

Year: 1/2 Subject: History		Topic Question/Title: How has the way we play changed?	Term - Autumn 2	Curriculum - A
PoS: Toys				
Prior Knowledge <u>Y1</u> - 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 <u>Y2</u> - Know the vocab: old, new, past, present, a long time ago, within living memory, beyond living memory - Know that lives in the past were different - Know about some changes in living memory (schools) - 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		Key Vocabulary Past, present, then, now, change, significant, sources, cause, old, new, same, different, decade, modern, century, evidence Toys, favourite, today, 21st century, describe, question	Outcome A class museum of toys or photos of toys with information about the toy. Pupils write/present an introduction to the toy museum.	
Future Learning Why were Florence Nightingale and Mary Seacole heroes? The Great Fire of London		Stimulus 100 Years of Toys ★ Glam.com - Bing video Lesson 1 -Show short clip about Pumpy the elephant from BBC series, Secrets of the Museum about the conservation of a toy elephant from 1900. https://www.bbc.co.uk/iplayer/episode/m000f1xp/secrets-of-the-museum-series-1-episode-1 https://www.vam.ac.uk/info/secrets-of-the-museum First hand experiences (enrichment) Visit to Towneley Hall		World of Work The job of museum curator. How do you choose what goes in your exhibition? What would people find interesting? How can you make them interested? https://www.bbc.co.uk/bitesize/topics/zcfgd2p/articles/zd8xmfr
National Curriculum PoS Within living memory, focus on toys and games (Towneley Hall, Judges Lodgings) <u>Y1</u> - Describe special or significant events (in their own lives) 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</i> and <i>months</i>). <u>Y2</u> - Identifying some similarities and differences between ways of life in different periods. Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). 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...?’		Key Knowledge -Substantive Knowledge What is a toy? Favourite toys as a baby/now Toys that parents and grandparents played with. How have they changed? e.g., bears, cars, bikes Toys from the past – how they were made and what they were made from (Towneley) Toys that parents and grandparents played with have changed. Toys from the past were made from different materials, had different appearances and functions. Differences including old and new, same and different Using pictures and artefacts as sources. Visual timelines Setting up a class toy museum Games from the past and how to play them.	Possible evidence Understand how the materials from which toys are made have changed over time. Understand how toys have changed over time by looking at their own toys, their parents’ toys and then their grandparents’ toys and identifying differences Identify old and new toys from images. Explore photographs of museum toy artefacts and identify whether they are old or new. Share knowledge of old and new toys and books with others. Effectively role play a job from a museum. Ask and answer questions about the past through observing and handling a range of sources such as objects and photographs, pictures, people talking about the past and written sources Can children describe toys by their characteristics? - Can children use appropriate vocabulary to describe their toys? - Do children know that toys in the past were different to toys today? - Can children describe toys of the past?	

	Key Learning – Disciplinary Knowledge	Possible evidence
	<i>Significance</i> Why are toys and games important? <i>Change and continuity</i> How have toys changed? Why have they changed? <i>Similarities and differences</i> How are our toys and games similar/different to the toys and games from the past?	Significance of toys to our/their lives Consider why toys change over time. Understand how toys have changed over time including the materials from which toys are made and the availability of toys. Differences including old and new, same and different • Can children describe old and new toys using appropriate vocabulary? • Can children sort old and new toys into categories? • Do children know that some of the types of toys they play with were played with by children in the past too? • Can children identify similarities between old and new toys? • Can children identify differences between old and new toys?
	Key Learning – Methods of Enquiry	Possible evidence
	<i>Ask questions about sources</i> • Can children make suggestions for how they could find out about what toys were like in the past? • Can children discuss toys and ask questions about them? <i>Draw conclusions from the evidence</i> • Can children organise toys into categories? <i>Communicate responses in different ways</i> <i>Explore chronology</i> • Do children understand the term ‘decade’? • Can children order decades chronologically? • Can children identify some of the toys that were popular in particular decades? • Can children order toys chronologically? • Can children use a timeline to organise toys?	Use photos of original artefacts. Use picture, film clips and artefacts as sources. <i>What were my favourite toys as a baby?</i> <i>How have toys changed? Look at different examples e.g. bears, cars</i> <i>What were toys made from in the past? Today?</i> <i>What can we learn from a picture?</i> <i>Which toys/games did my parents and grandparents play with?</i> Identify old and new toys from images and artefacts. Understand how toys have changed over time by looking at their own toys, their parents’ toys and then their grandparents’ toys, identifying differences. Set up a class museum. Effectively role play a job from a museum. Share knowledge of old and new toys with others. Order toys according to age. Make visual timelines.

