



## MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Homes	Year 1	Autumn 1	12+ hours
End of Key Stage objectives:	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>			
End of unit objectives.	<ul style="list-style-type: none"> <li>• I can identify different types of homes</li> <li>• I can compare different types of homes</li> <li>• I can compare homes now to homes in the past</li> <li>• I can ask and answer questions to find out about household objects used in the past</li> <li>• I can talk about how homes have changed over time</li> <li>• I can compare modern homes to homes from the past (Victorian era)</li> <li>• I can think about how homes may change in the future</li> </ul>			

Children will have 2x 1 hour sessions of history per week. During Autumn 1, to support with transition from EYFS, children will spend one of those sessions completing an adult led task and the other session completing an independent practical activity, both linked to that week's objective. Both sessions will begin with shared teaching as a whole class.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Week 1	2x 1 hour	<p><i>Where do you live?</i></p> <p><b>Key Vocabulary:</b></p> <p><i>Street, Location, House, Appearance, Materials</i></p>	<p>Where do you live? Encourage children to talk about their homes – what do they look like? Are they all the same? What are they made from? Who do the children live with? Where do they sleep? Where do they eat? What other rooms are in their homes? Why do we have homes? Does everyone have a home? What does a home provide?</p>	<p>Lego</p> <p>Construction equipment</p> <p>Flat shapes for shape pictures</p> <p>Playdough</p>
			<p><b>Adult Led activity:</b></p> <p>Children to draw their home and write about it (sentences, labels, captions – depending on ability although all children should be encouraged to talk about their home in full sentences)            My house has a red door. My house has a big kitchen. My house has a garden and a swing.            Adults to model questions to encourage discussion between children in a group – comparing their homes.</p> <p><b>Independent activities:</b></p> <p>Children to make their home from Lego and other construction equipment.</p> <p>Shape pictures of their home</p> <p>Make their home from playdough</p>	
Lesson 2	2x 1 hour	<p><i>Are all homes the same?</i></p> <p><b>Key Vocabulary:</b></p> <p><i>Detached, Semi-Detached, Terraced, Flat, Similarities, Differences, Estates, Design</i></p>	<p>Show children different types of home – detached, semi-detached, terraced, flat, caravan/motorhome, canal boat... How are they the same/different? Encourage children to talk about their own homes. How do the homes on the Ward Street housing estate differ from houses on Albany Crescent? Why do they look different? Explain that not all houses look the same because they are built at different times and because fashions and designs change. Some places have more terraced houses and flats because there are more people in an area, some places have larger houses that are more spread out.</p>	<p>Pictures of different types of home</p> <p>Junk modelling</p> <p>Flat shapes for shape pictures</p>

			<p><b>Adult Led activity:</b></p> <p>Children will sort a range of different types of homes – naming and describing them. Focus on discussion with children – how are the homes different? Which is most like their home? Why do some places have lots of one type of home and other places have lots of another type? Why might people choose to live in a caravan/canal boat? Children may write a sentence or two about their home, 'I live in a terraced house with my Mum and sister. We have neighbours on either side.' For those who are not as able – they might be given fewer homes to sort e.g. house, flat, caravan, boat. Adult to scribe their contributions where appropriate.</p> <p><b>Independent activities:</b></p> <p>Children to use junk modelling to make different types of home – each group might be asked to make a different type of home. These could be used on display.</p> <p>Shape pictures of different types of homes.</p>	
Lesson 3	2x 1 hour	<p>How have homes changed?</p> <p>Key Vocabulary: Materials, Past, Medieval, Eras, Affordable, Money, Past, Present</p>	<p>Homes now and then. Consolidate work done in previous weeks on different types of houses and homes. Show children a picture of a home from the past (medieval period - thatched roof, simple inside, bare floors, stone walls...) Does this home look like our homes now? Why? Explain that a long time ago, houses were made from different materials, depending on what was available and affordable at the time.</p> <p>Show children a range of pictures of houses from the past and present – ensure that children understand that some houses from the past are still lived in now. Sort houses into past and present (use typical new build style houses for present but ensure that children realise that some houses that were built a long time ago, are still lived in now.)</p> <p><b>Adult Led activity:</b></p> <p>Children will be given a picture of a typical medieval house and a modern day house. Encourage them to identify the differences between them – this could be completed within a simple table. More able writers may write longer sentences – 'The old house has a thatched roof but the new house has tiles'.</p> <p><b>Independent activities:</b></p> <p>Playdough/clay and straw to make an old house</p> <p>Small world play with dolls house</p> <p>Construction equipment to make different types of house.</p>	<p>Picture of a medieval house and a modern day house.</p> <p>Playdough/clay</p> <p>Straw</p> <p>Dolls house</p> <p>Construction equipment</p>

