

## Caroline Haslett Primary School - History Knowledge Organiser

**Topic:** Technology

**Autumn Year:** 2

**Changes within living memory**

### Knowledge

- Some events we learn about in History happened hundreds and hundreds of years ago.
- Some events happened more recently, when our grandparents, parents or even we were born.
- Our parents and grandparents are older than us, so have experienced more changes in their lives.
- Lots of things we have, things we do and things we use have changed over the last century and even the last decade.
- There have been many advances in technology that have led to differences in our daily lives.
- To be good historians, we need to understand the chronology of these changes.
- Artefacts are objects that we can use to make observations/find out information about the past

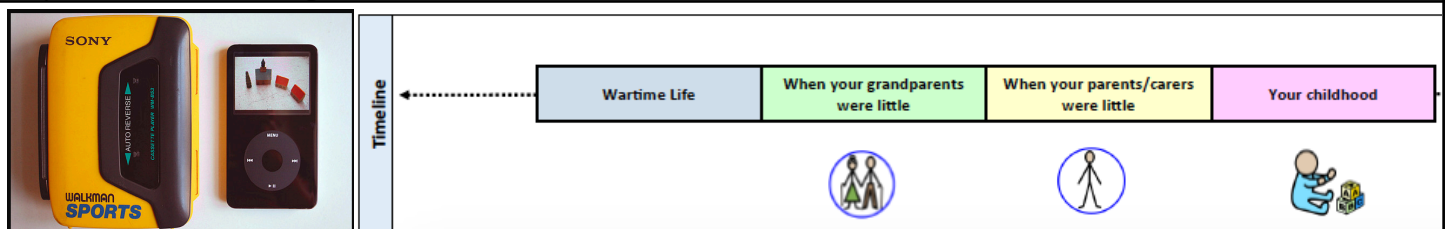
### New Vocabulary

- Artefacts:** objects of significance that can give us important information
- Century:** equal to one hundred years
- Chronology:** the order of events in time
- Decade:** equal to ten years
- Development:** the process of something changing
- Differences:** the condition of being different from or not like
- During:** throughout the entire time of
- Observation:** noticing a fact or new information
- Present:** existing as this time
- Similarity:** likeness
- Technology:** devices which are the result of scientific knowledge being used for practical purposes.

### Possible Activities

- Create a timeline showing key changes in the development of technology including dates. Use words such as before, after, past, present, then and now to describe their chronology.
- Describe what life was like when your parents were little and the similarities and differences.
- Describe what life was like when your grandparents were little and the similarities and differences.
- Describe how technology has changed over the last century - bring in pictures or real artefacts to show what your parents and grandparents used.
- Use these sources of evidence to make observations about the past - comparing materials for example.
- Interview your parents/grandparents to find out what gadgets they had when they were your age.
- Research some things that happened before your parents/grandparents were born and place these on your timeline.

### Key Resources / Images



<b>Historical Skills</b>	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence an event beyond living memory.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Describe memories of key events in lives.</li> <li>• Confidently use past and present.</li> </ul>
<b>Historical knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Use information to describe the past.</li> <li>• Use information about the past to describe the differences between then and now.</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Answer questions about the past by making simple observations from historical sources.</li> <li>• Asks and answers simple questions such as: 'what was it like for...?'</li> </ul>
<b>Historical organisation and communication</b>	<ul style="list-style-type: none"> <li>• Describe historical events and record what they have learned.</li> </ul>