Year: 1/2 Subject: History		Topic Question/Title: Why were Florence Nightingale and Mary Seacole heroes?		Term - Spring 1	Curriculum - A
PoS:					
Prior Knowledge		Key Vocabulary		Outcome	
- Know the vocab: old, new, a long time ago - Know about past and present in their own lives - Understand why some things changed. Year 2 - Know the vocab: old, new, past, present a long time ago - Know that lives in the past were different - Know about past and present in their own lives - Know about some changes in living memory (schools) - Understand ‘significant’ changes		Past, present, then, now, change, significant, sources, cause, old, new, same, different. key events, contribution. Significance Similarities and differences Change and continuity		To create a large-scale piece of artwork of both MS and FN as heroes for either classroom or whole school display, including words/captions of why they were heroes and present to other class.	
Future Learning		Stimulus		World of Work	
The Great Fire of London		Watch the short Batman clip https://www.youtube.com/watch?v=iIBFkUNOs3w First hand experiences (enrichment) Visit from a Health Care worker/nurse		Doctors/Nursing/Care Assistant Hospital workers- porters, receptionists, cleaners etc	
National Curriculum PoS	Key Knowledge -Substantive Knowledge			Possible evidence	
	Y1				
	Retell simple stories about people and events from the past			Know who Florence Nightingale was	
	Recognise the difference between past and present in their own lives and others’ lives			Start to recognise what makes someone a <i>significant</i> person	
	Find answers to simple questions about the past from sources of information e.g. artefacts, pictures			Know some key events	
	Y2			I can explain how Florence Nightingale improved nursing.	
	Recognising the distinction between present and past in their own and other people's lives.				
Concepts (if needed)	Talk about who/what was significant/important in a simple historical account			Know who Mary Seacole was and what she did	
	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts			Know some key events	
	Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.			I can explain who Mary Seacole was and how she improved nursing	
				Know how MS and FN contributed to modern nursing	
				Know what has changed	
				MS and FN were ‘significant’ women in history	
				Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole	
			Describe what Florence Nightingale and Mary Seacole achieved and why it is so important		
Key Learning – Disciplinary Knowledge			Possible evidence		
Significance			Know what significant means		
Lives of significant individuals in the past who have contributed to national and international achievements.			Identify significant changes to nursing		
Events from beyond living memory that are significant nationally or globally			Why are Florence and Mary significant?		
			To talk about what FN and MS did that made them important		
Change and continuity					
Understand historical concepts such as continuity and change.			To recognise the difference between past and present in their own lives		
Learn about changes in living memory			To recognise the difference between past and present in their own lives and others’ lives (compare now and then)		
Begin to realise that there are reasons why people acted as they did			What was nursing like then?		
Gives reasons for, and results of, change			What is nursing like now?		
Similarities and differences			What important things have changed?		
			Why did they need to change?		
Comparison of aspects of life in different periods			Identify similarities / differences between ways of life at different times		

	To use historical concepts such as now/then and same/different when making simple connections and noting contrasts	Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole
	Key Learning – Methods of Enquiry	Possible evidence
	Chronology Know what is meant by the terms ‘within and beyond living memory.’ Understand significant events/Chronology-sequence events Know difference between past and present/ Comparing and contrasting Source work Using sources to find information Use sources/ Interpretation- Use stories to find out facts and information Using sources/comparing sources Enquiry Ask and answer questions Communicate responses in different ways Communicating knowledge/Comparing Develop an awareness of the past	To retell and sequence simple stories about people and events from the past 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 nursing at different times Explore images and accounts of nursing in the past To find answers to simple questions about the past from sources of information e.g. artefacts, pictures 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 To recall events from the past To talk about what events were significant To show understanding of why FN and MS were important

