learning was like in the past. • To identify where the school is and learn about the surrounding local area • Identify how they get to school and the different ways children get to school • Know what subjects they study in school and how these subjects help them when they are not at school • Understand different work forces and the education needed to do different jobs • Know about significant people in living memory in work forces e.g. scientists, athletes, designers • Think about the jobs they would like to do in the future-ensuring to challenge stereotypes
<p>How did this period of time effect today?</p>	<ul style="list-style-type: none"> • Recognise what was the same about the school in the past and be able to talk about what was different • Discuss the likes and dislikes of being in Year 1 and the changes from EYFS • Be able to discuss the importance of education • Understand how their education helps them in everyday life

	<ul style="list-style-type: none"> • Be able to make comparisons with their education and that of their parents • Know that their education now is helping to prepare them for their future life
Year 1 Design Technology: Textiles	
Year 1	<ul style="list-style-type: none"> • Look at range of pencil cases and their uses • Look at the range of fastenings that can be used on a pencil case • Think about the equipment that needs to be stored in a pencil case • Learn a number of joining techniques, including simple stitching • Design a pencil case for the use in school, considering the materials used, joining techniques and aesthetics • Use chosen materials and joining techniques to make a pencil case • Evaluate pencil case against original design criteria

Writing Outcomes	
Non-Fiction	Fiction
Instructional writing for how to make a pencil case	Retell the day of being somewhere new