Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – Wolstanton (Year1)

I. Unit Title:
How have the lives of the children at Ellison changed in the past 125 years?

Intent (II. Unit Overview):
In this unit we will learn about how the lives children have changed in the past 125 years. We will discover what life was like for school children 125 years ago, looking at the Ellison school log books to assist us. This will include how the building looked both inside and out and the impact that this had on the children's learning. We shall learn about what the children ate for lunch and the reasons behind this diet and compare this to a healthy diet of a child in 2021. We will look at the local area of Wolstanton and how things were 125 years ago and how they are now. What physical features were in Wolstanton 125 years ago and what can we still see today? We will compare and contrast things that have changed and things that have stayed the same. This will help us to learn about the surrounding area and where most of the children live. At the end of this unit we will be able to answer the question 'how have the lives of the children at Ellison changed in the past 125 years?' Children will be able to explain things that are similar and things that are different along with offering their opinion on the changes. <u>Intent</u> In this unit we will discover more about something that the children are familiar with and what it was like in the past so they can make a comparison of how things have changed over time. Introducing the children to using a range of artefacts including school log books. This will provide a historical building block for the children to develop their historical enquiry skills in an area that is familiar to themselves while extending their chronological awareness over a longer passage of time. During EYFS the children focused their geography on the school community they will now begin to look at the wider area of Wolstanton, the location of the school and where the majority of the children live. Looking at an area that they are familiar with but from the eye of a geographer, they will be introduced to the physical and human features and notice how these features form the area. While learning about the lunch offered 125 years ago the children will develop their prior learning in EYFS where they investigated growth and changes over time. The children will be able to relate different parts of the human body with the senses and be able to identify these through the working scientifically skills of identifying and classifying.

2. **Conceptual Lens**

Main Concepts:	Secondary Concepts:
• Continuity and Change (H) • Chronology (H) • Human and Physical Processes (G) • Place (G)	• Evidence (H) • Similarity and difference (H)

