

Subject Curriculum Overview

# History

Southwater Infant Academy

Planning and Progression

*'Growing, Learning and Succeeding Together'*



# Curriculum Statement

## Intent

At the Southwater Infant Academy, we aim to enable our children to be curious and inquisitive about the past. The teaching of history enables our children to develop an identity and a sense of self as they learn about significant events and people in their own lives, within our community of Southwater and within the wider world too. We want our children to develop essential skills enabling them to think and act as historians within the context of their own locality as well as the wider world. We aim to ensure that all of our children have the opportunity to see themselves represented positively in history, helping them to develop ambition and to further develop a respect for diversity too.

## Implementation

Within the EYFS, the teaching of history starts with the children recounting and sequencing significant events within their own experience. This is developed through discussions about and sharing of stories from their own lives, for example talking about families, homes and routines. The children then move onto distinguishing between the past and the present, then begin to learn of past and present events in their own lives and in the lives of their families and those in their community. They learn about the similarities and differences between themselves and others and amongst many different families, communities and traditions.

- People in their community
- Pictures, stories and artefacts from the past
- Range of characters from different cultures, fictional and non-fictional.
- Share characters of the past using songs, poems, puppets and role play.

In Key Stage One, the teaching of history moves on to the children learning about significant events and people beyond living memory. They learn about people and events from their own locality as well as nationally or globally. The children also learn about changes within living memory. The teaching and learning is cross-curricular where possible, and there are strong links with English, geography and drama, ensuring that the children are fully immersed in history and that there is depth in learning within each Theme Unit. They are able to recount and make comparisons about stories from the past, distinguish between fact and fiction and use simple information sources to answer questions.

Within Year One, the children begin by learning about significant events that have happened nationally or globally as well as learning about significant people. The learning involves discussions, role play and research, to allow the children to develop an understanding of the significance of the events and people from the past. The learning then moves onto the children creating timelines of significant events that have happened locally as well as within their own personal history.

During Year Two, the children continue to develop the skills that they have already established in Year One. They continue to learn about significant events and people on a global scale. Further developing their skills as historians, they cultivate an understanding of chronology. They begin to analyse, compare

and interpret their research, handling artefacts, interviewing historical characters, reading books, biographies, fact files and diaries to elicit historical information.

### **Impact**

The children at The Southwater Infant Academy enjoy learning about history. History is taught in close conjunction with English, drama and geography, ensuring that the learning is comprehensive and purposeful for our children. The children see themselves as historians and are confident to think and question analytically using a range of information sources to understand the past in Southwater, the UK and across the wider world. An emphasis on contextual history, learning about historic people and events from Southwater engages members of the community in the children's learning providing role models from the locality for the children to learn from and aspire to.

## Long Term Plan


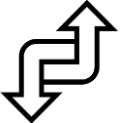
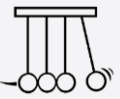

	<b>Autumn 1</b> Developing kindness, and supportive relationships	<b>Autumn 2</b> Respecting our environment	<b>Spring 1</b> Being part of the global community	<b>Spring 2</b> Being resourceful and creative	<b>Summer 1</b> Respecting diversity and equality	<b>Summer 2</b> Driving to aspire and achieve
	<b>Winstons World</b>		<b>Southwater Stars</b>		<b>Into the Blue</b>	
<b>R</b>	<b>Past and Present</b>  Introduce yearly calendars Introduce daily calendars Learn days of week Learn months of year Change date daily Share photos of family and discuss Photographs of grandparents/parents/children on timelines Discuss Christmas celebrations and compare with those in the past Share stories e.g. Jack and the Beanstalk and discuss similarities between past and now		<b>Past and Present</b>  Continue changing date daily Continue using class calendar Continue using daily timetable Discuss discovery of Iggy's bones in Southwater – similarities and differences between then and now Learn about Mary Anning Share stories e.g. Jack and the Beanstalk and discuss similarities between past and now	<b>Past and Present</b>  Continue changing date daily Continue using class calendar Continue using daily timetable  Learn about firefighters in the past/present Share stories e.g. Jack and the Beanstalk and discuss similarities between past and now	<b>Past and Present</b>  Continue changing date daily Continue using class calendar Continue using daily timetable Share stories	<b>Past and Present</b>  Continue changing date daily Continue using class calendar Continue using daily timetable Lifecycle of humans – sort into timelines Learn about Victorian seaside and similarities and differences between now and then
		<b>London's Calling</b>		<b>This is Me - Significant People</b>		<b>Southwater's Past- Local history</b>
	(Geography Term)		(Geography Term)		(Geography Term)	
<b>1</b>		Guy Fawkes and the gunpowder plot – timeline of events		Florence Nightingale – sort pictures hospital then and now Mary Seacole – fact file		<b>Through the Window</b> Discuss jobs in past/today – sort

		Great Fire of London – timeline of events/sequence events London landmarks – compare now and then Remembrance Day		Compare Florence and Mary  Personal timelines		Sort artefacts from Victorian times Victorian object fact file People/places of Southwater
	<i>To Infinity and Beyond</i>		<i>World Explorers</i>		<i>Champions and Heroes</i>	
					<i>Kings and Queens</i>	
2	I think, I know, I wonder about space Space today/satellite First moon landing Mars Rover Letter to NASA How travel has changed through time Neil Armstrong – news report and fact files and timeline		Learn about Ernest Shackleton Questions prepared for Dr Morley (comparison of explorers past and present) Diary entry – day in the life of Ernest Shackleton Compare Ernest and Dr Morley's exhibitions and equipment		Learn about Queen Victoria and Queen Elizabeth II and compare two Queens	

## Ongoing Historical Disciplines

Together with the range of knowledge and content taught in the Units of Study listed below, pupils will develop their historical disciplines over time. These are the ongoing skills that are taught and retaught. These disciplines cannot be assigned to any single Unit of study as they will all be covered in all of the Units.

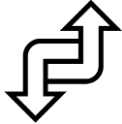
	EYFS	KS1	Thinking about LKS2
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1. Significance 	Pupils will talk about the lives of the people around them and their roles in society and begin to understand the concept of significance.	Pupils establish the fact that some events, themes and issues have significance on the world in which we live. They begin to discuss what is historically significant and why and how it has impacted on their own life and understanding of the world.	Pupils start to order events by significance deciding which have more or less historical significance. They can justify their decision making and identify the impact of the change.
2. Continuity and Change 	Using stories, pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Pupils learn that things change, they first explore this through living memory and then beyond. The start to develop an understanding of chronology and look at how things change over time.	Pupils understanding of events and chronology is deepened. Through studying a range of Ancient Civilizations, pupils learn about events, themes and issues from a long time ago. They explore what has changed but also what has remained from these ancient cultures.
3. Cause and Effect 	Understand the past through settings, characters and events encountered in books read in class and storytelling and begin thinking about how it affects us today.	As their knowledge of chronology and time develops pupils also begin to learn that these changes affect people. They discuss how changes to simple toys such as Teddy bears has impacted upon how children interact with their toys.	Pupils realise that actions and events for consequences. They explore the fall and rise of empires and discuss what lead to these changes in culture and counties. Through an expanding knowledge of the British history un until 1066, then begin to see the relationships between events and people and how the two are related.
4. Perspective 	N/A	Pupils are starting to develop the concept of points of view. They are beginning to realise they the world does not centre around them and that for every event there are multiple viewpoints.	Pupils develop an understanding of sources and how we know what we know about the past. They make decisions about the reliability of multiple sources and think about what we can learn about the past from these.

Progression of skills, knowledge and vocabulary

EYFS - Autumn


Skills and Objectives	Whole Class Session	Focus Task/Continuous Provision	Key Vocabulary	Key Texts
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				To read throughout the term
<p>Begins to make sense of their own life story and families history (UTW Past and Present – 3-4 Years)</p> <p>Comments on images of familiar situations in the past (UTW Past and Present – Reception)</p> <p>Compare and contrast characters from stories (UTW Past and Present – Reception)</p> 	<p><b>Children to begin to develop concept of time:</b></p> <p>Introduce daily timetable to begin to develop understanding of time language</p> <p>Learn days of week</p> <p>Learn months of year</p> <p>Introduce a class calendar to count down to certain events and see events in the past e.g. birthdays</p> <p>Change date/day/month/year calendar daily</p>		<p>before</p> <p>next</p> <p>after</p> <p>first</p> <p>time</p> <p>week</p> <p>month</p> <p>year</p> <p>day</p>	<p>Jack and the Beanstalk</p> <p>Little Red Hen</p> <p>Three Little Pigs</p> <p>Old Bear by Jane Hissey</p>
	<p><b>Input 1:</b></p> <p>Share photos of the children's family with the class (Grown ups to post on Tapestry).</p> <p>Discuss who is in the children's family and discuss similarities and differences between the children's families.</p>	Cross curricular link to writing – children to draw a picture of their family and discuss family members.	family similar different	Toys and Games by Sally Hewitt (Non-fiction)
	<p><b>Input 2:</b></p> <p>Photos of grandparents and parents and children on a timeline. Place photos into a basic timeline to start to develop an awareness of time and first/next etc.</p>	Whole class discussion	timeline first next	Threadbear by Mick Inkpen
	<p><b>Input 2:</b></p> <p>Discuss Christmas with the children. Watch 'Lets Celebrate – Christmas' (<a href="https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas">https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</a>). Discuss how the family prepare for Christmas. Invite the children to share ways that they celebrate Christmas with their families and some of their Christmas traditions.</p> <p>Look at some old photographs of people in the past celebrating Christmas – how is it similar/different to how we celebrate Christmas today.</p>	Video sharing our Christmas traditions?	past celebrate tradition	<p>When I was Little Like You by Jill Paton Walsh</p> <p>Peepo by Allan Ahlberg and Janet Ahlberg</p>



	<b>Input 3:</b> Read the story of Jack and the Beanstalk. Discuss what happens in the story and what Jack's life is like. Discuss as a class how life has changed and compare Jack's life then to our lives now e.g. Jack had a cow, people lived in castles, going to the market etc.	Whole class discussion.	change different	Dogger by Shirley Hughes  Starting School by Allan and Janet Ahlberg
	<b>Input 4:</b> Recap the children's Christmas traditions and discuss what happens on Christmas day. Discuss some of the toys that the children enjoy playing with. Do we think that children in the past would have had toys like these (e.g. tablets etc)? look at some photos of toys from the past and toys that we play with today. Talk about similarities and differences. Discuss whether we still play with the toys from the past etc.	Sorting photos of toys from the past and present.	past present	<b>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</b> Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

EYFS - Spring

Skills and Objectives	Whole Class Session	Focus Task/Continuous Provision	Key Vocabulary	Key Texts To read throughout the term
Comments on images of familiar situations in the past (UTW Past and Present – Reception)  Is able to compare and contrast characters from stories, including figures from the past (UTW Past and Present – Reception)	Continue using class calendar to show events in past/future etc. Continue to use class daily timetable to show whats happened/happening next etc. Continue to change date/day/month/year/seasons daily in class.		before next after	Little People Big Dreams – Mary Anning
	<b>Input 1:</b> Discuss Southwater and the discovery of Iggy’s Dinosaur bones. Discuss what the village was like all those years ago when Iggy was alive – discuss the similarities and differences from when Iggy was alive to today.	Cross curricular link to writing – Children to write the shared sentence ‘Iggy is at the shops.’	past archaeologist	Fantastically Great Women who Changed the World by Kate Pankhurst
	<b>Input 2:</b> Mary Anning Recap the discovery of Iggy’s dinosaur bones. Talk about what a fossil is and how something becomes a fossil. Discuss how the bones were found. Introduce the children a famous fossil hunter called Mary Anning. Share some information about Mary Anning and why she is famous (use PowerPoint or ‘Little People Big Dreams – Mary Anning’ book).  Share timeline of Marys life from the book ‘Fantastically Great Women who Changed the World’. Discuss what a timeline is and what it shows us,	Discussion as a class.	past timeline archaeologist	Alfie books by Shirley Hughes  Alfie: Annie Rose is my Little Sister by Shirley Hughes  Once There were Giants by Martin Waddell

