Northfield Road Primary School – Year 1 Example

History – Netherton 100 years ago Investigating our local area

Year: 1 Autumn Term	Building blocks of knowledge are an important aspect of our history provision. Key historical concepts such as: **trade, government, agriculture** and **religion** are explored in each historical context. This gives our pupils the opportunity to make links to other historical periods, comparisons and also to reinforce their understanding.
This unit is structured around 3 sequential enquiries: **Enquiry 1**: How has Netherton high street changed over time? **Enquiry 2**: What ways has shopping changed in Netherton over the last 100 years? **Enquiry 3:** What was my school like in the past?	**National Curriculum** How this unit links to the National Curriculum for primary history Key Stage 1 • changes within living memory • significant historical places in their own locality Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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.
Misconceptions: • It is old because it is black and white • Children were all mistreated in life/school's 100 years ago • There was no diversity	

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	Learning Objective:	Key content and suggested lesson ideas	Suggested resources	Focus question
Enquiry 1: How has Netherton high street changed over time?				
Unit 1	LO: To understand the past using a range of sources	Create a timeline either with children or across the room. Count back in decades from where the children are now to 1950s. Provide visual images for each decade. In groups look at photos of the high street (1950/1960) and highlight main points that show that it is not a modern view of the scene. What does this tell you about what this time was like? Why do you think it was different? Whole class collate information gathered: possible misconception "It is long ago because the photographs are black and white" (laminate images and use whiteboard pens to highlight images) Look at • Street furniture • Amount of vehicles • Shop names /chains • Clothes of shoppers • Appearance of shops	Use a range of sources available in school e.g. book 'Netherton' by Ned Williams and 'Northfield Road Schools 1891 - 1991 (See SB for these). https://www.axa.co.uk/business-insurance/business-guardian-angel/then-and-now-how-has-your-high-street-changed/	What have we learnt about the past (the high street) from sources?
	Children should: Make distinctions	**Visit: Walk along the high street** • Take photos at specific points. • Look for changes from the old photos.	Digi maps provide a good resource that can be used to access both current day and historical map: https://digimap.edina.ac.uk	The high street: What has stayed the same?

	between aspects of their own lives and those of past times.	• Make a plan of the shops in the high street noting what their purpose is. Use colours to show the different uses e.g. food/charity/restaurant/service/ exclusive or specialist (modelled) • Using a simple modern map of the high street, colour code to show where there are features that have either remained the same or changed		What has changed?
	Assessment essay	**Enquiry 1: How has Netherton high street changed overtime** Pupils to answer the enquiry question, using their learning throughout the unit. Drawing on evidence and historical sources. Method; Through talk looking at two photographs in History Books. Talk through how Netherton has changed – add as a QR code to book	Working towards:	Greater Depth: