

Year: 1/2 Subject: History		Topic Question/Title: <i>Were schools better in the past?</i>	Term - Autumn 2	Curriculum - B
PoS: Now v Past (Within Living Memory) Schools and Learning				
Prior Knowledge Y1 - Know the vocab: old, new, a long time ago - Know about past and present in their own lives - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling Y2 - Know the vocab: old, new, past, present, a long time ago - Know that lives in the past were different - Know about some changes in living memory (toys) - Recognise the difference between past and present in their own lives and others' lives - Retell simple stories about events from the past. - Find answers to simple questions about the past from sources of information e.g. artefacts, pictures - Make simple observations about different people, events, beliefs and communities - Use simple historical terms Great Fire of London, Florence Nightingale and Mary Seacole		Key Vocabulary new, young, old, days, months, years, decade , same, different, similar, similarities, differences, past, present, memory	Outcome School poster Children can present their findings to the class either by - Creating a poster- with pictures/reasons why they like school better now or in the past - Have a debate backed up with reasons.	
Future Learning Local history of our town Holidays now and then		Stimulus Short film clip https://prezi.com/kxijae2unkzl/school-life-in-the-past-and-the-present/?frame=9b2776ff1f81d3eb19799d3742ba9eadb8e90959 https://www.youtube.com/watch?v=IUuJ4kQaOZM First hand experiences (enrichment) Schoolroom Edwardian School day Interviews with parents, grandparents and older members of the community	World of Work Teachers, Teaching Assistants, Cooks	
National Curriculum PoS		Substantive Knowledge	Possible evidence	
Y1 Use sources to answer simple questions about the past. e.g. Which object is older? How do we know? Recognising the distinction between past and present. Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). Use simple historical terms		Key learning Lessons What were lessons like? Playtimes What games did children play? School food What were school meals like? Equipment What equipment was available? (Use of computers, Smartboards etc.) School life in the past and the present What do children learn about at school? School subjects today School subjects in the past Today school children learn the same subjects, but they also learn information communication technologies (ICT). Subjects are taught in fun and interesting ways, so that children are keen to learn more. Children have incursions and excursions and go on school camp to help them learn more than they can in just the classroom. At schools in the past students learnt English, maths, handwriting, science, geography, history, art and sport. School children did not go on excursions or camps and all of their lessons were in the classroom. Discipline today Discipline in the past	Studying photographs of schools, classrooms and pupils from the 1940s onwards Sequence pictures and artefacts of games, lessons, tools, etc. Create a school day timetable Children re-create an art lesson from the 1950s. What would granny have thought? To create a painting using art materials from the 1940s_Experiment with art materials used in schools in the past Accounts from parents, grandparents. Pictorial evidence. Menu using school dinners from the past. Evidence from our school log books.	
Y2 Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Use historical concepts such as now/then and same/different when making simple connections and noting contrasts				

Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Consider why things may change over time. Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different...?’ Know what is meant by the term ‘within living memory’.	What happens to students when they misbehave? In the past children were 'seen but not heard' which means that children were only allowed to talk when asked to. School teachers were very strict and often yelled. If children misbehaved they could be given the strap or smacked with a ruler. Today children still need to follow the school rules but they are also encouraged to think outside the square and have their own opinions. If children misbehave the teacher tries and works out what is causing the child to act this way. The traffic light warning system is used in our school to warn children that their behaviour is not ok before they are sent to reflection.	
<u>Content</u> To investigate, and order chronologically, images of schools and classrooms from different eras. Explore images and accounts of school life in the past and create a timeline Recall key features of school life from 1930s and beyond	What kind of tools do children use in the classroom? Classroom tools from the past Classroom tools today In the past teachers wrote on blackboards and children wrote with pencils and fountain pens. Abacus or counting frames were used to calculate large math sums, and encyclopaedias were used to research information. Today teachers usually use whiteboards or interactive whiteboards, and students write with pencils and ballpoint pens, or on laptops and iPads. Students sometimes use counting frames, but they can also use calculators, counters, MAB and lots of other math tools. To research something children can use encyclopaedias but can also find information from all over the world by using the internet, computers and iPads	
	What games do school children play? Children's games from the past Children's games today In the past school children played outside a lot. They used their imagination and created a lot of their own games, rhymes and songs. Toys such as the frisbee and hula hoop were also very popular. Today children still play outside and use their imagination, but they also play with lots of technology. IPads, Playstation, Wii, and X-Box are some of the most popular ways that children in the present play Other popular games and toys from the past include, jacks, dolls, cars, hopscotch, skipping, strings and marbles.	
	How do school children get to school? Transport in the present Transport in the past Today school children get to school in some of the same ways as the past. Children walk to school in walking school buses. They ride their bikes and scooters, and get driven in cars. In the city some school children catch trams or trains. In the past school children often walked or rode their bicycles to school. Some children caught the school bus, or were driven in the family car. In the country some children rode their horses and kept them in the school yard during the day	
	Disciplinary Knowledge	Possible evidence
	<i>Significance</i> Identify significant changes to schooling and learning <i>Change and continuity</i> Understand historical concepts such as continuity and change. Learn about changes in living memory <i>Similarities and differences</i> Identify similarities / differences between ways of life at different times	In books write about which game from the past you would like to play. Also include why you would like to play this game. Compare photos and artefacts. Compare accounts from grandparents, parents and use their own experiences. Interview a range of people. (Include other teachers/TAs from different eras!) In your books draw a Venn diagram showing the differences and similarities between school life in the past and the present.
	Methods of Enquiry	Possible evidence