Year: 1/2 Subject: History PoS:		Topic Question/Title: How do we know about the Great Fire of London?	Term - Summer 1	Curriculum - A 
Prior Knowledge Year 1 - 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, beyond living memory, within living memory - 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		Key Vocabulary fire, spread, sources, firefighter, King, diary, past, present, now, ten, same, different, before, after, a long time ago	Outcome Fire of London poster or model	
Future Learning Year 1 Schools now and within living memory Local History – Our Town Seaside Holidays Year 2 Stone Age to Iron Age		Stimulus Introduce children to the topic using a 3D animated simulation of London in 1666 before the fire, showing the closely packed wooden houses. First hand experiences (enrichment) - A visit from a firefighter - Fire of London Museum online resources - Photos of artefacts - Role play as Samuel Pepys - Song, London's Burning https://www.youtube.com/watch?v=zrA6lY4c9io	World of Work Firefighter Writer Architect Planner Designer	
National Curriculum PoS Y1 - 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 Y2 - 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>). - Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. - 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	Substantive Knowledge		Possible evidence	
	London in 1666 was a much smaller city and many of the buildings were close together and had upper stories that hung over the narrow streets between. The houses were made mainly out of wood.		Draw pictures or make models of houses from the past using paintings and sketches of houses from the period.	
	The fire started in a baker's shop and spread quickly because the houses were flammable and there was a strong wind that blew the fire and spread it along the streets. There was no organised response to the fire at first and people just helped their neighbours. They had little firefighting equipment and had to carry water in buckets. People had no choice but to leave their homes and possessions.		Sequence key events of the story of the fire, using pictures and annotations. Look at photos of firefighting equipment used at the time and paintings and drawings from the period that show firefighters at work. Look at paintings of the fire and the people escaping from the fire.	
	Rich people were able to move away and carry some of their possessions with them.		Use excerpts from Samuel Pepys diary that tell the story of the fire. Role play the character of Samuel Pepys acting out some of the events of the story.	
	Samuel Pepys wrote in his diary about the fire and this provides a good source of information for use today.		Look at photographs of modern London and compare with the London before the fire.	
	Christopher Wren was involved in rebuilding London after the fire. After the fire, new rules for building houses were introduced and we can see this legacy in London today in buildings that remain.			
	Disciplinary Knowledge		Possible evidence	

Concepts • Show knowledge and understanding of aspects of the past beyond living memory, identifying characteristic features of a period. • Show understanding that the past has been interpreted in different ways • Begin to realise that there are reasons why people acted as they did • Select and combine information from different sources • Gives reasons for and results of changes	<i>Significance</i> Why was the fire important? <i>Change and continuity</i> What changed after the fire? <i>Similarities and differences</i> How was life different to our lives today? <i>Cause and consequence</i> Why was the fire able to spread so rapidly?	Compare pictures of London before and after the fire. Find out about the London Fire Brigade. Compare modern firefighters and the equipment they use to that used in 1666. Interview a firefighter to find out. Collect evidence using various sources including pictures, photos of artefacts and diary extracts.
	Methods of Enquiry	Possible evidence
	Chronology Know what is meant by the terms ‘within and beyond living memory.’ Understand significant events/Chronology-sequence events Know difference between past and present/ Comparing and contrasting Explore chronology Source work Using sources to find information Use sources/ Interpretation- Use stories to find out facts and information Using sources/comparing sources Ask questions about sources Draw conclusions from the evidence Enquiry Ask and answer questions Communicate responses in different ways Communicating knowledge/Comparing Develop an awareness of the past	Use photos of original artefacts. Compare the fate of rich and poor families in the fire. Explore and present ideas using drama, written and pictorial responses. Look at fire-fighting equipment over time