Talks about the lives of the people around him/her and their role in society (UTW Past and Present – Reception ELG)	<b>Input 3:</b> Learn about the role of a firefighter. What do they do? How do they help us? What do they wear? What do they drive? What do they use to put out a fire? How do they keep themselves safe? Watch ‘Lets play – firefighter’, read a non-fiction book to find information. Do you think that firefighters had the same equipment? Uniform? Vehicles? Etc in the past? Share some photos of firefighters in the past and some of the equipment, uniform, vehicles that they had. Discuss the similarities and differences between a firefighter today and a firefighter in the past.	Sort photos into groups – firefighters in the past and firefighters in the present.	then now equipment similar different	Each Peach Pear Plum by Allan and Janet Ahlberg  Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG) Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

## EYFS - Summer

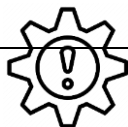
Skills and Objectives	Whole Class Session	Focus Task/Continuous Provision	Key Vocabulary	Key Texts
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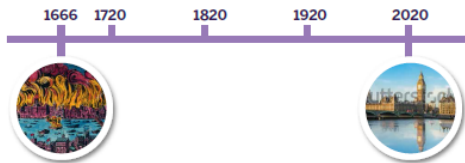
				To read throughout the term
Comments on images of familiar situations in the past (UTW Past and Present – Reception)  Is able to compare and contrast characters from stories, including figures from the past (UTW Past and Present – Reception)	Continue using class calendar to show events in past/future etc. Continue to use class daily timetable to show what has happened/happening next etc. Continue to change date/day/month/year/seasons daily in class.			Harry the Dirty Dog by Gene Zion
	<b>Input 1: (Linked with science – lifecycles)</b> Recap lifecycle of a turtle/caterpillar. Discuss the lifecycle of a human – (baby, child, adolescent, adult) – discuss similarities and differences between turtle lifecycle with human lifecycle. Look at photos of humans changing throughout time. How do things change? What can you remember about being a baby? Sort photos into a timeline	Class discussion	lifecycle adolescent timeline	Peace at Last by Jill Murphy  John Patrick Norman McHennessy, the Boy Who was always late by John Burningham
	<b>Input 2:</b> Learn about the Victorian seaside. Look at old photographs of holiday traditions, clothes, transport etc. compare them to the modern day versions and the things that the children are used to. Sort and label pictures.	Sort pictures – seaside then and seaside now	then now Victorian modern day tradition transport	Rosies Hat by Julia Donaldson  Ways into History – Seaside Holidays <b>Shows an understanding of the past through</b>

Talks about the lives of the people around him/her and their role in society (UTW Past and Present – Reception ELG)		settings, characters and events encountered in books read in class and storytelling (ELG) Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
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## Year 1 – Autumn

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1 – To understand that historical events can be sequenced.	We celebrate Bonfire Night every year on the 5 <sup>th</sup> of November.  Guy Fawkes was one of the people responsible	<b>Guy Fawkes and the Gunpowder Plot</b> Discuss bonfire night with the children – what kind of things do we do to celebrate this. Introduce the children to Guy Fawkes and the Gunpowder plot. Who is he? What did he do? Do we know anything about him already?  Discuss who he is and share what he did.	Guy Fawkes King James Gunpowder Plot Timeline Chronological Bonfire Significant	Discuss the houses of Parliament and what they do.  Guy Fawkes, King James.



	<p>for the gunpowder plot.</p> <p>Guy Fawkes believed the King was not being fair to some people.</p> <p>Guy Fawkes and a group of other people planned to blow up the Houses of Parliament but were stopped and arrested.</p>	<p>Discuss the fact that this event is the reason we celebrate bonfire night on the 5<sup>th</sup> November.</p> <p>Explain we are going to be working in groups to make a timeline placing all of the events in chronological order. Discuss that this means we are going to be putting the events in order from the first to the last.</p> <p>Timeline of events starting with King James becoming king and ending with why we celebrate bonfire night (Photos on Tapestry).</p>	<p>Houses of Parliament</p> <p>Where is my evidence? Wider Curriculum Book</p>	<p>Links to Lewes bonfire.</p> <p>Link with PSHE and fire safety.</p>
<p>Lesson 2 – To understand what London was like in 1666</p>	<p>London was very different in 1666: King Charles II was monarch.</p> <p>London Bridge was the only river crossing.</p> <p>Buildings were made from wood and streets were very narrow.</p> <p>There was no electricity. Candlelight was used instead of electric lights. There were no phones, computers, ovens, or internet.</p> <p>The only transportation was on</p>	<p>Discuss where this is and how they know:</p>  <p>What do you know about London already? Post it notes.</p>  <p>we are going to find out about a huge fire that happened in London, over 350 years ago, in 1666. It is known as the Great Fire of London.</p> <p>King Charles II came to the throne in 1660, taking over from Oliver Cromwell.</p>	<p>bustling landmarks buildings Transport technology electricity fire brigade fire hooks</p> <p>Where is my evidence? Wider Tapestry</p>	<p>Discuss houses from the past and materials used to build homes.</p> <p>King Charles II, Samuel Pepys, Thomas Farriner</p> <p>Link to geography and capital cities. Locate London on a map.</p> <p>Link with PSHE and fire safety.</p>

foot, by horse or by boat.

London did not have a fire brigade.



There hadn't been a monarch on the throne for 11 years, since Charles I had been executed during the English Civil War.

What do you notice about London in the 1600s?




**Landmarks:** In 1666 London Bridge was the only river crossing in central London. It wasn't just a bridge (as can be seen in the picture) it was also home to many Londoners. St Paul's Cathedral existed but looked very different to how it looks today.

**Buildings:** Today most buildings are made from brick but back then houses were made mostly from wood.

Houses had been built very close together to save space and streets were very narrow and overcrowded.



		<p><b>Transport:</b> In the 1600s, the only way to get around was on foot, by horse or by sailing along the River Thames by boat. There weren't any of the modes of transport (such as cars, buses, bicycles, trains or the tube) that Londoners rely on today.</p> <p><b>Technology:</b> Electricity hadn't been invented in the 1600s so people used candle light instead of electric lights.</p> <p>For cooking, open fires were used instead of ovens.</p> <p>There were no phones, televisions, computers or internet. This meant that you couldn't call or message anybody in an emergency and it took a while for news to spread.</p> <p><b>Fire Brigade:</b> London did not have a fire brigade in 1666. Each area kept buckets, axes, <b>fire hooks</b> and ladders to fight fires.</p> <p>These were often stored in churches, and local people were supposed to work together to put out fires in their area. There were no fire engines or fire fighters like we have today.</p>  <p>Independent Task: Venn diagram, 1666 and London today using pictures Support: group work Stretch: What other differences are there that you have noticed?</p>		
Lesson 3: To sequence historical events chronologically	The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane.	<p>Reconnect: In 1666, most houses were made of _____ True or False, London did not have a fire brigade in 1666. The monarch in 1666 was King C_____ II.</p>	<p>bakery spark destruction blaze Lord Mayor possessions</p>	



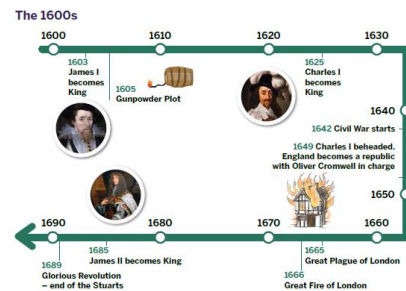
Strong winds kept the fire spreading and it was difficult to stop.

The fire destroyed most of the city, including important landmarks like St Paul's Cathedral.

The flames were eventually put out on Thursday 6th September 1666. .

Thousands of people were left homeless.

Although only six deaths were recorded, it is thought that more people lost their lives.



Day 1: Sunday 2<sup>nd</sup> September 1666

Around 1am, the fire started in a bakery on Pudding Lane. It is thought that a spark from the fire in an oven started the blaze. The baker, Thomas Farriner, his family and their servants were asleep upstairs.

The smoke woke the family up. They escaped out of a window onto their neighbour's roof. Their maid was too scared to climb out and became the first person to lose their life to the fire.

At 3am, the Lord Mayor, Thomas Bloodworth, went to look at the fire. He didn't think it looked serious, so went back to bed.



But, with the help of the wind, the fire began to spread incredibly quickly. The King was informed. He told the Mayor to knock down any houses that might be in the way of the fire, to stop the fire spreading. The Lord Mayor tried to stop the blaze by pulling down houses, but the fire moved too fast.

gunpowder  
fire-breaks

Where is my  
evidence?  
Tapestry

Day 2: Monday 3<sup>rd</sup> September 1666



By 8am on the Monday morning, the fire blazed through the south of the city. It travelled halfway across London Bridge and got very close to the Tower of London.

News of it had spread across the city and the streets were crowded with people trying to escape.

Carts and boats were packed with people, with whatever **possessions** they could carry, trying to get away from the flames.

Day 3: Tuesday 4<sup>th</sup> September 1666

The fire reached its peak on Tuesday.

The strong winds kept the flames spreading, and little could be done to stop them. The fire destroyed St. Paul's Cathedral. Gunpowder was used to blow up houses and create **fire-breaks**. These managed to stop the fire from destroying the Tower of London.



Day 4 Wednesday 5<sup>th</sup> September 1666



On Wednesday, the wind died down, and the fire lost strength.  
Most of the remaining fires were put out.

Day 5: Thursday 6<sup>th</sup> September 1666

The last of the flames were eventually put out on Thursday.

By this time more than 13,000 houses, 87 churches, and other important buildings had been destroyed. Thousands of people were left homeless. Although only six deaths were recorded, it is thought that more people lost their lives in the fire.

Independent Task: In groups, sort the events with pictures and then act them out

The fire reached its peak on Tuesday and destroyed St. Paul's Cathedral.
The flames were eventually put out on Thursday.
The King was informed and told the Mayor to knock down any houses that might be in the way of the fire to stop the fire spreading.
The Lord Mayor tried to stop the blaze by pulling down houses, but the fire moved too fast.
News of it had spread across the city and the streets were crowded with people trying to escape.
Gunpowder was used to blow up houses and create fire-breaks.
By 8am on the Monday morning, the fire blazed through the south of the city. It travelled halfway across London Bridge and got very close to the Tower of London.
On Wednesday, the wind died down, and the fire lost strength. Most of the remaining fires were put out.
The fire started in a bakery on Pudding Lane and spread quickly.

Support: Give them in order and explain what they see

Stretch: Add in or explain key vocabulary

**Lesson 4: To recognise the importance of**

In 1666, there were no smart phones,

Reconnect: Where did the Great Fire of London begin?  
Which famous landmark was destroyed?

diary  
portrait  
eyewitness

The museum of London holds a collection of

## historical sources



cameras, televisions or internet.

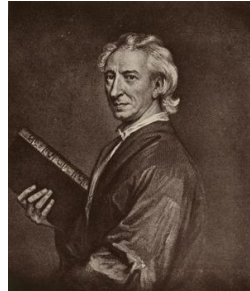
Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries.

The diaries are important sources of evidence.

The diaries tell us what life was like in London in the 1660s and the impact the Great Fire of London had on people at the time.

