

YEAR 1	SIMILARITIES AND DIFFERENCES	Significance	Perspective	Cause and consequence	Continuity and change	INTERPRETATION	SOURCES AND EVIDENCE
<p>All modules use an approach of assessing what children already know as well as building on the skills and knowledge they have already acquired during their time at Chaddlewood.</p>							
<p><b>A CHANGE BEYOND LIVING MEMORY: CHANGES IN TECHNOLOGY</b></p>	<p>How ways of listening to music, watching a film or capturing a photograph have changed.</p> <p>Identification of older and newer pieces of equipment and why they might have changed.</p> <p>Comparing and contrasting equipment from the past with their modern day counterparts.</p>	<p>Significance of the development of technology.</p>	<p>Why some people might prefer to use older pieces of technology.</p>		<p>Highlighting the changes in technology, film and photography on a timeline.</p> <p>Identification of why technology has changed over time.</p>	<p>Children begin to explore how technology has changed and why.</p>	<p>Looking at pictures, and using artefacts of, technology, cinematography and photography from the past and then the present.</p>
<p><b>A SIGNIFICANT PERSON AND LOCAL AREA STUDY: SIR FRANCIS DRAKE - HERO OR VILLIAN?</b></p>		<p>Seen as a key figure at the time and was connected closely with the monarch. Key figure in the local area, as he lived in Buckland Abbey from which</p>	<p>Via secondary sources. Why were there not any photographs taken of him? How do we view Sir Francis Drake and how did the Spanish view him?</p>			<p>Why do we not have photos of Sir Francis Drake or any part of his voyage? What do they think about the pictures?</p>	<p>Paintings of Sir Francis Drake. Map of Sir Francis Drake's voyage.</p>

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