



KS1 History Lesson Plan: Changes Within Living Memory

Lesson Overview

Year group	KS1 (Year 1/2)
Duration	60 minutes
Topic	Changes Within Living Memory
Focus	How everyday life has changed from grandparents' time to today

Learning Objectives

By the end of the lesson, pupils will be able to:

- Use time words such as past, present, before and after.
- Put events in order on a simple timeline.
- Describe at least two changes in everyday life.
- Ask and answer simple questions about the past.

Key Vocabulary

- past
- present
- long ago
- nowadays
- before
- after
- change
- timeline
- photograph
- interview

Resources

- ☐ Old and modern photographs of homes, toys, transport, schools and clothes.
- ☐ A large class timeline labelled “Grandparents’ time” and “Today”.
- ☐ Mixed picture sets for sorting into past and present.
- ☐ Sticky notes or mini whiteboards.
- ☐ Pencils and a worksheet with timeline and question prompts.

Lesson Sequence

Time	Phase	Teacher actions	Resources
10 minutes	Starter	Show an old and a modern photograph, such as an old toy and a modern toy. Ask, “Which is from the past? Which is from now? How do you know?” Record pupils’ ideas and time words.	Photographs, board
10–15 minutes	Teaching Input	Tell a short story about a child’s grandparent when they were young. Place 3–4 events on the class timeline. Model: “First... then... after that... now...”	Story prompts, class timeline
25–30 minutes	Pupil Activities	In pairs, sort pictures into “past” and “present” and explain each choice. Then order pictures on a simple timeline: old phone → early mobile → smartphone. Label the timeline “long ago”, “before I was born” and “now”.	Picture sets, timelines, sticky notes, worksheet
5–10 minutes	Plenary	Invite pupils to share their timelines. Ask: “Which time words did you use?” and “What is one way	Pupil timelines, board

		life has changed?” Add useful ideas to the class timeline or word bank.	
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Key question

How do we know whether something is from the past or the present?

Challenge/Differentiation

- **Support** — Use fewer picture cards, model time words, and provide “In the past...” and “Now...” sentence starters.
- **Core** — Sort the pictures, explain choices, and order 3–4 pictures on a timeline.
- **Challenge** — Write one or two sentences comparing past and present, such as “In the past children played outside more. Now we play on tablets.”
- **Language support** — Pair pupils for talk and display the vocabulary with simple meanings.

Assessment

- ☐ Listen for correct use of past, present, before, after and now.
- ☐ Check that pupils can place events in the correct order.
- ☐ Ask each pupil to explain one clear change within living memory.
- ☐ Use the timeline and plenary answers as evidence of learning.

Homework

- ☐ Interview a parent or grandparent about one thing that has changed since they were a child, such as toys, television or school.
- ☐ Draw or stick pictures of “then” and “now”.
- ☐ Write or dictate one sentence: “In the past... Now...”