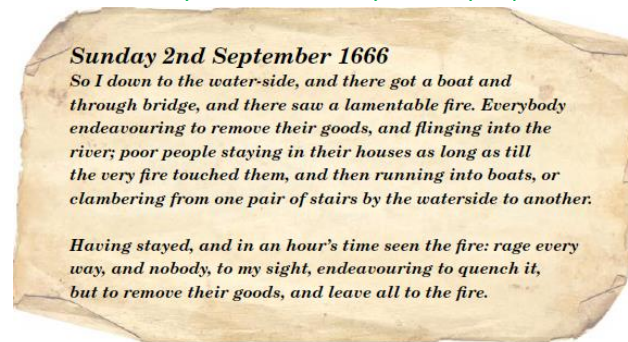
What caused the fire?

There were no cameras in 1666. Rich people had paintings of themselves. What do you notice about Samuel Pepys and John Evelyn?



How do you think we know about the fire?

People wrote diaries – they were eyewitnesses and their diaries were primary sources of evidence as they were there. Why are they important?



Samuel Pepys

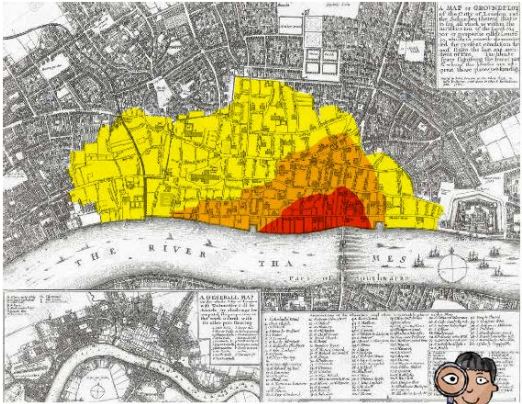
sources  
evidence  
quills  
ink


Where is my  
evidence?  
Wider Curriculum  
Book

artefacts etc  
related to the  
Great Fire of  
London.

Link to where we  
can find  
information now  
and ways of  
documenting our  
lives etc. such as  
photos, films,  
diaries etc.


The first camera  
was invented  
in **1816** by  
Frenchman  
Joseph  
Nicéphore  
Niépce.

		<p><b>Monday 3rd September 1666</b></p> <p><i>God grant mine eyes may never behold the like, who now saw above ten thousand houses all in one flame, the noise and crackling and thunder of the impetuous flames, the shrieking of women &amp; children, the hurry of people, the fall of towers, houses &amp; churches was like an hideous storm, and the air all about so hot and inflamed that at the last one was not able to approach it, so as they were forced [to] stand still, The clouds also of smoke were dismal, and reached upon computation near 50 miles in length.</i></p> <p>John Evelyn</p> <p>Independent Task: Write a simple diary entry of your own based on this picture:  Support: Draw a picture of what you might see  Stretch: Try to include as much key vocabulary as possible</p>		
<p><b>Lesson 5: To understand why the Great Fire of London spread so quickly</b></p>	<p>Houses in 1666 were made mostly from wood so they burned easily.</p> <p>Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable.</p> <p>Houses were close together and streets were narrow.</p> <p>There had been a long summer of drought, which made buildings combustible.</p>	<p>Reconnect: Samuel Pepy's diary was a primary / secondary source of information  Did they write their diaries on an iPad, laptop, or using a quill  This is a map of the GFOL:</p>  <p>As everyone in the 1600s cooked on open fires and used candlelight, fires happened all the time. However, they were usually small and put out quickly.</p>	<p>flammable  goods  tar  oil  brandy  drought  combustible  quench</p> <p>Where is my evidence?  Wider Curriculum Book</p>	<p>Architect Sir Christopher Wren</p>

	<p>The windy weather spread the flames quickly.</p> <p>There was no fire brigade.</p>	<p><b>Buildings:</b> In the 1600s, most houses were built of wood, which burns easily. Houses were close together and streets were narrow. This meant that flames could jump easily from one house to the next.</p> <p>Pudding Lane, where the fire started, was a narrow street of wooden houses crowded together, many leaning out toward each other. This helped the fire spread quickly from the bakery to the other buildings.</p> <p><b>Flammable goods:</b> As well as the buildings being made of a material that burns easily, many other <b>flammable goods</b> were kept inside the buildings, such as <b>tar</b>, <b>oil</b>, and <b>brandy</b>. When these goods caught fire, the flames got bigger, hotter and more furious.</p> <p><b>Weather:</b> The summer of 1666 was long and hot. There had been a <b>drought</b> for ten months so the city was very dry. This made the wooden buildings <b>combustible</b>.</p> <p>There was also a strong wind. This blew the flames from building to building and helped the fire to spread quickly.</p> <p><b>Fire Brigade:</b> In 1666, there were no fire engines or fire fighters like we have today. Each area of London kept buckets, axes, fire hooks and ladders to fight fires. Local people were supposed to work together to put out fires in their area but people were scared. They hadn't experienced a fire this big before and many just tried to escape, instead of trying to put the fire out.</p> <p>As the fire started at night, people were asleep and slow to react. Those that did try to fight the fire found it difficult. They couldn't carry the water fast enough in buckets. There were only a few fire engine carts and the water squirters were too weak to <b>quench</b> the strong flames.</p> <p>Independent Task: Rank the reasons for the fire spreading from most important to least important</p> <p>Support – group work</p> <p>Stretch – would these reasons affect fires today?</p>		
<p><b>Lesson 6: To explain the impact of the Great Fire of London</b></p> 	<p>After the Fire, King Charles II and the government wanted to rebuild London</p> <p>London needed to be rebuilt as quickly as possible so that people</p>	<p>Reconnect: Flammable means _____</p> <p>The weather was _____</p> <p>After the fire, King Charles II made a speech to the people of London. He said that he wanted to rebuild the city. The government wanted London to be rebuilt in a way that would <b>prevent</b> future 'great and outrageous fires'. The Great Fire provided an <b>opportunity</b> to solve problems created in the past by London's crowded street layout.</p>	<p>rebuild</p> <p>prevent</p> <p>opportunity</p> <p>layout</p> <p>improvements</p> <p>designed</p> <p>solution</p>	<p>Architect Sir Christopher Wren</p>




	<p>had somewhere to live and could restart their businesses.</p> <p>London was rebuilt on its old street layout but with improvements.</p> <p>Sir Christopher Wren designed the new St Paul's Cathedral and a memorial of the fire, called 'The Monument'.</p>	<p>In the end, London was rebuilt on its old street layout but with improvements, such as:</p> <ul style="list-style-type: none"> <li>• streets were made wider</li> <li>• houses had to be built from brick or stone</li> <li>• upper storeys were no longer allowed to lean into the streets</li> </ul> <p>The architect Sir Christopher Wren designed the new St Paul's Cathedral, which is his most famous building. Christopher Wren also designed a memorial of the fire, called 'The Monument'. This is a huge stone column — 62 metres high!</p> <div data-bbox="600 665 945 970" data-label="Image"> </div> <div data-bbox="963 643 1180 971" data-label="Image"> </div> <p>Independent Task: Draw a picture and label it to show a new London street  Support: Give labels to children to use  Stretch: Can you explain why you have drawn your choices</p>	<p>Where is my evidence?  Wider Curriculum Book</p>	
<p><b>Lesson 7: To understand the significance of poppies on Remembrance Day.</b></p>	<p>Poppies grew in the mud of the First World War battlefields, churned up by years of heavy fighting</p>	<p><b>Remembrance Day</b>  Look at this question together "What are memories and which things do we all remember at different times of year?"  "What do we remember on Poppy Day?"</p>	<p>Memorial  Remembrance  Poppies  Flanders fields  Memories  First world war  Veteran</p>	<p>Jelly Babies 'the peace babies' that were given by Bassetts to children after the war to celebrate peace.</p>

	<p>We wear poppies to remember those who fought for our freedoms and to raise money for charity</p>	<p><b>Why do we wear poppies to remember?</b> Explain to the children that poppies grew in the mud of the First World War battlefields, churned up by years of heavy fighting. Read John McCrae's poem to bring this alive.</p> <p>Explain that poppies are sold to raise money. Introduce a packet of Jelly Babies 'the peace babies' that were given by Bassetts to children after the war to celebrate peace. What would people feel today when they saw a poppy? Do you think poppies are a good symbol to help us remember?</p> <p><b>What happens on Remembrance Day?</b> What do you think of when you hear this music play? Play the Last Post. <a href="https://www.youtube.com/watch?v=2weDBIOTgmo">https://www.youtube.com/watch?v=2weDBIOTgmo</a></p> <p>Discuss the different memorial we have – discuss what we have in Southwater. Discuss our local war veteran Rob Piper, share his photos saved on the server from previous visits.</p> <p><b>What can we discover from visiting our local war memorial?</b> Have you been to see a war memorial? Did anyone see a name they recognised? How do we keep links with the past? Can we create a Remembrance Day Display?</p> <p>And finally, do you think we should still have a two minute silence to remember all those who died in wars?</p>	<p>Robert Piper (Bob Piper)</p>	
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## Year 1 – Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment



<div>Lesson 1:</div> <div>LO: To identify what makes someone significant.</div> <div></div>	<div>'Significant' means important.</div> <div>People are significant in different ways.</div> <div>Historians use criteria to talk about how significant people are.</div>	<div>What makes someone significant?</div> <div>Reconnect: How do we know about people from the past? What helps us to remember them?</div> <div>Hook: Create a hook to capture the interest of the children. i.e. Video, story, images, stimulus.</div> <div>Discuss objective, knowledge and vocabulary.</div> <div>What does significant mean?</div> <div>Who is significant and important to you? Together share some ideas and discuss why they chose these people.</div> <div>Tick the criteria that makes them significant or important to you...</div> <div><div><input type="checkbox"/> They look after me.</div><div><input type="checkbox"/> They are helpful.</div><div><input type="checkbox"/> They are kind.</div><div><input type="checkbox"/> They inspire me.</div><div><input type="checkbox"/> They teach me things.</div><div><input type="checkbox"/> They are my friend.</div><div><input type="checkbox"/> They are my family.</div><div><input type="checkbox"/> They listen.</div><div><input type="checkbox"/> They are clever.</div><div><input type="checkbox"/> They are good at sport.</div><div><input type="checkbox"/> They keep me safe.</div><div><input type="checkbox"/> They care about me.</div><div><input type="checkbox"/> They are talented.</div><div><input type="checkbox"/> They are rich.</div></div> <div>Share some examples of significant people. I.e. Royals, Neil Armstrong, Nelson Mandela, Marcus Rashford etc. What do you know about these people? Class discussion about who they think is the most significant and why.</div> <div>Discuss how there are many significant people in history and historians use criteria to talk about how significant people are.</div>	<div>Significant Criteria</div> <div>Historian</div> <div>Important</div> <div>Remarkable</div> <div>Remembered</div> <div>Resonant</div> <div>Revealing</div> <div>Improved</div> <div>Campaign</div> <div>Poverty</div> <div>Where is my evidence?</div> <div>Wider Curriculum Book</div>	<div>Reconnect with significant individuals they already know</div> <div>Discuss the achievements of Marcus Rashford</div>
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		<p>Christine Counsell* is a historian who has come up with criteria for measuring significance. She calls the criteria 'The Five Rs':</p> <p>The five Rs are:</p> <ol style="list-style-type: none"> <li>1. Remarkable: How much people talk about the person.</li> <li>2. Remembered: How well people remember the person.</li> <li>3. Resulted in change: If the person made changes to their country or the world.</li> <li>4. Resonant: If people connect with the person.</li> <li>5. Revealing: If the person showed us something about the past.</li> </ol> <p>Or:</p> <p>A person is significant if s/he:</p> <ul style="list-style-type: none"> <li>- Changed events at the time they lived.</li> <li>- Improved lots of peoples lives – or made them worse.</li> <li>- Changed peoples ideas.</li> <li>- Had a long lasting impact (nationally or globally)</li> <li>- Had been really good or a very bad example to other people of how to live or behave.</li> </ul> <p>Share an example of someone the children may think is significant. Such as Marcus Rashford. Share information about this individual and discuss whether they think they meet the criteria of significant.</p> <p>Children to draw a picture of someone they think is significant and write a simple sentence to say why.</p> <p>Support – Sentence frames, fill in blank words Stretch – How do they meet the five Rs?</p>		
<p>Lesson 2:</p> <p>LO: To understand and explain</p>	<p><b>equality</b> is when we make sure that everyone is treated <b>fairly</b>.</p>	<p><b>What is meant by equality and why is it important?</b></p> <p>Reconnect: A significant person is...</p> <p>Discuss objective, knowledge and vocabulary.</p>	<p>Equality Fairness Treated Tolerance Respect</p>	<p>Discuss the areas of British Values:</p> <p>Tolerance and Respect</p>

why equality is important.

