


|  History overview – Cycle B<br>Year 1/2 |  |   |   |
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|   | Unit 1   | Unit 2  | Unit 3  |
| Year 1/2  | Period: 1800AD – Present day.<br><b>How have toys changed over time?</b><br>(Adaptations - All WALTs and outcomes simplified 28.02.23 – additional session added creating a museum)  | Period: Dependent on the individual studied.<br><br><b>What makes a pioneer? Isaac Newton compared to Mae Jemison</b>   | <b>Period:</b> The gunpowder plot (Guy Fawkes) 1570 – 1605AD<br><br><b>How do different people celebrate?</b>   |
| N/C   | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>significant historical events, people and places in their own locality.</li> </ul>   | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>   | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>significant historical events, people and places in their own locality.</li> </ul>   |
| Hierarchies   | <b>Investigate and interpret the past</b><br>H1: Observe or handle evidence to ask questions and find answers to questions about the past.<br>H2: Ask questions such as: What was it like for people? What happened? How long ago?<br>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>H4: Identify some of the different ways the past has been represented.<br><b>Build an overview of world history</b><br>H6H5: Describe historical events.<br><b>Understand chronology</b><br>H8: Label time lines with words or phrases such as: past, present, older and newer.<br>H9: Recount changes that have occurred in their own lives.<br>H10: Use dates where appropriate.<br>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.<br><b>Communicate historically</b><br>H12: Show an understanding of the concept of nation and a nation's history. | <b>Investigate and interpret the past</b><br>H1: Observe or handle evidence to ask questions and find answers to questions about the past.<br>H2: Ask questions such as: What was it like for people? What happened? How long ago?<br>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>H4: Identify some of the different ways the past has been represented.<br><b>Build an overview of world history</b><br>H6H5: Describe historical events.<br>H6: Describe significant people from the past.<br>H7: Recognise that there are reasons why people in the past acted as they did.<br><b>Understand chronology</b><br>H8: Label time lines with words or phrases such as: past, present, older and newer.<br>H10: Use dates where appropriate.<br>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.<br><b>Communicate historically</b><br>H12: Show an understanding of the concept of nation and a nation's history.<br>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace | <b>Investigate and interpret the past</b><br>H1: Observe or handle evidence to ask questions and find answers to questions about the past.<br>H2: Ask questions such as: What was it like for people? What happened? How long ago?<br>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>H4: Identify some of the different ways the past has been represented.<br><b>Build an overview of world history</b><br>H6H5: Describe historical events.<br>H6: Describe significant people from the past.<br>H7: Recognise that there are reasons why people in the past acted as they did.<br><b>Understand chronology</b><br>H8: Label time lines with words or phrases such as: past, present, older and newer.<br>H9: Recount changes that have occurred in their own lives.<br>H10: Use dates where appropriate.<br>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.<br><b>Communicate historically</b><br>H12: Show an understanding of the concept of nation and a nation's history.<br>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace |
| Possible Writing opportunities  | Labels<br>Narrative – stories about toys<br>Letter to Santa<br>Advert for a toy (persuasive writing)<br>TV advert for a toy  | Labels<br>Fact files<br>Biographies<br>Letters/diaries<br>News reports – written and oral   | Labels<br>Letters/diaries<br>Recount<br>News reports – written and oral   |