3. Web Strands

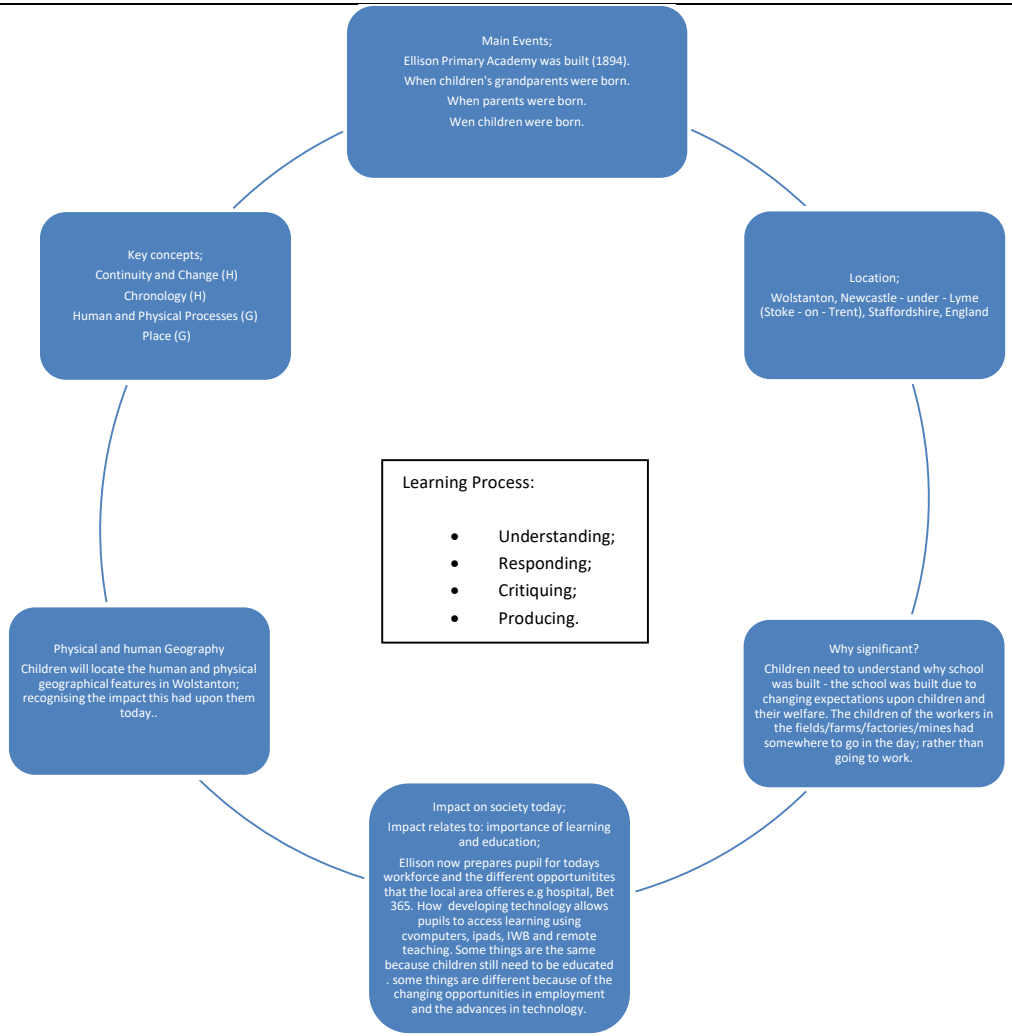
History Geography	Art

4. Unit Web

Include major headings in a learning sequence.

Key Strands:

- Main Events
- Location
- Why Significant
- Impact on Society Today
- Physical/Human Geography
- Key Concepts (Geographical and Historical etc.)



Key Learning		
7. What we would like children to know **Elements to include:** <u>Continuity and change</u> **Children will know:** Over the past 125 years some things have stayed the same and some things have changed at Ellison Primary Academy.	**5. What we would like children to understand (generalisations)** <u>Continuity and change</u> Children understand… • that over time some things change and some things stay the same • that changes can happened in different areas of their life e.g. family, friends, technology, buildings, surrounding areas etc. • that 'change' refers to something that is obviously different from what occurred previously. <u>Prior learning: (EYFS)</u> Children will know… • About similarities and differences in relation to places, objects, materials and living things.	**8. What we would like children to be able to do** <u>Continuity and change</u> Children will be able to… • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • explain, list, describe – use the verb to support this. • Explain that people who are older will have seen more changes <u>Prior learning: (EYFS)</u> Children will be able to… • Talk about the features of their own environment and how they might vary from one to another. • Observe animals and plants and explain why things occur and talk about changes.
<u>Evidence</u> **Children will know:** they can find things out about the past 125 years using log books, people's accounts, diary extracts and newspapers.	<u>Evidence</u> Children understand… • that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past	<u>Evidence</u> Children will be able to… • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past

		• identify some of the different ways the past has been represented
Chronology **Children will know…** things in the past can be ordered by time including upon a timeline.	Chronology Children understand… • that chronology is the times at which past events happened in the order in which they happened.	Chronology Children will be able to… • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understand that dates can be used to place events and artefacts in order. • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.
Similarity and difference **Children will know…** The ways in which the lives of the children at Ellison 125 years ago were similar and different to their lives today. How ordinary people lived in these times – this can be a common thread throughout all time lines.	Similarity and difference Children understand… • that times in the past were both similar to theirs and different. Prior learning: (EYFS) None	Similarity and difference Children will be able to… • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives. Prior learning: (EYFS) None
Place **Children will know…** The main physical and human geographical features of Wolstanton;	Place Children understand… • that places have distinct physical and human characteristic.	Place Children will be able to… • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

The location of the UK on world maps, atlases and globes;	• that a place relates to an opinion and meaning that people attach to a location.	• Use world maps, atlases and globes to identify the United Kingdom; • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills
Human and physical processes **Children will know…** The things that humans have changed in Wolstanton and the things that have happened naturally over the past 125 years.	Human and physical processes Children understand… • that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	Human and physical processes Children will be able to… • use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual(approx. 2-3); C = Conceptual (approx. 1); D = Debatable (1)
Continuity and change • that over time some things change and some things stay the same	• What things have changed in Wolstanton in the past 125 years? (F) • What things have stayed the same in Wolstanton in the past 125 years? (F)

• that changes can happened in different areas of their life e.g. family, friends, technology, buildings, surrounding areas etc. • that 'change' refers to something that is obviously different from what occurred previously.	• Why are the children who come to school at Ellison now, different to those of 125 years ago? (C) • Has the life of a child at Ellison changed over the last 125 years? (D)
<u>Evidence</u> • that asking questions about sources of evidence can help us learn about the past. • that the more sources of evidence we have, the better picture we can begin to build of the past.	• What is evidence? (F) • What types of evidence can we use to learn about Ellison in the past 125 years? (F) • Is there any particular type of evidence that is more useful than another? (C) • Do diary extracts always tell the same story? (D)
<u>Chronology</u> • that chronology is the times at which past events happened in the order in which they happened.	• How can you order events? (F) • How do you know when events occur? (F) • How can chronology help us understand about the lives of children at Ellison over the past 125 years? (C) • Is it important to learn about the children of Ellison over the last 125 years in chronological order? (D)
<u>Similarity and difference</u> • that times in the past were both similar to theirs and different.	• What is similar that you can see in Wolstanton today that you would have seen 125 years ago? (F) • What is different that you can see in Wolstanton today that you would not have seen 125 years ago? (F) • How are you similar to the children of Ellison 125 years ago? (C) • Are the lives of the children at Ellison today different than the lives of children 125 years ago? (D)
<u>Place</u> • that places have distinct physical and human characteristic. • that a place relates to an opinion and meaning that people attach to a location.	• What is a physical characteristic; name some in Wolstanton? (F) • What is a human characteristic; name some in Wolstanton? (F) • How do the human and physical geographical features define Wolstanton? (C) • What are the good points about living in Wolstanton? (D)

Human and physical processes • that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	• What is a natural feature of Wolstanton? (F) • What is a man-made feature of Wolstanton? (F) • How have the physical and human processes changed Wolstanton? (C) • Have physical features affected Wolstanton over the past 125 years? (D)

9. Assessment – Exit Task:

Children to write sentences to answer the question: **How have the lives of the children at Ellison changed in the past 125 years?**

Make use of class discussion, hot seating and bullet points to support.

Expected evidence:

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;

- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History

past, present, before I was born, when my parents/carers were young, younger, before, after, old, older, youngest, oldest, new, history, diary, evidence, account

Geography

Geographical, physical features, forest, hill, river, soil, valley, vegetation, season, weather, human features, city, town, village, factory, farm, house, office, shop, maps, atlases, globes, similar, aerial views, features, location, different, compass points, north, south, east, west, near, far, routes, location, grid references.

Tier 3 Vocabulary –

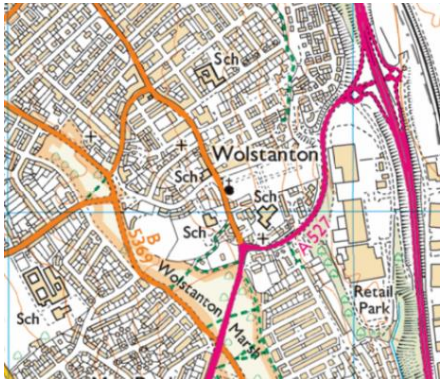
History

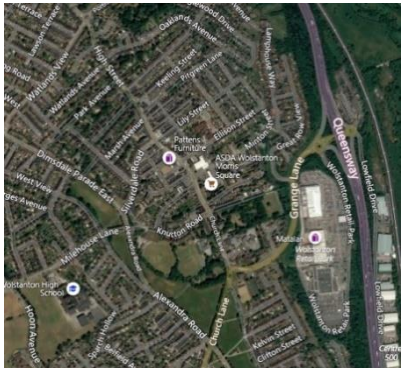
Past, century, blackboard, stove, slate boards, facts and figures, recite, bread and dripping, strict, 1900, 2020, local, Wolstanton, Ellison

Geography

Place, address, street, road, north, south, east, west, distance, Wolstanton, Newcastle-Under-Lyme, Stoke-on_trent, Staffordshire, England, Great Britain

Map:







Timeline:

Year 1 children's grandparents born 1960-1980

Year 1 children born 2014-2015

1894 – School was built

Year 1 children's parents born 1980-2000

2020 – Current day