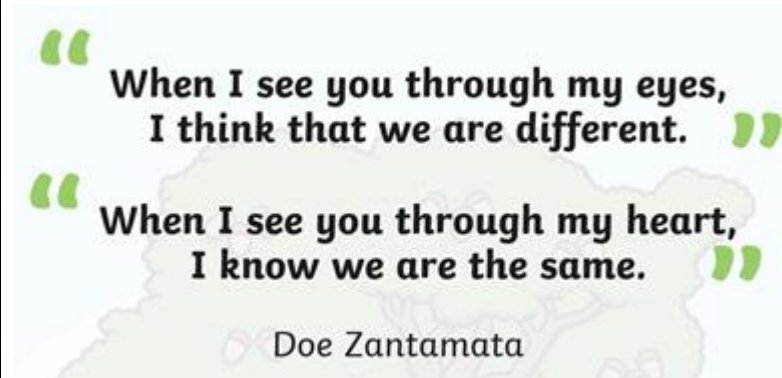
Equality doesn't mean that everyone has to be treated the same.

Discuss what is meant by equality.

**Equality is:**

understanding that everyone is different but that we are all people;  
knowing that everyone has the right to be treated fairly;  
treating others with respect.

Share the quote:



Doe Zantama is an author and illustrator.


What do you think she is telling us with this quote?

Look around the room at your friends.

Discuss: What is different? What is the same?

things that make us different:	things that make us the same:
<ul style="list-style-type: none"><li>• Hair colour</li><li>• Eye colour</li><li>• Our personalities</li><li>• What we like</li><li>• Where we live</li><li>• Skin colour</li></ul>	<ul style="list-style-type: none"><li>• We all have needs</li><li>• We all have likes</li><li>• We are all people</li><li>• We all have feelings</li><li>• We all have thoughts</li></ul>

Where is my evidence?  
Tapestry

		<p>Dr Seuss “A person is a person, no matter how small”</p> <p>Discuss fairness using scenarios: Discuss: Is this right? Is this fair? What could we do to treat the children more fairly?</p> <ol style="list-style-type: none"> <li>1. Share sweets with the class – give two to each of the boys but say the girls can only have one.</li> <li>2. Say that you only have skipping ropes available for children with brown hair.</li> <li>3. What if you fall and hurt your knee and the teacher gives everyone in the class a plaster for their knee so that it is fair. Is this right? Is this fair? Does equality always mean that everyone has been treated the same?</li> </ol> <p>Revisit the meaning of equality: <b>equality</b> is when we make sure that everyone is treated <b>fairly</b>. It doesn’t mean that everyone has to be treated the same.</p> <p>What does equality look like in our school and at home? How do grown ups make sure that we are all treated fairly?</p> <p>Create a class poster about what equality looks like in school. (All children to draw a picture/write something to add to the poster).</p>		
<p>Lesson 3:</p> <p>LO: To understand the reasons why someone is significant.</p> 	<p>In 1950s America, segregation kept black people and white people separated.</p> <p>Segregation was racist and treated black people unfairly.</p> <p>Rosa Parks fought for black and white people</p>	<p><b>How did Rosa Parks stand up for black people’s rights?</b></p> <p>Reconnect: Equality means... It is important because...</p> <p>Discuss objective, knowledge and vocabulary.</p> <p><u>Analysing sources:</u> Share a picture of Rosa Parks in 1955. What do you notice about Rosa Parks from this photograph? What questions do you have?</p>	<p>Segregation Racism Racist Boycott Civil rights</p> <p>Where is my evidence? Tapestry</p>	<p>At the time Rosa Parks was fighting against racism in America Nelson Mandela was fighting against racism in South Africa.</p>

to be treated the same.

She refused to give up her seat on a bus and changed American history



Share important events in Rosa Parks life/ Timeline of her life and discuss our focus key individual:

Date of birth: 4th February 1913

Date of death: 24th October 2005

Rosa Parks was born over one hundred years ago, in Montgomery, Alabama. Alabama is a southern state in America.

In the 1950s, Rosa Parks had a job at a shop, sewing and making clothes. She got the bus to and from work every day.

At that time, southern states in America had something called segregation.

The bus driver wanted Rosa to give her seat to a white person, but Rosa said no!



**Rosa Parks sitting in the 'white section' of the bus, after the law changed in 1956.**

As she refused to give up her seat, she was arrested and taken to jail for a few hours. After she was arrested, she lost her job.

A segregated American school Rosa Parks was an activist. She member of a civil rights group which fought for black and white people to be treated the same.

Following her arrest, Rosa Parks, and other activists from the civil rights group, organised a bus boycott. This became known as the Montgomery Bus Boycott.

This meant they stopped using buses and walked instead.

The bus boycott was only meant to last for one day. In the end it lasted over a year and the bus company lost a lot of money.

Finally, judges said having separate black and white parts of buses was not allowed. The law was changed in 1956. The boycott was a peaceful stand against racism.

Rosa Parks had to move away to a new city to find work. She lived in Detroit for the rest of her life, which was very far from Montgomery.

		<p>Rosa Parks died in her home in Detroit aged 92, on 24th October 2005.</p> <p>Watch Rosa Parks dramatization: <a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7">https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7</a></p> <p>Review questions:</p> <ul style="list-style-type: none"> <li>Who was Rosa Parks?</li> <li>What did she fight for?</li> <li>What challenges did she face?</li> </ul> <p>Why should she be remembered?</p> <p>Task: Role play: As a class, children to re-enact the events of Rosa Parks refusing to give up her seat and discuss her impact on history.</p> <p>Support: use of a storyboard of events</p> <p>Stretch: Explain what might have happened without Rosa Parks</p>		
<p>Lesson 4:</p> <p>LO: To learn about a significant individual and identify ways in which they have contributed to national and international achievements</p>	<p>Women were not allowed to go to university or to vote in the elections – they weren't treated equally to men.</p> <p>Emily Davison was part of the suffragettes – a Womens social and political union who wanted equal rights for women.</p>	<p><b>How did Emily Davison stand up for equality?</b></p> <p>Reconnect: Rosa Parks was significant because...</p> <p>Discuss objective, knowledge and vocabulary.</p> <p>What is Parliament? (Link to Guy Fawkes great fire of London).</p> <ul style="list-style-type: none"> <li>Who was Rosa Parks?</li> <li>What did she fight for?</li> <li>What challenges did she face?</li> <li>Why should she be remembered?</li> </ul> <p>Discuss objective, knowledge and vocabulary.</p> <p><u>Analysing sources:</u></p> <p>Share a picture of Emily Davison.</p>	<p>Suffragette</p> <p>Protest</p> <p>Vote</p> <p>Elections</p> <p>Inequality</p> <p>Equality</p> <p>Political</p> <p>Where is my evidence?</p> <p>Tapestry</p>	<p>Women's rights were affected directly by Emily Davison</p>

Emily Davison fought for men and women to be treated the same.

She marched in protest to try and get people to see the inequality for men and women was wrong and to change the law.



What do you notice about Emily Davison from this photograph? What questions do you have?

Share important events in Emily Davison's life/ Timeline of her life and discuss our focus key individual:

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zf3996f>

Discuss what has been learnt about Emily Davison.

- what was she famous for?
- what do children remember about her from our PPT?
- children to recall her name, where and when she was born
- significance of what she wanted
- discuss if what she wanted ie equality made a difference for us now.

Task: On sugar paper write/draw things we have learnt about Emily Davison.

Support: sentence frames

Stretch: how has she affected me?



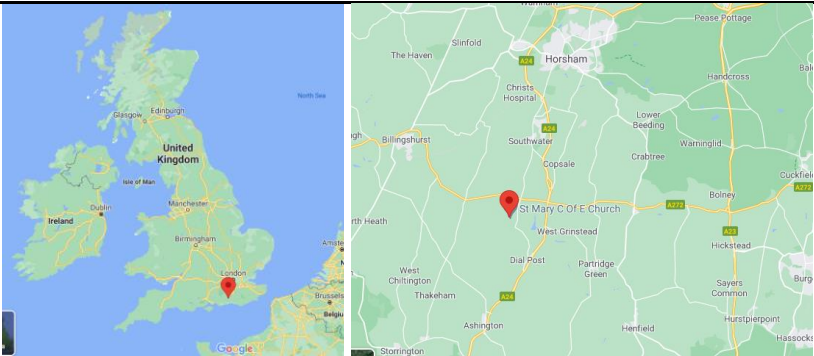
<p>Lesson 5:</p> <p>LO: To identify similarities and differences between significant individuals</p>	<p>Both Emily Davison and Rosa Parks fought for equality.</p> <p>They were both arrested.</p> <p>Rosa Parks lost her job because she did not give up her seat on the bus for a white person.</p> <p>Emily Davison gave up her job to dedicate time to what she believed in.</p>	<p><b>What are the similarities and differences between Emily Davison and Rosa Parks?</b></p> <p>Reconnect:</p> <p>Emily Davison</p> <ul style="list-style-type: none"> <li>• Who was Rosa Parks/Emily Davison?</li> <li>• What did she fight for?</li> <li>• What challenges did she face?</li> <li>• Why should she be remembered?</li> </ul> <p>To recap who Rosa Parks and Emily Davison were. Share images and facts about these to individuals covered in previous lessons.</p> <p>Discuss the similarities and differences noticed.</p> <p>Can children remember the main highlights of both the ladies lives and the impacts they both had on us today?</p> <p>Using the information learnt so far children to decide which they thought was more significant. Create a class conscience Alley.</p> <p>Can you persuade me that Emily Davison/Rosa Parks was more significant?</p> <p>Task: Together as a class produce a comparison fact file of both Rosa Parks and Emily Davison.</p> <p>Support: Sentence frames</p> <p>Stretch: Who was the most significant and why?</p>	<p>Where is my evidence?</p> <p>Wider curriculum books</p>	
<p>Lesson 7:</p> <p>LO: To use a simple timeline to order events</p>	<p>A timeline is in order of time</p> <p>You can put important events on a timeline</p> <p>I have had significant moments in my life</p>	<p>Reconnect: What</p>	<p>Timeline</p> <p>Past</p> <p>Present</p> <p>Events</p> <p>Sequence</p> <p>Order</p>	

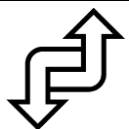
	Significant events are important events to me		Where is my evidence? Wider Curriculum Book	
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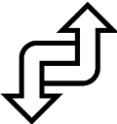