	Chronology Know what is meant by the term ‘within living memory’. Develop an awareness of the past Source work Ask questions about sources Draw conclusions from the evidence Choose and use parts of stories and other sources to show understanding Understand some ways we find out about the past Enquiry Ask and answer questions <i>Communicate responses in different ways</i> <i>Explore chronology</i>	Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Use timelines to represent simple duration (decades) To investigate, and order chronologically, images of schools and classrooms from different eras. Explore images and accounts of school life in the past and create a timeline Use first hand accounts of school life. <u>Enquiry ideas</u> What is my school like? How have schools changed? What were schools like in the past? What can we learn from a picture? Logbook? What were schools like when my parents and grandparents went to school? (Living memory)
--	---	--

Year: 1/2 Subject: History PoS: Local history		Topic Question/Title: Why is our town like it is?	Term - Spring 1	Curriculum - B
Prior Knowledge Y1 - Know the vocab: old, new, a long time ago - Know about past and present in their own lives - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling Schools now and within living memory Y2 - Know the vocab: old, new, past, present, a long time ago - Know that lives in the past were different - Know about some changes in living memory (toys) - Recognise the difference between past and present in their own lives and others' lives - Retell simple stories about events from the past. - Find answers to simple questions about the past from sources of information e.g. artefacts, pictures - Make simple observations about different people, events, beliefs and communities - Use simple historical terms Schools now and within living memory Great Fire of London, Florence Nightingale and Mary Seacole		Key Vocabulary General: new, young, old, days, months, years, decade , same, different, similar, similarities, differences, past, present, memory, beyond living memory Specific: mills, industry, loom, shuttle, weave, cotton, bobbin, warp, weft, yarn, clogs, power, coal, canal	Outcome Storyboard Creative Human Loom Textile collage	
Future Learning Holidays now and then		Stimulus Artefacts Family stories Photographs Industrialisation - BBC Teach Industrial Revolution Facts for Kids (kiddle.co) First hand experiences (enrichment) Visit to Queen Street Mill Weaving	World of Work Manufacturing Museum and tourism Transport	
National Curriculum PoS Y1 Chronology Show their emerging knowledge and understanding of the past by: - Recognising the distinction between past and present. - Identifying <i>some</i> similarities and differences between their own present and aspects of the past. - Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Use simple stories and other sources to show that they know and understand key features of events. Communication	Substantive Knowledge		Possible evidence	
	The Place where I live: Significant places in their own locality This theme is about historical places in the pupils' own locality. Explore the history of our town and a significant historical figure(James Bullough) How buildings and houses/homes in their own town or locality have changed over time. What did Burnley look like in the past? What are mills? What were they used for? Who worked in them? What did the machines do? Link to weaving. Jobs in the mills Children in the mills = what was life like for children at this time. (Links with previous unit) Recognise objects from the past linked to Burnley's industrial past.		Use photographs and drawings of Weavers' Triangle to describe the landscape of this time. Talk to pupils about what a historic industrial site would have looked, sounded, smelt and felt like (even tasted if you can!) Stories from the past. Use the loan box to help portray local inventor, James Bullough who helped develop the Lancashire Loom. Each child chooses a part of the loom, create an action and sound for it, and create and perform a moving human loom. How has my local area changed? - KS1 Green Classroom lesson - The Regenerators - BBC Bitesize	
	Disciplinary Knowledge		Possible evidence	

