

Theme: Childhood / Funny Faces and Fabulous Features		Year: 1		Main concepts: History & Art																																									
What should children already know?				What will the children learn?																																									
<p><b>Children should be able to:</b>                  Recall events from the past                  Use words relating to the passing of time (here, now, yesterday, last week, last year, a long time ago)                  Sequence events in their life                  Use a variety of tools, inc. Pencils, rubbers, crayons, pastels, paints.</p>				This theme teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. The children will identify stages in their lives and think about how they have changed.																																									
<p style="text-align: center;"><b>Key vocabulary</b></p> <table border="1"> <tr> <td>Childhood</td> <td>Artefacts</td> <td>Baby</td> <td>Toddler</td> <td>Child</td> <td>Teenager</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Adult</td> <td>Elderly</td> <td>Housewife</td> <td>Museum</td> <td>Past</td> <td>Coronation</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Present</td> <td>Today</td> <td>Victorian</td> <td>Mines</td> <td>Factories</td> <td>Family tree</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diagram</td> <td>Autobiography</td> <td>Retirement</td> <td>Decades</td> <td>Timeline</td> <td>Similar</td> <td>Different</td> <td></td> <td></td> <td></td> </tr> </table>				Childhood	Artefacts	Baby	Toddler	Child	Teenager					Adult	Elderly	Housewife	Museum	Past	Coronation					Present	Today	Victorian	Mines	Factories	Family tree					Diagram	Autobiography	Retirement	Decades	Timeline	Similar	Different				<ul style="list-style-type: none"> <li>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Learn about events beyond living memory that are significant nationally or globally.</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Learn about significant historical events, people and places in their own locality.</li> <li>Create a funny face collage digitally.</li> <li>Make colourful self-portraits using the technique of collage.</li> </ul>	
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<p style="text-align: center;"><b>Historical skills</b></p> <p><b>Chronological understanding</b>                  Sequence events in their life</p> <p><b>Range and depth of historical knowledge</b>                  Recognise the difference between past and present in their own and others' lives                  They know and recount episodes from stories about the past</p> <p><b>Interpretations of history</b>                  Use stories to encourage children to distinguish between fact and fiction                  Compare adults talking about the past – how reliable are their memories?</p> <p><b>Historical enquiry</b>                  Find answers to simple questions about the past from sources of information e.g. artefacts,</p>																																													
<p style="text-align: center;"><b>Art skills</b></p> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.				<p style="text-align: center;"><b>Transferable skills</b></p> During this theme, children will continue to develop and expand their use of the following transferable skills:																																									
<p style="text-align: center;"><b>English curriculum links</b></p> Write captions and labels Write an autobiography Write about an event using time related words and phrases Write a news article for the Queen’s Coronation Participate in role play Link what they read or hear to their own experiences. Link what they read or hear to their own experiences and understanding of a topic Books for children to read about daily childhood in the past				<p><b>Personal Effectiveness</b></p> <ul style="list-style-type: none"> <li>*Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)</li> <li>*Resilience (including self-motivation, perseverance and adaptability)</li> <li>*Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)</li> <li>*Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence</li> <li>*Recalling and applying knowledge creatively and in new situations</li> </ul> <p><b>Interpersonal and Social Effectiveness</b></p> <ul style="list-style-type: none"> <li>*Empathy and compassion (including impact on decision making and behaviour)</li> <li>*Respect for others’ right to their own beliefs, values and opinions</li> <li>*Teamworking</li> <li>*Leadership skills</li> </ul> <p><b>Managing Risk and Decision Making (integral to above)</b></p> <ul style="list-style-type: none"> <li>*Identification, assessment and management of positive and negative risk to self and others</li> <li>*Formulating questions (as part of enquiring approach to learning and assessing value of information)</li> <li>*Identify links between values and beliefs, decisions and actions</li> <li>*Making decisions</li> </ul> (Essential skills and attributes taken from the PHSE Association POS 2017)																																									
<p style="text-align: center;"><b>Mathematics curriculum links</b></p> Dates Forming digits correctly Putting numbers in order (timelines)																																													
<p style="text-align: center;"><b>PHSE &amp; Values</b></p> PSHE – Health and Wellbeing; H4, H6 <ul style="list-style-type: none"> <li>Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> <li>Learn about growing and changing from young to old and how people’s needs change.</li> <li>Learn about preparing to move to a new class/year group.</li> </ul> Values: Thankfulness and Trust.																																													
<p style="text-align: center;"><b>RE Links</b></p> <p><b>Being special: where do we belong?</b></p> <ul style="list-style-type: none"> <li>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.</li> <li>Sense enjoyment and fascination when learning about themselves, others and the world around them.</li> </ul>		<p style="text-align: center;"><b>Computing</b></p> Creating posters/presentations/leaflets. Researching using search engines. Drag and drop funny faces																																											
<p style="text-align: center;"><b>Science</b></p> What can you remember? Record observations		<p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.																																											