## Year 1 – Summer

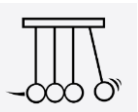
Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1:</p> <p>LO: To compare and contrast changes within living memory</p>  	<p>The Victoria era was about 200 years ago and named after Queen Victoria.</p> <p>There was a big difference between rich people and people in poverty.</p> <p>There were a lot of jobs then that we don't have today. Some done by children!</p>	<p>Reconnect: What do you know about your local area?</p> <p>Hook: display of Victorian objects</p> <p>Discuss what is meant by Victorians, showing the timeline of King and Queens they will find out about in Y2.</p> 	<p>past present Victorian jobs rich and poor poverty crowded</p> <p>Where is my evidence?</p> <p>Tapestry</p>	<p>Discussion around Victorian jobs, jobs today and how computers (AI) may be doing more in the future.</p>

		<p>What do you notice about these pictures? Discuss rich vs poor, how do you know? Clothes, children had jobs, would they like to live then? Why / not?</p> <div data-bbox="600 268 1518 689" data-label="Image"> </div> <p>What do we know about jobs? What Name as many jobs as you can in one minute.</p> <p>Display a range of jobs from the Victorian era and ask whether they exist now and why / why not?</p> <p>Display and discuss a range of jobs that we see today. Why didn't they exist in Victorian times? Possibility for parent to come and discuss how they work today.</p> <p>Independent task – children to sort jobs into past, present or both.</p> <p>Support – Give children an example of each, mixed ability groups Stretch – Explain why each job from the past doesn't exist now</p>		
<p>Lesson 1:</p> <p>LO: To learn about the lives of significant, local people</p>	<p>A lot of people who had no money turned to crime in order to survive</p>	<p>Reconnect: Name 3 jobs that existed in Victorian times that don't exist now.</p> <p>Hook: Classroom tipped upside down, things being stolen, clues left behind from the Shipley Gang.</p>	<p>significant Shipley Gang Poverty Terrorise villagers</p>	<p>Discuss the work of Bernardo's charity to support poor children</p>

<p>from a different time period</p>	<p>The Shipley Gang lived not far from Southwater and terrorised villagers about 200 years ago.</p> <p>They were eventually caught by local people</p>	<div data-bbox="600 193 1411 550">  </div> <p>Discuss that in 1814/1815 Shipley was terrorised by a gang called The Shipley Gang and talk about where Shipley is in relation to Southwater.</p> <p>Discuss who the Shipley Gang were, why they operated, the police at the time and that they were based in Southwater. Go through statements and 'facts' about the Shipley Gang.</p> <p>Independent Task – create some true and false statements about the Shipley Gang and sort them.</p> <p>Support – mixed ability pairs, at least one in the pair is able to decode the text</p> <p>Stretch – what do you think of The Shipley Gang?</p>	<p>Where is my evidence?</p> <p>Wider Curriculum Book</p>	
<p>Lesson 3:</p> <p>LO: To discuss changes in technology over time</p>	<p>Poor people and rich people in Victorian Britain had very different lives.</p> <p>They had many different objects and machines to help them with daily life.</p>	<p>Reconnect: Who did the Shipley Gang steal from? What were their names? Why did they steal?</p> <p>Hook: display of Victorian artefacts</p> <p>Remind children about the difference between rich and poor people in Victorian Britain. Display pictures of clothing, houses, schools and food and discuss.</p> <p>Watch the BBC clip In the Kitchen - <a href="https://www.youtube.com/watch?v=bpwFnNTXt2c">https://www.youtube.com/watch?v=bpwFnNTXt2c</a> watch in sections as it's 13 minutes long.</p>	<p>technology</p> <p>iron</p> <p>quill</p> <p>blackboard</p> <p>function</p> <p>Victorians</p> <p>Where is my evidence?</p>	<p>Victorian objects from the era to give context to learning.</p>



	<p>Many Victorian inventions are still used today, but in different forms.</p>	<p>Display images of an iron today, show the object and get children to touch and pass about. Compare to an iron today.</p> <p>Display a picture of a mangle and a present day washing machine – discussing their opinions.</p> <p>Display a picture of a fireplace and a Victorian kitchen, compare to central heating and electric cookers today.</p> <p>Independent Task: Children to have different objects placed on their tables, writing down what they think each Victorian object is for. Then come back to carpet to see if they were right.</p> <p>Support – sentence frames given, stick in the right place. Stretch – children to explain what the modern equivalent is</p>	<p>Wider Curriculum Book</p>	
<p>Lesson 4:</p> <p>LO: To compare education in or local area to a different period in History</p> 	<p>Some children in the Victorian era attended 'schoolhouses'</p> <p>Discipline and rules were very strict in Victorian times.</p> <p>Many students used slate boards to write on and punishment was harsh.</p>	<p>Reconnect: Match the objects with their names and functions</p> <p>Hook: Arrange the classroom into rows and show display a blackboard on the IWB</p> <p>Display an image of a Victorian schoolhouse. Discuss what they see, discipline and rules, the schoolmistress or schoolmaster, writing on slates, lack of technology.</p>  <p>Discuss the lessons taught: reading, history, writing, and arithmetic – is this different to today?</p> <p>Show them a picture of a dunce hat and a cane – what were they for? Gentle conversation that these were very harsh punishments and luckily against the law now.</p>	<p>strict schoolhouse discipline rules</p> <p>Where is my evidence? Wider Curriculum Book</p>	<p>Why do we have rules? Discuss who makes rules – parliament.</p>

		<p>Have a look at our classroom and make a note of what they see / discuss on a flipchart.</p> <p>Independent Task – children to have a picture of a Victorian classroom and their classroom. Label what they see, noting similarities and differences</p> <p>Support – have labels printed, cut and stick</p> <p>Stretch – Explain why they’d rather be in school in Victorian times or now.</p>		
<p>Lesson 5:</p> <p>LO: To compare local people and places from the Victorian era to today</p>	<p>There have been people living in Southwater for hundreds of years.</p> <p>Dame Rayley was a sales person who sold leeches and cakes outside the Cock Inn.</p> <p>The Topsy Fox used to be called the Cock Inn.</p> <p>Miss Hyde was a schoolteacher worked in the old school building in Southwater.</p>	<p>Reconnect: Name two differences between Victorian schools and our school.</p> <p>Hook: Leave an aerial photo of the academy on the IWB for children to see</p> <p>People of Southwater</p> <p>Share some photos of people who used to live in Southwater many years ago. Discuss with the children who they think these people are and what they used to do. Share some facts about the people and discuss what they used to do.</p> <p>The village of Southwater</p> <p>Discuss as a class what we already know about Southwater in the past. Share some photos of Southwater in the past. Discuss where we think the places might be. Share pictures of the same places and what they look like today (use Google Maps) – can we match the places? Discuss what other things we think are different in the village today.</p> <p>Independent Task - Children to sort pictures of place in the village into ‘old’ and ‘new’. Give the children some facts about each other the people they are learning about. Can you sort the facts and put them with the correct person.</p> <p>Support – Group work with CT</p> <p>Stretch – Who was the most important person / where was the most important place?</p>	<p>Southwater people village compare leeches</p> <p>Where is my evidence?</p> <p>Wider Curriculum Book</p>	<p>Local culture included in main lesson</p>

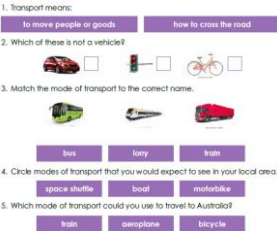


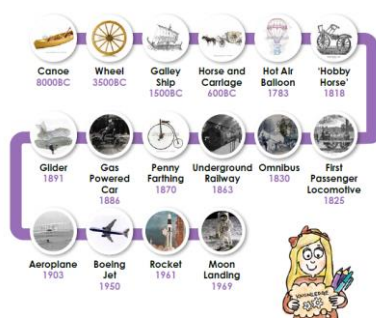
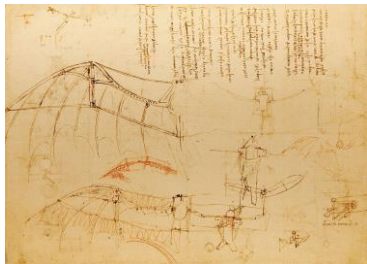
compared to a significant historical period		Writing task so carefully model using working walls, visualisers and flipcharts.  Support – group to work with CT Stretch – personal writing targets, conjunctions e.g.	Where is my evidence? Wider Curriculum Book	
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## Year 2 – Autumn: To infinity and beyond (Travel through time).

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1	<ul style="list-style-type: none"> <li>The modes of transport we have today were not available in the past.</li> </ul>	<b>WOW start – find time capsule from space</b> <b>I think, I know, I wonder...</b>	past present modern	Can you go on an area walk to identify present



<p>LO: To understand what transport was like in the past</p>	<ul style="list-style-type: none"> <li>Journeys made in the past were different from today.</li> <li>This made peoples' lives very different.</li> <li></li> </ul>	<p>Discuss space with the children – what do you already know about space?</p> <p>What transport did people use in the past?</p> <p>Reconnect with what we know already:</p>  <p>Before the wheel was invented, people used their feet to get around – they walked everywhere!</p> <p>Instead of proper roads, there were just dirt tracks. It was very difficult for people to travel long distances, or to move goods around.</p> <p>As travelling was tough and unsafe, people's lives were very different. Before cars, trains and planes were invented:</p> <ol style="list-style-type: none"> <li>1. People did not travel far from where they lived. They only knew their own local area.</li> <li>2. People had jobs near where they lived. They worked close to their homes, so they did not have to travel very far.</li> <li>3. People did not go abroad on holiday and so weren't able to explore new countries.</li> </ol> <p>Discuss the timeline</p>	<p>invention</p> <p>Where is my evidence?</p> <p>Wider curriculum book</p>	<p>methods of transport?</p>
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		 <p>Independent Task</p> <p>Children to create a Venn diagram on past and present modes of transport.</p> <p>Stretch – would you like to travel in the past or present and why?</p> <p>Support – some pictures given in the correct place on the Venn diagram before they start</p>		
<p>Lesson 3</p> <p>LO: To explain how air travel has changed over time</p>	<ul style="list-style-type: none"> <li>Hot air balloons and gliders were the first types of air transport.</li> <li>The Wright brothers invented the first aeroplane with an engine.</li> <li>Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean.</li> <li>Today travelling by aeroplane is popular, especially with holiday makers.</li> <li></li> </ul>	<p>How has air travel changed over time?</p> <p>Reconnect: What methods of transport do you remember from our last lesson?</p> <p>Discuss what they think of Leonardo da Vinci's drawing:</p>  <p>The story of human flight began when people began to take to the skies in <b>hot air balloons</b> in the 1780s.</p>	<p>glider aircraft engine aeroplane flight pilot jets Royal Air Force hot air balloon Boeing Jet Spitfire</p> <p>Where is my evidence? Wider curriculum book</p>	<p>Who were the Wright Brothers?</p>

Later dare devils launched themselves into the sky in unpowered **gliders** but they didn't stay in the air for every long and were extremely dangerous.

A glider is a light **aircraft** that is designed to fly without using an **engine**.  
What is the oldest? What is the newest?




Two American brothers called Wilbur and Orville Wright were always very interested in flying.

They loved playing with toy planes when they were children and dreamed of building a flying machine.

When they were older, the brothers added an engine to a glider they had made.

Then, in 1903, Orville took off on the first ever engine powered aeroplane flight. The flight only lasted 12 seconds but the aeroplane did fly!



