

Key Vocabulary

- old, new
- a long time ago
- before, after
- past, present
- then, now
- before I was born
- when I was younger
- first, next



Forest School

Use the area for a mock archaeological dig.

Sequence artefacts found.

Therapy (SALT/OT)

Using PODD books or communication aids during sessions

Learning key Makaton signs

Fine motor activities, e.g. digging for artefacts

Pupils should be taught about:

- changes in living memory linking to aspects of change in national life
- events beyond living memory that are significant nationally or globally.

Pupils should be taught to:

- put objects in chronological order
- recall things that happened when they were little
- understand that some stories may have happened a long time ago
- understand that some objects belonged to the past and to match objects to people of different ages
- explain how they have changed since they were born
- sequence artefacts/ photographs etc. closer together in time
- use a range of appropriate words and phrases to describe the past
- sequence a set of events in chronological order and give reasons for their order.



Websites or Apps

BBC Bitesize KS1 History

Discovery Education -augmented reality

Horrible Histories

Purple Mash

Outcomes (from the DfE History Programme of Study)

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.



KS1

History

Chronological Understanding