Lesson 4	2x 1 hour	<p>What is it? How was it used?</p> <p>Key Vocabulary: Change, Similarities, Differences, Luxuries,</p>	<p>Now children should be able to talk about different types of houses and how houses have changed over time. Explain that the inside of people's homes has changed too.</p> <p>Show children a picture of a Victorian living room (children will have some prior knowledge of this through EYFS work around the book Peepo! By Allan Ahlberg) What can the children see? What is...? Where is the TV? How is the living room similar/different to the children's living room? Explain that this would have been where people lived around 150 years ago. Explain that some people had more money and had bigger homes, other people had less money and didn't have as many luxuries in their homes.</p> <p><b>Adult Led activity:</b></p> <p>Explore a range of Victorian artefacts (real objects) – what do children think they were used for? Encourage children to use their imagination and enquiry skills, asking and answering questions when handling the artefacts. Photo evidence in books for some, some children may write a sentence about the different artefacts. Adult to encourage discussion – scribe comments made by children unable to record in full sentences.</p> <p><b>Independent activities:</b></p> <p>Sorting activity – pictures of old and new household objects.</p> <p>Observational drawing – can children draw one of the artefacts?</p>	<p>Victorian artefacts (kept in the cupboard in upper KS2)</p> <p>Sorting activity – old and new household objects</p> <p>Paper, pencils for drawing</p>
Lesson 5	2x 1 hour	<p>How have homes changed?</p> <p>Key Vocabulary: Change, Victorian, Modern, Inventions, Electricity, Heating, Compare</p>	<p>Comparing homes inside – past and present.</p> <p>Consolidate work done in previous week on what Victorian homes looked like inside. What do we have in our homes? How are they different to what we saw in Victorian homes last week? Show children a typical Victorian living room against a typical modern day living room. What can children notice? Ask children who has a TV in their home. Why haven't they got a TV in the Victorian room? Discuss the invention of TVs and electricity. What else do we use electricity for? What couldn't you do without electricity? When it gets cold outside, what can we do in our homes to stay warm? How was this different in Victorian times?</p> <p>Explore and compare a different room – the kitchen/bathroom – how do you cook food? How do we make a cup of tea? How do we wash and dry our clothes? How do we wash our dishes?</p>	<p>Picture of a Victorian room.</p> <p>Books linked to homes past and present</p> <p>Sorting activity – sorting objects into the appropriate room.</p>

			<p><b>Adult Led activity:</b></p> <p>Use a picture of a Victorian room – children to discuss, writing labels, captions or sentences to describe it. Adult to model comparative language – In the past, they had a fire to keep warm but now we have radiators.</p> <p><b>Independent activities:</b></p> <p>Children to explore books and pictures about homes in the past.</p> <p>Activity to sort items into the rooms of a house – what do we have in a bedroom? What do we have in the kitchen?</p>	
Lesson 6	2x 1 hour	<p>What would be your dream home?</p> <p>Key Vocabulary:</p> <p>Fashion, Availability, Affordable, Materials, Inventions, Demand</p>	<p>Consolidate prior learning about homes. How have houses changed over time? Why have they changed? <i>Change in fashion, change in availability/affordability of materials, inventions, need for more homes...</i> What might homes look like in the future? How might they be different to our homes today? Show children some 'futuristic homes'. What are they made from? What shape are they? What would you like your home to be like when you grow up?</p> <p>Encourage children to be imaginative – what would your house be made from? What would it look like? How many rooms would it have? What would they be used for?</p> <p><b>Adult Led activity:</b></p> <p>Children to draw their future home and write about it (sentences, labels, captions – depending on ability although all children should be encouraged to talk about their ideas in full sentences) My house would have a big garden. My bedroom would have a bunk bed.</p> <p><b>Independent activities:</b></p> <p>Children to make their future home from Lego and other construction equipment.</p> <p>Children to draw their future home</p> <p>Cutting and sticking activity – cutting up and rearranging parts of different homes to make their perfect future home.</p>	<p>Pictures of 'futuristic homes'</p> <p>Lego and construction equipment</p> <p>Drawing equipment</p>