▪ Describe special or significant events (in their own lives) ▪ Retell simple stories about people and events from the past ▪ Use simple historical terms Enquiry, Interpretation and Use of Sources ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ Make simple observations about different people, events, beliefs and communities ▪ Use sources to answer simple questions about the past. e.g. Which object is older? How do we know? Y2 Chronology Show their developing knowledge and understanding of the past by: ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). ▪ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). Events, People and Changes ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▪ Have an awareness of significant historical events, people and places in their own locality. Communication ▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Talk about who/what was significant/important in a simple historical account Enquiry, Interpretation and Use of Sources ▪ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past ▪ Consider why things may change over time ▪ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ ▪ Choose parts of stories and other sources to show what they know about significant people and events <td data-kind="parent" data-rs="3"> <i>Significance</i> Identify significant historical events, people and places in their own locality. <i>Change and continuity</i> Understand historical concepts such as continuity and change. Learn about changes in, and beyond, living memory <i>Similarities and differences</i> Identify similarities / differences between ways of life at different times Methods of Enquiry <i>Chronology</i> Know what is meant by the terms ‘within living memory’ and beyond living memory. Develop an awareness of the past. Develop timelines using blocks of 10 years (decades). <i>Source work</i> Ask questions about sources Draw conclusions from the evidence Choose and use parts of stories and other sources to show understanding Understand some ways we find out about the past <i>Enquiry</i> Ask and answer questions Communicate responses in different ways Explore chronology </td> <td data-kind="parent" data-rs="3"> Use of evidence Label photographs with relevant vocabulary Draw skylines to represent what they might have seen in the past. Identify how things have changed. Possible evidence Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Use timelines to represent simple duration (decades) Explore images that represent the past. Explore artefacts from the past e.g. shuttle, clogs, aprons, etc. Use written and oral history accounts. (Film archive is available) framework Recount stories accurately and suggest why people and events were important Choose and use parts of stories and other sources to show knowledge and understanding of key features of the people/events studied Look at artefacts, ask questions about them and consider how they might find out the answers </td>	<i>Significance</i> Identify significant historical events, people and places in their own locality. <i>Change and continuity</i> Understand historical concepts such as continuity and change. Learn about changes in, and beyond, living memory <i>Similarities and differences</i> Identify similarities / differences between ways of life at different times Methods of Enquiry <i>Chronology</i> Know what is meant by the terms ‘within living memory’ and beyond living memory. Develop an awareness of the past. Develop timelines using blocks of 10 years (decades). <i>Source work</i> Ask questions about sources Draw conclusions from the evidence Choose and use parts of stories and other sources to show understanding Understand some ways we find out about the past <i>Enquiry</i> Ask and answer questions Communicate responses in different ways Explore chronology	Use of evidence Label photographs with relevant vocabulary Draw skylines to represent what they might have seen in the past. Identify how things have changed. Possible evidence Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Use timelines to represent simple duration (decades) Explore images that represent the past. Explore artefacts from the past e.g. shuttle, clogs, aprons, etc. Use written and oral history accounts. (Film archive is available) framework Recount stories accurately and suggest why people and events were important Choose and use parts of stories and other sources to show knowledge and understanding of key features of the people/events studied Look at artefacts, ask questions about them and consider how they might find out the answers

Year: 1/2 Subject: History PoS: Holidays in the past (Within living memory)		Topic Question/Title: What were my grandparents' holidays like?		Term - Summer 1	Curriculum - B	
Prior Knowledge - Know the vocab: old, new, a long time ago - Know about past and present in their own lives - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling Schools now and within living memory Local History – Our Town Y2 - Know the vocab: old, new, past, present, a long time ago - Know that lives in the past were different - Know about some changes in living memory (toys) - Recognise the difference between past and present in their own lives and others' lives - Retell simple stories about events from the past. - Find answers to simple questions about the past from sources of information e.g. artefacts, pictures - Make simple observations about different people, events, beliefs and communities - Use simple historical terms Schools now and within living memory Great Fire of London, Florence Nightingale and Mary Seacole Local History – Our Town		Key Vocabulary General: new, young, old, days, months, years, decade , same, different, similar, similarities, differences, past, present, memory, beyond living memory Specific: holiday, Victorian, Edwardian, steam train, Wakes weeks, deckchair, carriage, Punch and Judy, promenade, brass band, bathing machine, souvenir, postcard, sandcastle		Outcome Hold a 'Day at the Seaside/Going on Holiday' day for visitors Each class to take a period and set up seaside activities to rotate around		
Future Learning Y1 Great Fire of London, Florence Nightingale and Mary Seacole - Know about some changes in living memory (toys) Y2 - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - Ancient Egypt – a depth study		Stimulus Video/Song Summer Holiday by Cliff Richard https://www.youtube.com/watch?v=SxuapKdqIZw First hand experiences (enrichment) <i>Trip to Fleetwood and Fleetwood Museum</i> <i>Trip to the seaside/Seaside day</i>		World of Work Hospitality-hotel/guest house workers Restaurant owners Fair ground workers Transport workers Entertainers		
National Curriculum PoS Y1 Chronology Show their emerging knowledge and understanding of the past by: - Recognising the distinction between past and present. - Identifying <i>some</i> similarities and differences between their own present and aspects of the past. - Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days</i> and <i>months</i>). Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Use simple stories and other sources to show that they know and understand key features of events. Communication - Describe special or significant events (in their own lives) - Retell simple stories about people and events from the past		Substantive Knowledge To identify features of a seaside holiday Children will think about different holidays they have during the year. They will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday. To use photographs to find clues as to what seaside holidays were like in the past Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. They will also start to order photographs chronologically. To find out when and how seaside holidays became popular. Children will find out why seaside holidays were initially only enjoyed by the rich. It then goes on to look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach To find out what seaside holidays were like 100 years ago.		Possible evidence Do children know in which parts of the year key holidays take place? Can children identify features associated with seaside holidays? Can children discuss activities that people might do at the seaside? Do children know that they can find out information about the past from photographs? Can children use photographs to find out clues about what seaside holidays were like in the past? Can children order photographs chronologically? Do children know that seaside holidays have not always been popular? Do children know when seaside holidays started to become popular? Can children give reasons why seaside holidays became popular in the 19th century? Can children use photos to find out facts about the past? Can children describe some of the features of seaside holidays 100 years ago?		