		<p>Independent Task – order the methods of air transport in the pictures from oldest to newest. Why are the Wright brothers significant?</p> <p>Stretch – What would life be like without air transport?</p> <p>Support – group discussion and pupil voice taken on significance of Wright brothers</p>		
<p>Lesson 4</p> <p>LO: To understand the history of space travel (1)</p>	<ul style="list-style-type: none"> <li>The first person to travel into space was a Russian astronaut called Yuri Gagarin.</li> <li>Katherine Johnson was a NASA mathematician who helped the first American to travel into space.</li> </ul>	<p>How have humans travelled in space?</p> <p>Reconnect: How have humans travelled through the air?</p> <p>What do you notice about the transport in 1960s London?</p>  <p>By the 1960s, lots of people had cars. Aeroplanes and other more modern modes of transport were being used every day. However, there was still one place that people couldn't journey to...SPACE!</p> <p>In the 1960s, America and Russia started having a 'space race.'</p> <p><b>Yuri Gagarin</b></p> <p>The first person to travel into space was a Russian <b>astronaut</b> called Yuri Gagarin.</p>	<p>astronaut</p> <p>Earth</p> <p>moon</p> <p>rocket</p> <p>spaceship</p> <p>quarantine</p> <p>NASA</p> <p>Where is my evidence?</p> <p>Wider curriculum book</p>	<p>The life of Katherine Johnson</p>

In 1961, Yuri Gagarin travelled all the way round planet **Earth** in a **spaceship**.

He became a celebrity and was given many awards.



**Katherine Johnson**


Katherine Johnson worked at **NASA** in the 1960s.

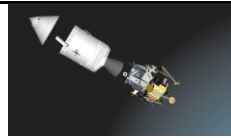
She was a brilliant mathematician and was known as the 'human computer.'

In 1962, Katherine helped the first American astronaut (Alan Shepard) to travel into space. She calculated all of the maths to make sure it would work.



Space Travel Today Since 1969, lots of space exploration has happened. Today private companies are starting to fly into space too.

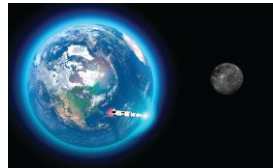
		<p>Virgin Galactic sells tickets for a short trip into space for £130,000!</p> <p>Independent Task – Who was Yuri Gagarin? Who was Katherine Johnson? Create a poster</p> <p>Stretch – what would life be like without the ‘space race’?</p> <p>Support – Group poster</p>		
<p>Lesson 5</p> <p>LO: To understand the history of space travel (2)</p>	<ul style="list-style-type: none"> <li>Neil Armstrong became the first person to step onto the moon in 1969.</li> <li>Today private companies are starting to fly into space too.</li> </ul>	<p>Travel to space</p> <p>Reconnect: Who was the first person to travel in space? What was the name of the competition between countries to get to space?</p> <p>What do you notice about this picture? Do you know who they are?</p>  <p>1) The American race began when the president chose three American astronauts to be in the space mission called Apollo 11</p>  <p>2) Nasa trained the astronauts and built their spaceship. The Apollo 11 mission had a big spaceship to carry the astronauts into space as well as a special pod called ‘The Eagle’ which would actually land on the moon.</p>	<p>astronaut Earth moon rocket spaceship quarantine NASA</p> <p>Where is my evidence? Wider curriculum book</p>	



3) Lift off! At 9:32a, on 16ht July 1969, The Apollo 11 blasts off! Everyone was excited about the Apollo 11 mission to the moon. A lot of the mission was filmed and was shown on TV.



4) It took three days to fly from Earth to the moon



5) The astronauts managed to land 'The Eagle' onto the moon. This coined the phrase: 'The Eagle has landed'.



6) Neil Armstrong became the first man in the world to step onto the moon. As he climbed down the ladder and onto the moon, he said, "That's one small step for man, one giant leap for mankind."



7) While on the moon, Neil Armstrong and Buzz Aldrin did some experiments, collected some samples and took lots of photographs. They were on the moon for 21 hours.



8) The journey back to Earth took another three days. They landed in the Pacific Ocean on 24<sup>th</sup> July 1969.





9) The astronauts were picked up by a rescue helicopter and put away into quarantine for three weeks to check they were ok. They met American president Richard Nixon.




<https://www.youtube.com/watch?v=cwZb2mqld0A>





		<p>Independent Task – order the events of the Moon Landing with pictures</p> <p>Stretch – Would you like to have been the first person on the moon? Why / why not?</p> <p>Support – match captions to pictures.</p>		
<p>Lesson 6</p> <p>LO: To understand the significance of a key historical figure</p>	<p>- Neil Armstrong was the first human to walk on the moon during the <b>NASA Apollo 11 mission</b> on 20th July 1969. He completed the mission alongside co-pilots <b>Edwin E. “Buzz” Aldrin</b> and <b>Michael Collins</b>.</p> <p>- When Neil was a child growing up in rural America, he loved to learn all about <b>aeroplanes</b> and <b>space</b>. He got his student pilot’s licence when he was just 16 — before he even learned to drive a car!</p> <p>- When Neil was 17, he went to university to study <b>aeronautical engineering</b> — the science used in the designing, building and testing of aircrafts.</p>	<p>Reconnect: Who was the first person to walk on the moon? What decade did the moon landing take place? What country were the astronauts from?</p> <p>Share a photograph of Neil Armstrong on the moon. Ask the children what they can see and who they think it is.</p> <p>Watch some short videos about Neil Armstrong and the Apollo 11 mission.  <a href="https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p">https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p</a></p> <p>Question to see what the children can remember about Neil Armstrong’s life and career. Recap the facts that the children have learnt from the videos.</p> <p>Explain that we are going to be becoming news reporters for the day. We are going to be working in a group to create a TV news report. We will be reporting the facts that we have learnt about Neil Armstrong and present these to the class.</p> <p>Independent Task: Give children their steps to make a report.</p> <ol style="list-style-type: none"> <li>1. Write you facts about Neil on sugar paper and try to organise this in chronological order.</li> <li>2. Agree who will say which facts and be sure to speak in order.</li> <li>3. Take it in turns to share your information.</li> </ol>	<p>Neil Armstrong</p> <p>Significant</p> <p>NASA</p> <p>Aeronautical engineering</p> <p>chronological</p> <p>Where is my evidence?</p> <p>Tapestry</p>	



		<p>Give children time to work in their groups to create their news report. Record these and share on Tapestry.</p> <p>Support – group work</p> <p>Stretch -</p>		
<p>Lesson 7</p> <p>L.O: To understand how space travel works today</p>	<ul style="list-style-type: none"> <li>NASA's curiosity Rover is currently on Mars</li> <li>It is exploring to see if there are or were any signs of life</li> <li>Space travel and exploration can also be for fun</li> </ul>	<p>Reconnect: Who was Neil Armstrong? Why is he significant?</p> <p>NASA's Mars Curiosity Rover is on the Red planet. It is a robotic structure weighing around 900 kg, made for planetary exploration. Its main goal is to find out that is there any chances of survival of microbial life on the Mars. 10 different scientific instruments and 17 cameras will be used to do all of this research.</p>  <p><a href="https://youtu.be/_5sChMVz8v4">https://youtu.be/_5sChMVz8v4</a></p> <p>What do you think of the mission? Is it important?</p> <p>Today private companies are starting to fly into space too. Virgin Galactic sells tickets for a short trip into space for £130,000!</p>  <p>Independent Task: What should happen next with space exploration? Explain and draw any concepts.</p> <p>Stretch – Explain using knowledge from previous lessons</p>	<p>planetary mars rover research leisure importance</p> <p>Where is my evidence? In Wider Curriculum book</p>	<p>Link to business and invention / innovation when discussing Virgin Galactic</p>

## Year 2 – Spring: World Explorers

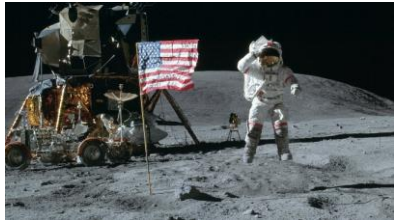

<p>Lesson 1</p> <p>L.O: To know what is meant by the term 'explorer'</p>	<ul style="list-style-type: none"> <li>Throughout all times in human history, people have explored new places</li> <li>People go on expedition for a numbers of reasons</li> <li>Explorers record where they go to find out more about it</li> </ul>	<p>Reconnect: What methods of transport can you think of in 2 minutes? Record on working wall.</p> <p>What do we notice about this picture?</p>  <p>Men wanted for hazardous journey. Low wages, bitter cold, long hours of complete darkness. Safe return doubtful. Honour and recognition in event of success.</p> <p>WOW Start</p> <p>-Children to take part in a treasure hunt around the school to find clues about a famous explorer (Ernest Shackleton). Clues: wooden sledge, goggles, skis, husky, ship, the globe etc.</p> <p>Once finished the hunt, come back to class to discuss findings and answer questions about what we have found. Look at the cover of Ernest – 'Little People Big Dreams' – Ernest Shackleton. Explain that we are learning about World Explorers this term.</p>	<p>explorer expedition record chronological polar Ernest Shackleton</p> <p>Where is my evidence? In Wider Curriculum book</p>	<p>Significance of explorers from across the globe</p>
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		<p>Explain what it meant by the term 'explorer' and discuss the sticky knowledge.</p> <p>What do explorers do? Where do they explore? Why do they explore?</p> <p>Display a timeline of famous explorers and where they explored – Ernest Shackleton, Christopher Columbus, James Cook, Francis Drake, Marco Polo using pictures of them and their areas of exploration on an atlas.</p> <p>Independent Task: fill in their own globe of explorers – when and where they explored.</p> <p>Stretch – Who was the most significant?</p> <p>Support – timeline to be created, fill in missing parts</p>		
<p>Lesson 2</p> <p>L.O: To recall the key events of a significant, historical exploration</p>	<ul style="list-style-type: none"> <li>• He was an explorer and sailor.</li> <li>• He was born in Ireland in 1874 and he joined the Merchant Navy at 16.</li> <li>• He wanted to see places people had never been to before.</li> <li>• He went on several trips to explore the South Pole.</li> <li>• His most famous journey was on a ship called Endurance in 1914.</li> </ul>	<p>Reconnect: What famous explorers can you remember? Ernest S... Christopher C... James C..., Francis D... Marco P...</p> <p>Ernest Shackleton and the Endurance.</p> <p>Read 'Little People Big Dreams' – Ernest Shackleton under the visualiser, asking questions and writing down key information as we go.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z7xnn9q">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z7xnn9q</a></p> <p>Display the sticky knowledge and timeline of his life. Big Question – why did he want to explore the South Pole?</p> <p>Using a globe / atlas, find England and then Antarctica. Trace out the route it took and highlight the obstacles in his way: Cold, ice, food, travel, communication etc.</p> <p>Discuss clothing and watch - <a href="https://vimeo.com/190710794">https://vimeo.com/190710794</a></p>	<p>polar</p> <p>Ernest Shackleton</p> <p>Merchant Navy</p> <p>South Pole</p> <p>The Endurance</p> <p>Where is my evidence? In Wider Curriculum book</p>	<p>The Endurance was discovered recently - <a href="https://www.google.com/search?q=the+endurance+discovered&amp;rlz=1C1GCEU_en-GBGB1028GB1028&amp;oq=the+endurance+discovered&amp;gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQABiABDIICAIQABgWGB4yCAGDEAAYFhg e0gEINTIxMGow">https://www.google.com/search?q=the+endurance+discovered&amp;rlz=1C1GCEU_en-GBGB1028GB1028&amp;oq=the+endurance+discovered&amp;gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQABiABDIICAIQABgWGB4yCAGDEAAYFhg e0gEINTIxMGow</a></p>

		<p>How did he show resilience to overcome the challenges? Discuss as this will form the independent task.</p>   <p>Listen to: <a href="https://www.bbc.co.uk/sounds/play/w3csyx2y">https://www.bbc.co.uk/sounds/play/w3csyx2y</a></p> <p>Independent Task – give the children a photo of the Endurance with a basic table – one side that outlines challenges and the other solutions. Stretch – What was the biggest challenge? How do you know? Support – match up the solutions to the challenges pre-printed.</p>		<p><a href="https://www.bbc.co.uk/sounds/play/w3csyx2y">ajeoAgCwAgA&amp;sourceid=chrome&amp;ie=UTF-8#fpstate=ive&amp;vld=cid:711e7df2,vld=xXZOckp6rEY</a></p>
<p>Lesson 3 L.O: To compare world explorers</p>	<ul style="list-style-type: none"> <li>Christopher Columbus is his name in English but he was born in</li> </ul>	<p>Reconnect: Ernest Shackleton's boat was called The _____. They sailed to The _____. They found _____ difficult.</p>	<p>Christopher Columbus The Americas</p>	<p>Discussion on whether exploration is</p>