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| Vocabulary | <p><b>Ancient</b> – Very old, made a long time ago.<br/> <b>Modern</b> – New, made recently.<br/> <b>Material</b> – That the toy is made from.<br/> <b>Wooden toys</b> – Made from wood, like old boats and train sets.<br/> <b>Paper toys</b> – Made from paper, like windmills.<br/> <b>Metal toys</b> – Made from metal, like toy soldiers and spinning wheels.<br/> <b>Plastic toys</b> – Made from plastic, like new dolls, care and modern toys.<br/> <b>Victorian toys</b> – Toys made and played with when Queen Victoria ruled the country.<br/> <b>20<sup>th</sup> century</b> – The years between 1900-1999.<br/> <b>21<sup>st</sup> century</b> – We are in the 21<sup>st</sup> century. It started in 2000 and will end in 2099.</p>  | <p><b>Astronaut</b> - A person who is trained to travel in a spacecraft.<br/> <b>Engineer</b> - A person who controls an engine, especially on an aircraft or ship<br/> <b>Physician</b> - A person qualified to practise medicine, especially one who specializes in diagnosis and medical treatment as distinct from surgery<br/> <b>NASA</b> - (in the US) National Aeronautics and Space Administration<br/> <b>Inventor</b> - a person who invented a particular process or device or who invents things as an occupation.<br/> <b>Scientist</b> - a person who is studying or has expert knowledge of one or more of the natural or physical sciences.<br/> <b>Mathematician</b> - an expert in or student of mathematics<br/> <b>Gravity</b> - the force that attracts a body towards the center of the earth, or towards any other physical body having mass<br/> <b>Education</b> - the process of receiving or giving systematic instruction, especially at a school or university.<br/> <b>Genius</b> - exceptional intellectual or creative power or other natural ability.<br/> <b>Discovery</b> - the action or process of discovering or being discovered.</p> | <p><b>The Gunpowder Plot</b> - A plot to blow up the Houses of Parliament to kill King James I and his government.<br/> <b>Catholics</b> - Members of the Catholic church.<br/> <b>Protestants</b> - Christians who are not Catholic.<br/> <b>Houses of Parliament</b> - The building in London where the government works.<br/> <b>Gunpowder</b> - An explosive powder that was used in guns.<br/> <b>Monarch</b> - A king or queen, for example King James I.<br/> <b>Treason</b> - Carrying out a crime against a country, monarch or government.<br/> <b>Conspirators</b> - People who are plotting together<br/> <b>Effigy</b> - A model or sculpture of a specific person.<br/> <b>Firework</b> - A bright and colourful explosion in the sky.<br/> <b>Government</b> - A group of people that can pass laws to govern the UK</p>   |
| Flashback  | <ul style="list-style-type: none"> <li>Know that people have been going on seaside holidays for over a hundred years.</li> <li>Know that many things we see at the seaside now such as donkey rides, fairgrounds and buckets and spades have been enjoyed by people for over a hundred years.</li> <li>Know that there are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment. People got changed in special bathing machines.</li> </ul>   | <ul style="list-style-type: none"> <li>Know that the fire of <b>London</b> started in a <b>bakery</b> in Pudding Lane on 2nd September 1666.</li> <li>Know that in 1666, lots of people had houses made from wood which burns easily.</li> <li>Know that houses were built too close together and there was no organised <b>fire brigade</b>.</li> <li>Know that One of the ways we know about the fire is because people wrote about it in their own personal <b>diary Samuel Pepys</b>.</li> </ul>  | <ul style="list-style-type: none"> <li>Know where in the UK castles are located</li> <li>Know people who lived in castles and explain their roles</li> <li>Know the features of a castle including, <b>towers, turrets and tunnels, battlements, drawbridge, moat</b></li> <li>Know that there are different types of castles and what the uses of them were</li> </ul>   |
| L1         | <p><b>WALT:</b> to characterise changes within living memory by exploring toys from today.<br/> <b>Activities:</b><br/> What is your favourite toy? If possible, ask children to bring their favourite toy in before the lesson. Invite children to describe what their favourite toy is like. Have several toys (e.g. teddy bear, toy car, doll and ball) put aside and one by one put them in a feely bag and invite one child at a time to feel inside the bag to describe what the toy is like. Show children the vocabulary on the slides to help them describe the toy. Before next lesson, can you ask one older person at home or school what toys they used to play with when they were younger?<br/> Children to draw a labelled picture of their favourite toy.<br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to describe toys by their characteristics</li> <li>appropriate vocabulary to describe their toys</li> <li>how to make suggestions for how they could find out about what toys were like in the past</li> </ul> | <p><b>WALT:</b> Explore the life of Sir Isaac Newton.