

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<p>What is our history? How has our high street changed in living memory? N.C. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>What is my history? Kapow L1</p>	1	To develop an understanding of personal chronology.	<p>-I can order three photographs on a simple timeline. -I can use vocabulary such as past, present and memory. -I can discuss similarities and differences.</p>	- I can order more than three events, people or objects on a timeline.
	<p>How are special events remembered? Kapow L3</p>	2	To explore how we remember events	<p>-I can recall four events celebrated throughout the year. I know three ways in which I celebrate my birthday. -I can begin to recognise similarities and differences between how people celebrate events.</p>	-I can explain the impact of events.
	<p>What was it like for children in the past? Kapow L4</p>	3	To find out what childhood was like for our parents and grandparents	<p>-I can ask questions about the past. -I can compare the past to today.</p>	<p>- I can use a range of sources to find out about the past. - I can comment on the usefulness and reliability of sources.</p>
	<p>What was the high street like before?</p>	4	To use the terms 'then' and 'now' correctly.	-I can sort images of Barton High Street into 'now' and 'then'. I know that black and white images do not always mean it was from the past. Able to say that shopping in the past was different then to day. Able to use photographs to find out information.	
	<p>What was it like to shop?</p>	5	To identify differences between now and then	I can identify 1 difference about shopping in the past. e.g. In the past...	
	<p>Have we changed how we shop?</p>	6	To make connections and consider why shopping has changed.	I can give one reason to how shopping has changed and why. E.g. Supermarkets where you buy everything at once as time is limited. To use photographs and videos to find out more information. Listen to people from the past and their experiences. Ask simple questions about shopping in the past.	
<p>Why are Rosa and Malala significant individuals? NC - The lives of significant individuals in the past who</p>	<p>Who was Rosa Parks?</p>	1	To find out key facts about Rosa Parks - Who? When? Where? What?	<p>Enquiry. Pupils find out about the life of a significant individual. -I can recall 4 main facts about Rosa Parks. -I can sequence her life in chronological order.</p>	

have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Who was Malala Yousafzai?	2	To find out key facts about Malala Yousafzai - Who? When? Where? What?	Enquiry. Pupils find out about the life of a significant individual. - I can recall 4 main facts about Malala. - I can sequence her life in chronological order.	
	Why were they both courageous?	3	To identify and understand why both ladies were brave	Cause and Consequence. - I can give a reason why they acted the way they did. - I understand the term courageous.	
	What has changed?	4	To identify the impact the ladies have had and how life is different now.	- I can identify changes in life due to the actions of others.	
	What is similar and different between the two activists?	5	To make connections between the two ladies.	- I can identify 3 similarities and differences between Rosa and Malala.	
	What have we learnt?	6	To recall significant information.	- I can recall 3 facts about Malala and Rosa.	
How have toys changed? N. C Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	What is your favourite toy?	1	To discuss a favourite toy.	- I can identify my favourite toy and give a reason why. - I can identify now on a personal timeline. - I can identify favourite/appropriate toys at key ages.	Pupils able to recall previous favourite toys and say why.
	Did your parents and grandparents play with the same toys as you?	2	To find out what toys our parents and grandparents played with.	- I can find out about toys from the past. - I can ask a question about the past. - I can make simple comparisons between toys in the past and present.	Pupils can compare a toy from the past with their own toy.
	What were toys like in the past?	3	To investigate what toys were like up to 100 years ago.	- I can sort and sequence artefacts from different time periods. - I can use words relating to the passing of time. - I can ask and answer questions about artefacts.	
	What is similar and different between toys now and in the past?	4	To compare toys from the past with modern toys.	- I can identify similar toys from different periods. - I can identify differences between toys.	
	How have teddy bears changed over time?	5	To investigate how teddy bears have changed over time.	- I can identify changes between teddy bears from now and 100 years ago. - I can identify similarities between teddy bears from now and 100 years ago. - I can explain why teddy bears have been a popular toy for over 100 years.	
	How have toys changed over time?	6	To know how toys have changed over time.	- I can identify toys that children play with now. - I can identify toys that children played with in the past. - I can describe ways in which some toys have changed over time.	