

Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	1	L.S Lowry	
Term	Spring		
National Curriculum	Significant historical events, people and places in their own locality		
Prior knowledge	<p>Know the difference between the past and now using common words.</p> <p>Know some similarities and differences between things in the past and now</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recall some important figures from the past they have encountered previously.</p>		
Links to other subjects	L.S. Lowry- Art & Our Local Area- Geography		
Enrichment	Trip to the Lowry museum.		
Skills progression	<u>Chronological Understanding</u> Recognise the distinction between past and present and identify some similarities and differences. Place some events or 2 objects in order using common phrases to show the passing of time.	<u>Historical knowledge of events of people and changes in the past</u> Talk about significant people and events beyond living memory. Tell the difference between the past and present in my own and other people's lives.	<u>Historical enquiry</u> Find answers to simple questions about the past from sources of information? (pictures/stories)
	<u>Interpretations of History</u> Use a range of sources (pictures/ stories) to identify and recount details from the past.	<u>Organisation and communication</u> Use a range of sources (pictures/ stories) to identify and recount details from the past. Show understanding about the past in different ways(role play, drawing, writing, talking)	
Topic specific (Sticky) vocabulary	L.S Lowry, Artist, Factory, Industry/Industrial, Landscape, Agriculture/Agricultural, Industrial revolution		

End points	<p>Children know who L.S Lowry was, when he lived and what he did.</p> <p>Children can place Lowry on a timeline.</p> <p>Children know where Manchester is.</p> <p>Children know that paintings are a source of evidence and can tell us things about the past.</p> <p>Children can recognise and say how the modern landscape is different from the past e.g. less factories, less smog, more office buildings.</p> <p>Children can recognise and say how the modern landscape is similar from the past e.g. Trencherfield mill, Wigan pier. Still some factory estates but less smog.</p> <p>Children know that this industry came from the industrial revolution which changed the world.</p> <p>Children understand that the industrial revolution meant that people moved from agricultural work (farms in the countryside) to industrial work (factories in the towns/cities) so Cities grew much bigger.</p> <p>Children can communicate their knowledge about towns/cities now and then.</p>
Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>How is Manchester (Wigan) different today?</p> <p>Possible follow up questions.</p> <p>Why?</p> <p>Are our towns/cities healthier?</p> <p>Most people worked in factories in the past, where do they work now?</p>