▪ Use simple historical terms <u>Enquiry, Interpretation and Use of Sources</u> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ Make simple observations about different people, events, beliefs and communities ▪ Use sources to answer simple questions about the past. e.g. Which object is older? How do we know? <u>Y2</u><u>Chronology</u> Show their developing knowledge and understanding of the past by: ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). ▪ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). <u>Events, People and Changes</u> ▪ To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▪ Have an awareness of significant historical events, people and places in their own locality. ▪ <u>Communication</u> ▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Talk about who/what was significant/important in a simple historical account <u>Enquiry, Interpretation and Use of Sources</u> ▪ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past ▪ Consider why things may change over time ▪ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ Choose parts of stories and other sources to show what they know about significant people and events	Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. They will discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today. <u>To be able to order seaside holidays in chronological order</u> Children will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and identify similarities and differences between them. <u>To be able to identify similarities and differences between seaside holidays now and in the past</u> Children will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years. Where did (local) people go to on holiday? When did people go on holiday? Why did they go on holiday? How did people travel to the seaside? What did people do when on holiday? Where did people stay? How long did they stay for? How have holidays changed and why?	Can children display knowledge of Victorian seaside holidays in a variety of ways? Can children organise photographs chronologically? Can children identify features of seaside holidays from three different eras? Can children discuss differences between seaside holidays in different eras? Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children make deductions about the past from a variety of sources?
Disciplinary Knowledge	Possible evidence	
<i>Significance</i> Identify significant historical events, people and places in their own locality. <i>Change and continuity</i> Understand historical concepts such as continuity and change. Learn about changes in, and beyond, living memory <i>Similarities and differences</i> Identify similarities / differences between ways of life at different times	Use of evidence Label photographs with relevant vocabulary With support, recognise and explain the significance of seaside holidays to people living in Burnley and other towns in Lancashire Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? To use historical concepts such as now/then and same/different when making simple connections with help. To identify <i>some</i> similarities and differences between their own present life and aspects of the past.	
Methods of Enquiry	Possible evidence	
Chronology Know what is meant by the terms ‘within living memory’ and beyond living memory. Develop an awareness of the past. Develop timelines using blocks of 10 years (decades).	Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Use timelines to represent simple duration (decades) Recognise the distinction between present and past in their own and other people's lives. Can children order photographs chronologically?	

	Source work Ask questions about sources Draw conclusions from the evidence Choose and use parts of stories and other sources to show understanding Understand some ways we find out about the past Enquiry Ask and answer questions Communicate responses in different ways Explore chronology Communication Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).	Explore images that represent the past. Explore artefacts from the past e.g. Punch and Judy, costume, Use written and oral history accounts. (Film archive is available) framework Recount stories accurately and suggest why people and events were important Choose and use parts of stories and other sources to show knowledge and understanding of key features of the people/events studied Look at artefacts, ask questions about them and consider how they might find out the answers Do children know that they can find out information about the past from photographs? Can children use photographs to find out clues about what seaside holidays were like in the past? Can children make deductions about the past from a variety of sources?
--	---	--