<p>from different periods in history</p>	<p>Italy in 1451. His real name in Italian is Cristoforo Colombo.</p> <ul style="list-style-type: none"> <li>• Columbus' ships were called: Niña, Pinta and Santa Maria.</li> <li>• He brought back pineapples and turkeys from America.</li> </ul>	<p>Go through video from enrichment section of last lesson if there was no time.</p> <p>Christopher Columbus</p> <p>Has anyone heard of him before? Get out the atlas/globe again pointing out where Shackleton explored and seeing if children can recall any continents. Explain Columbus was an explorer who lived 400 years before Shackleton and he explored South America.</p>  <p>What do you notice about this painting? Why do you think there are no photos of Columbus or his explorations? Discuss that he wanted to reach Asia through the Atlantic (looking at the atlas/globe under the visualizer)</p> <p>What do we think about his three boats – The Santa Maria, Pinta and Nina?</p> 	<p>The Caribbean</p> <p>turkeys, pineapples</p> <p>positive</p> <p>negative</p> <p>The Santa Maria, Pinta and Nina</p> <p>Where is my evidence? Wider Curriculum book.</p>	<p>always a good thing.</p>
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		<p>Discuss that he found the Caribbean instead of Asia, and then went back again to find South America – look at the globe/atlas.</p> <p>Go through:  <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a>          Discuss the positives (spreading of information, new foods etc.) and negatives (disease spread, natives not treated very well).</p> <p>Independent Task – Write a profile of Christopher Columbus so he can join a gaming community today (or similar engaging short biography) using the answers from the quiz.</p> <p>Stretch – How is Columbus similar to Shackleton?          Support – Use visuals and sentence frames to support simple statements about Columbus.</p>		
<p>Lesson 4            *Planned in advance*</p> <p>L.O: To be able to identify what it takes to be an explorer in modern times</p>	<ul style="list-style-type: none"> <li>• Dr Morley is an Antarctic Explorer today</li> <li>• He uses hi-tech clothing and equipment not available to Shackleton and Columbus</li> <li>• Dr Morely wants to inspire others to become scientists and explorers</li> </ul>	<p>Reconnect: The explorer E... S... sailed the E... to An... The explorer C... C... explored The A...</p> <p>Dr Morley and polar exploration today - *Planned in advance*</p> <p>Hear from Dr Morley, a modern-day polar explorer.</p> <p>Find out his motivations, findings, what his challenges are, how to be an explorer etc.</p> <p>Encourage comparison to the Endurance and Ernest Shackleton.</p> <p>Independent Task – Think of questions to ask Dr Morley,          Stretch – make comparisons to Ernest Shackleton          Support – Give children the chance to ask a question already practised.</p>	<p>Polar research          modern          compare          challenges          climate change</p> <p>Where is my evidence? Tapestry</p>	<p>The lesson will include meeting a professional scientific explorer</p>

<p>Lesson 5</p> <p>To understand what is meant by exploration today</p>	<ul style="list-style-type: none"> <li>• In 1969, Apollo 11 landed the first people on the moon</li> <li>• In the 1980s and 1990s the Space Shuttle, took things into space</li> <li>• Since 2000 the International Space Station has had researchers in it from many countries</li> <li>• In 2020 Mars Rover landed on Mars and we also have commercial space travel today</li> <li>• They are all significant events in terms of exploration</li> </ul>	<p>Reconnect: Recall two facts from meeting Dr Morley last lesson.</p> <p>Modern-day explorers. Ask children what places are being explored now? Discuss deep ocean and space. Today we will focus on what space exploration is like today.</p> <p>Display a short timeline of space exploration:</p> <p>1969 – Apollo 11 - Moon Landing</p>  <p>1980/90s – NASA Space Shuttle – take things to space</p>  <p>Since 2000 – ISS – research from all countries</p>	<p>modern-day commercial deep-ocean</p> <p>Apollo 11</p> <p>NASA Space Shuttle</p> <p>ISS</p> <p>SpaceX</p>	<p>Discuss upcoming NASA Artemis Program at the end of the lesson</p> <p><a href="https://kids.britannica.com/kids/article/Artemis-space-program/635615">https://kids.britannica.com/kids/article/Artemis-space-program/635615</a></p>
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2020 Mars Perseverance Rover – explore Mars



Today – SpaceX – commercial travel




#### Group Task


Children need to put the events in order of importance – what is the most significant event? Discuss their opinions back on the carpet.


Go through: <https://kids.nationalgeographic.com/space/article/mars-perseverance-rover>


		<p>And discuss that SpaceX is about making money and anyone can go to space if they have enough money.</p> <p>What is more important? Touch on the fact that without vast amounts of money, space exploration cannot happen.</p> <p>Independent Task – What is more important today? Mars exploration or commercial space exploration?</p> <p>Stretch – Why are both important?</p> <p>Support – sentence frame: Commercial Space Travel is important because... Mars exploration is also important because...</p>		
<p>Lesson 6</p> <p>To consolidate my understanding</p>	<ul style="list-style-type: none"> <li>Consolidation of whole unit knowledge</li> </ul>	<p>Reconnect: Match the dates to the events from last lesson. E.g. 1969 – Moon Landing, 2020 – Mars Rover.</p> <p>Discuss the sequence of events up to today and what we have covered. What has been the most interesting and why?</p> <p>Create a timeline of all the explorations that have been covered in the unit, including the space events in the last lesson.</p> <p>Independent Task – Children to create a timeline of their own in pairs with a sentence for each event. Give pictures and A3 paper.</p> <p>Stretch – Where should be the next place to explore and why?</p> <p>Support – Adult support and mixed ability pairs</p>	<p>Consolidation of vocabulary from previous lesson</p>	

## Year 2 – Summer: Champions and Heroes (Kings and Queens)

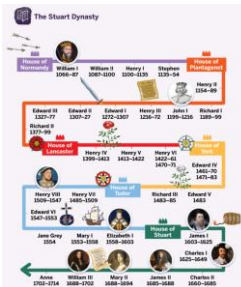
Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment  (unit includes multiple areas of cultural capital within the lessons)
Lesson 1 –	<ul style="list-style-type: none"> <li>Monarchs are kings and queens.</li> <li>England has been ruled by kings and queens for many years.</li> <li>The UK has a hereditary monarchy, which means that the role is passed down in the family.</li> <li>Today the monarch shares power with the government.</li> </ul>	<p>Hook – What do you about the King and the previous Queen? Show pictures.</p> <p>Introduce sticky knowledge and vocabulary.</p> <p>What events have been important in your life and what order did they happen in? Discuss the term chronology.</p> <p>Show children pictures of different monarchs and discuss who they think they are.</p> <p>Discus what a monarch is. Discuss then what a coronation is.</p> <p>Show a picture of well-known monarchs</p>  <p>Who came first? Who is missing? King Charles now.</p> <p>Task 1 - Put in chronological order.</p> <p>Task 2 – Discuss and answer</p> <ul style="list-style-type: none"> <li>What does ‘chronological order’ mean?</li> </ul>	<p>chronology coronation crown government hereditary monarch orb sceptre throne</p> <p>Where is my evidence? Wider Curriculum book</p>	<p>Discuss the link between the government and the monarchy.</p>

		<ul style="list-style-type: none"> <li>Can you list 3 events from your life in chronological order?</li> <li>What is a monarch?</li> <li>What does a 'hereditary monarchy' mean?</li> <li>What happens at a monarch's coronation?</li> <li>Who does the monarchy share power with today?</li> </ul> <p>Support – work as a group, have the answers and match up to question.</p> <p>Challenge – Why are kings and queens in fairy tales?</p>		
Lesson 2 –	<ul style="list-style-type: none"> <li>William I was French and the first monarch from the House of Normandy.</li> <li>William won the Battle of Hastings in 1066 and killed King Harold II.</li> <li>William took over England and became known as 'William the Conqueror.'</li> </ul>	<p>Reconnect: a monarch is a _____ or _____</p> <p>The current monarch is _____</p> <p>Discuss objective, knowledge and vocabulary.</p> <p>Who was William the Conqueror? Discuss and show the Bayeux Tapestry</p>  <p>Show children the timeline of the Battle of Hastings. Use pictures – get children to work in groups to then go to tables and order again themselves. Discuss how his rule changed England – castles, language, churches, census</p> <p>Create a social media profile on what William the Conqueror should be remembered for.</p> <ul style="list-style-type: none"> <li>Include: What did William win?</li> <li>Who did William beat?</li> <li>What changes did William make after he became king?</li> <li>Why was William I known as William the Conqueror?</li> </ul> <p>Support – Use images to represent the main events of his life</p> <p>Challenge – What would life be like now if William didn't invade?</p>	<p>arrow</p> <p>army</p> <p>battle</p> <p>dynasty</p> <p>census</p> <p>conqueror</p> <p>conquered</p> <p>Domesday</p> <p>invaders</p> <p>historians</p> <p>Normandy</p> <p>taxes</p> <p>Where is my evidence?</p> <p>Wider Curriculum Book</p>	<p>Bayeux Tapestry and its significance.</p> <p>How close is Battle and Hastings? Discuss their importance.</p>

Lesson 3 –	<ul style="list-style-type: none"> <li>King John I is remembered as one of the worst kings in English history.</li> <li>King John taxed the barons and made them angry.</li> <li>The barons rebelled and forced King John to sign the Magna Carta.</li> <li>This gave the barons rights and no monarch has had absolute power since.</li> </ul>	<p>Reconnect – William the Conqueror was from the house of N____y. The Battle of Hastings was in _____. Discuss objective, knowledge and vocabulary Discuss the Plantagenet dynasty and where King John fits in – he was known as Bad King John. Discuss that he taxed people a lot. Group task – How would you feel if the King demanded lots of money from you? Record on post it notes and display. Discuss the Magna Carta – The Magna Carta was a list of 63 promises to rule England fairly. This meant that King John had less power and couldn't do what he wanted any more. The Magna Carta gave <b>justice</b> to the barons and is said to be the beginning of <b>human rights</b>. what is happening in this picture?</p>  <p>Task – a wanted poster for King John I Include:</p> <ul style="list-style-type: none"> <li>Why were the barons angry?</li> <li>What did the barons make King John sign?</li> <li>What was the Magna Carta?</li> <li></li> </ul> <p>Support – create a comic with key words on why he was a bad king</p> <p>Challenge: - What could have happened if King John didn't sign the Magna Carta?</p>	<p>absolute barons disobey human rights justice Magna Carta Plantagenet Parliament rebel</p> <p>Where is my evidence? Wider Curriculum Book</p>	<p>Link to UN Rights of the Child.</p> <p>How the USA has a constitution and the link.</p>
Lesson 4 –	<ul style="list-style-type: none"> <li>Henry VIII set up the Church of England, so he didn't have to answer to the Pope.</li> <li>Henry VIII had 6 wives.</li> </ul>	<p>Reconnect: king John was from the Pl____t house. He upset the barons by _____. He was forced to sign the M____ C____ Discuss objective, knowledge and vocabulary</p>	<p>Catholic Church of England beheaded Pope</p>	<p>Impact on the church of England today</p>

