

Unit: Memory Box		Focus: History/ Art & DT
Year Group: 1	Term: Autumn 1 & 2	
Intent: To explore your family heritage and recall important memories from your life so far, understanding why they are important.		
Engage: Family photo session (what is different now to when they were young).	Trip/Visitor: Artefacts from the past e.g. old toys.	Express: Exhibition of special memory boxes (containing a special memory for their adult).
RRSA links: Article 8: The right to an identity-an official record of who you are. Article 31: The right to relax and play.		
English links: Labels, captions, simple sentences linking to special memories or toys. Focus on basic punctuation e.g. Capital letters and full-stops, finger spaces, Writing on the line.		
As Historians we will: (Key concepts: Chronology & Investigating & Interpreting the past)		As Artists we will: (Key concept : Drawing and Painting)
*Talk about the lives of the people around them and their roles in society.		*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		**Share their creations, explaining the process they have used.
**Know some similarities and differences between things in the past and now.		Draw from observation and imagination e.g. a toy.
***Drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling;		Use a variety of tools such as pencils, crayons, pastels and felt tips.
To use words like old, new, now, then, a long time ago.		*Use a range of materials creatively to embellish an existing product e.g. gems, foam shapes, ribbon, material, fabric etc.
Explain changes since birth.		*Apply paint using a range of tools e.g. hands, feet (this could be through artwork linked to the family), rollers and brushes .
*Consider one reason why an event/person is significant e.g. a family member.		As Designers we will: (Key concept: design and make a memory box)
Describe what an object from the past might be used for.		*Complete practical tasks e.g. marking out, cutting, joining & finishing with glue and/or tape .
Sequence pictures and artefacts from significantly different time periods.		*Cut accurately and safely with scissors.
**Compare items from a different time and recognise which belong to the past.		*Select and use a range of materials and begin to explain choices.
***Begin to understand that evidence and artefacts can tell a story.		Draw a picture of intended design.
Ask & answer valid historical questions e.g. about old and new objects.		Understand how freestanding structures can be made stiffer and more stable.
Identify some similarities, differences & changes within a particular topic e.g. toys from the past and present.		**Explain what went well and how it can be improved (this may be by circling faces or multiple choice options with minimal writing at first and at the express event they can explain what they did & how they did it).