	<ul style="list-style-type: none"> <li>Queen Elizabeth I's time in power is known as the 'Elizabethan Age'.</li> <li>Elizabeth I won the Spanish Armada and proved that women could be just as powerful rulers as men.</li> </ul>	<p>After the Plantagenet dynasty, the Tudors took over – two well-known monarchs are Henry VIII and Elizabeth I.</p> <p>Show portraits.</p> <p>Task 1 - Group poster – how do you know they were wealthy and powerful by looking at them?</p> <p>Henry VIII changed the way the church ran to have more power. He got married 6 times:</p>  <p>Life of Queen Elizabeth I</p> <p>When Elizabeth became queen, people were worried. It was unusual to be ruled by a woman, because at the time, they were seen as weak and not as clever as men. But Elizabeth proved them wrong! She was strong and loved by many.</p> <p>But Elizabeth had enemies like King Philip of Spain. In 1588, he sent the <b>Spanish Armada</b>, a fleet of more than 100 ships, to invade England. Elizabeth stayed strong. Discuss the Spanish Armada – Spain sent ships over to attack and the English fleet attacked back and they pushed Spain away.</p> <p>Task-</p> <p>Pros and Cons of both Elizabeth and Henry VIII</p> <p>Support – Match up printed pros and cons</p> <p>Challenge – Who was more powerful and why?</p>	<p>Spanish Armada Tudor</p> <p>Where is my evidence?</p> <p>Wider curriculum book</p>	
Lesson 5 – To understand the key events of the Stuarts	<p>James I survived the Gunpowder Plot.</p> <p>Charles I was executed after losing the English Civil War.</p> <p>James II was overthrown in the Glorious Revolution.</p>	<p>Reconnect: Henry VIII and Elizabeth I were from the house of T ____.</p> <p>Elizabeth I defeated the S ____ A ____.</p> <p>Where did the Stuarts sit? After the House of Tudor came the House of Stuart. There were seven different monarchs in the Stuart dynasty. They were Scottish. The first Stuart monarch, James I, was king of both England and Scotland. His reign united both countries and the United Kingdom has been ruled by a single monarch ever since.</p>	<p>divine rights</p> <p>executed</p> <p>plot</p> <p>gunpowder</p> <p>survival</p> <p>Cavaliers</p> <p>Roundheads</p> <p>Gunpowder Plot</p>	

William III and Mary II passed the Bill of Rights to make sure that no monarch could ever rule unfairly again.



You might think this union would bring peace however it actually brought disaster! Coming from Scotland where monarchs could do what they liked, the Stuarts had no understanding of how English monarchs shared power with parliament. This led to lots of battles for power between the monarchs, the people, and parliament. In this session we learn all about the ‘Royal Rumbles’ that happened in the Stuart Dynasty and how peace was restored.

**Royal Rumble 1: The Gunpowder plot.** King James I vs Guy Fawkes and The Catholics

Over four hundred years ago, a group of **plotters** tried to blow up the Houses of Parliament to kill King James I. The men were angry because they felt that the government was treating Catholics unfairly.

**Royal Rumble 2: The English Civil War.** King Charles I and The Cavaliers vs Parliament and The Roundheads

Charles I believed in the ‘**Divine Right of Kings**’ which meant he thought that God had chosen him so therefore he could never be wrong about anything. Parliament tried to tell King Charles that he should listen to them, but he didn’t.

This led to a **civil war** (a war fought between people in the same country). The supporters of Charles were called **Cavaliers**. The supporters of parliament were called **Roundheads**. Eventually, the Roundheads won the war and Charles was **executed**.

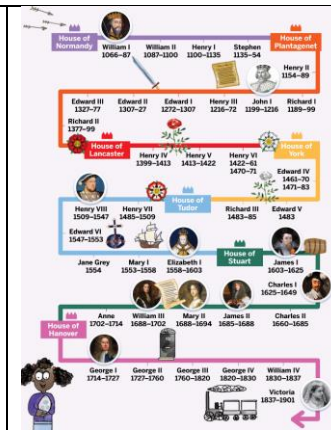
Parliament did not want to replace Charles with another king, so they asked a man called Oliver Cromwell to rule the country instead. The United Kingdom did not have a monarch for eleven years.

Civil War  
Glorious Revolution  
Bill of Rights

Where is my  
evidence?  
Wider Curriculum  
book

		<p>However, Oliver Cromwell was very strict and people in England did not like the rules he made, so they invited the son of King Charles I (also called Charles) to become king. He agreed and became King Charles II.</p> <p>Royal Rumble 3: The Glorious Revolution. King James II vs King William III and Queen Mary II.</p> <p>After King Charles II died, his brother James II became king. He was hated by the people because he treated them unfairly.</p> <p>Parliament asked a Dutch prince and his wife to invade the United Kingdom and rule it instead of James. The prince was called William of Orange and was married to Mary (who was the daughter of James II). This was called the <b>Glorious Revolution</b> because it was peaceful. There was no fighting. James ran away to France. King William II and Queen Mary II ruled together as husband and wife.</p> <p>When they became king and queen, the <b>Bill of Rights</b> was written to make sure that no monarch could ever rule unfairly again.</p> <p>Independent Task: Create a timeline of the Stuart dynasty and the key events</p> <p>Stretch: What is a civil war? What impact did the Bill of Rights have?</p> <p>Support: Group work, adult support</p>		
Lesson 6 -	<p>Robert Walpole was chosen by King George I to be the first Prime Minister.</p> <p>Lord Melbourne was Queen Victoria's first Prime Minister and taught Victoria how to be a ruler in a 'constitutional monarchy'.</p> <p>The monarchy today is constitutional.</p>	Reconnect: What did King James I survive? What did King Charles I lose?	<p>Prime Minister</p> <p>prime</p> <p>heir</p> <p>reign</p> <p>Victorian Age</p> <p>constitutional</p> <p>monarchy</p> <p>influence</p> <p>Hanoverian</p> <p>Windsor</p>	





Discuss where the House of Hanover sits  
After the House of Stuart came the House of Hanover. Queen Anne (the last Stuart monarch) died without leaving an **heir** so a new family of monarchs now took over the throne - the Hanoverians, from Germany.



Who are these people and what do they do?  
King George was the first Hanoverian monarch and was from Germany. He didn't speak English and spent a lot of time in Germany. So he needed someone in England to be in charge while he was away. George gave some of his power to an English man called Robert Walpole. Robert was in charge of meetings and told George what parliament was talking about. He was called the **Prime Minister** (**prime** means first).

Where is my evidence?



The last monarch of the House of Hanover was Queen Victoria. She loved her Prime Minister and understood how to be a 'constitutional monarch'. After the house of Hanover was the House of Windsor.

Discuss the life of Elizabeth II and King Charles III today and what the Prime Minister does with Parliament.

Independent Task – is the monarchy still needed? Split the class in two and have a class debate

Stretch - using key vocabulary

Support – given argument cards, decide where it goes and when to say it.

## History Progression

	EYFS	Year 1	Year 2
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	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary
Chronology	<p>Talk about events in their own life.</p> <p>Begin to sequence events in own life.</p> <p>Use everyday language to related to time.</p> <p>Understand the difference between then and now.</p> <p>Use words to talk about the passing of time.</p> <p>Learn about lifecycles.</p>	<p>Learn how toys have changed over time.</p> <p>Ordering photos of grandparents, parents and them onto a timeline.</p> <p>Learn how seaside has changed over time.</p> <p>Discussion of range of stories that compare and contrast past with today.</p> <p>Learn about lifecycle of a turtle/caterpillar – relating to lifecycle of a human.</p>	<p>Then Now Years First Next Timeline</p>	<p>Use a timeline to begin to sequence events.</p> <p>Develop an awareness of the past and present.</p>	<p>Be able to sequence events of the Great Fire of London.</p> <p>Be able to sequence the events of Guy Fawkes Gunpowder plot.</p>	<p>Past Present Timeline Before During After</p>	<p>Begin to use dates.</p> <p>Creating timeline to show sequence of events/lives.</p> <p>Use common words and phrases related to passing of time.</p>	<p>Create timeline showing events of Neil Armstrong's life.</p> <p>Sort facts about Ernest Shackleton's life into chronological order.</p> <p>Learn about lives of significant Queens and compare.</p>	<p>Chronological Timeline Key events Explorer Clue Facts</p>
Historical Enquiry	<p>Comment on images of familiar</p>	<p>Similarities and differences</p>	<p>Same Different Similar</p>	<p>Look at photographs and artefacts</p>	<p>Discuss the similarities and</p>	<p>Artefacts Same Similarities</p>	<p>Look at articles, photographs,</p>	<p>Compare equipment/expeditions.</p>	<p>Explorer Similar Difference</p>

	situations in the past.	between firemen and tools used then and now.  Discuss Christmas traditions.  Discuss similarities and differences between toys in the past and now.  Discussion of dinosaur bones found in Southwater.	Different Then Now Tradition	to find out about the past.  Look at objects from the past and ask questions.  Describe similarities and differences between artefacts.  Ask and answer questions.	differences between artefacts.  Learn about London landmarks.  Learn about history of Southwater and share photos from the past.	Differences New Older Landmark	the internet, accounts, conversations with real people as evidence about the past.  Ask questions about the past. Use a wide range of information to answer questions about the past.	Wow start – learning about equipment needed.  Find out about lives of real people – ask Dr Morley questions.	Expedition
Historical Interpretation	Recount an event.	Discussion of Christmas traditions.	Events Past	Use pictures, photographs and artefacts to find out about the past.	Sort Victorian artefacts into then and now.  Create fact file about artefacts.	Victorian Artefacts Then Now Past Present Fact file	Compare pictures/photographs of people or events in the past.  Identify different ways to represent the past.	Listen to radio interview with first hand accounts from exhibitions.  Comparison of expeditions and equipment.	Account Compare Expedition Equipment

Knowledge and Understanding	<p>Understand and discuss how things have changed over time.</p> <p>Learn about significant people from the past.</p>	<p>Understand how the role of a firefighter has changed over time.</p> <p>Discuss the change in toys over time.</p> <p>Discuss life of Mary Anning and why she is significant.</p>	<p>Change Time</p> <p>Old New</p>	<p>Identify key events and key people.</p> <p>Recall some facts about people beyond living memory.</p> <p>Identify differences between ways of lives at different times.</p>	<p>Learn about significant historical events.</p> <p>Recall some facts about significant historical events.</p> <p>Learn about significant people from the past.</p>	<p>Significant Event</p> <p>Historical</p>	<p>Use information gained from research to describe differences between past and present.</p> <p>Find out about people and events in other time.</p> <p>Describe similarities and differences between events.</p>	<p>Order sequence of events in significant individuals lives – Ernest Shackleton, Neil Armstrong.</p> <p>Comparison of expeditions and equipment</p> <p>Learn about lives of Queens and make comparisons between – similarities and differences.</p>	<p>Chronological</p> <p>Life events</p> <p>Key events</p> <p>Compare</p>
Organisation and Communication	<p>Sequencing day.</p> <p>Simple timeline – grandparents, parents, them.</p>	<p>How to sequence simple events and begin to understand the concept of time.</p>	<p>Day Night</p> <p>Time Timetable</p> <p>Grandparents Parents</p>	<p>Sorting photos.</p> <p>Timelines.</p> <p>Writing.</p>	<p>Order events into timelines.</p> <p>Sort photos of hospitals in past/present</p>	<p>Diary Account</p>	<p>Discussions.</p> <p>Cross curricular opportunity's with literacy – accounts, letters.</p> <p>Asking questions</p>	<p>Create letter in response to job advert.</p> <p>Discuss questions to ask Dr Morley.</p> <p>Write diary entry as day in the life of.</p>	<p>Diary</p> <p>Persuade</p>

							related to a event.	Create posters.	
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