<br/> <b>Activities:</b> Find out about a local and historically significant figure – <b>Isaac Newton</b> Chn to organise the information they collect on the <a href="#">Significant person recording sheet</a> and reflect on how well the individual meets the criteria set out in Dawson’s model.<br/> Print picture post lesson.<br/> <b>Children will know;</b></p> <ul style="list-style-type: none"> <li>find out about a significant individual.</li> <li>explain how one person can make an impact.</li> <li>use a range of different sources.</li> </ul>  | <p><b>WALT:</b> establish what Bonfire Night is and discuss own experiences.<br/> <b>Activities:</b><br/> Run through presentation for bonfire night and some of the celebrations which people may carry out to celebrate.<br/> <a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-bonfire-night-fireworks-guy-fawkes/zgdhn9q?scrllybrkr=ccb19380">https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-bonfire-night-fireworks-guy-fawkes/zgdhn9q?scrllybrkr=ccb19380</a><br/> Children to write down a recount of their own experience of bonfire night.<br/> <b>Children will know;</b></p> <ul style="list-style-type: none"> <li>talk about a time they saw a bonfire or fireworks.</li> <li>use the past tense when talking about historical events.</li> <li>ask questions to find out more information.</li> </ul>                             |
| L2         | <p><b>WALT:</b> to ask and answer questions in the context of finding out about toys from the past.<br/> <b>Activities:</b> Ask children if they remembered to ask an older person what they used to play with they were younger. Give children some time to tell the class what they found out. Go through the characters on the slides who explain what their favourite toy was when they were younger. Show children some pictures on the slides of some older toys. What do you think this toy is? How would you describe it? Children to think of words to describe the toy and write them in the box around the picture.<br/> Provide children with the Picture Cards and children to choose two of the toys to draw and then describe.<br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>that toys in the past were different to toys today</li> <li>how to describe toys of the past</li> <li>how to discuss toys and ask questions about them</li> </ul>   | <p><b>WALT:</b> Use a range of various sources to find out evidence about Isaac Newton’s discovery.<br/> <b>Activities:</b> Watch clips/present the findings of Newton during his lifetime. Focus on the discovery of Gravity. Children to create notes/poster to display learning from sources.<br/> <b>Children will know;</b></p> <ul style="list-style-type: none"> <li>Know that Sir Isaac Newton discovered Gravity.</li> <li>Explain why his discovery was so important.</li> <li>Use different sources of evidence to gain a wide understanding of Sir Isaac Newton’s achievements.</li> </ul>  | <p><b>WALT:</b> use sources of evidence to find out about King James I of England<br/> <b>Activities:</b> Recap prior learning with children about Bonfire Night and how it is celebrated nowadays. Quiz children on the monarch at the time and explain that they will be learning all about them today.<br/> Provide children with QR code to access the website on iPads and provide children with small pieces of paper to write down some of the facts that they find.<br/> Children to write down the facts about James I on a small piece of card then add to whole class outline of James I which will be added to topic display.<br/> <b>Children will know;</b></p> <ul style="list-style-type: none"> <li>name King James I and Queen Elizabeth I.</li> <li>use the past tense when talking about historical events.</li> <li>why Catholics were unhappy.</li> </ul> |

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| L3 | <p><b>WALT:</b> to identify similarities between ways of life in different periods by comparing similar toys from different periods.</p> <p><b>Activities:</b> Do you know what a decade is? Children to offer their ideas then go through the explanation on the slides. Tell children that the toys children like to play with are always changing as new toys are brought out and new ideas for toys are developed. Tell children that today they will be looking at different decades - the 1950s - 2010s. Which of these decades was the most recent? Which was the longest time ago? Go through each of the characters on the slides - one from the 50s, 60s, 70s, 80s, 90s, and 00s, who explain what kind of toys they played with and what was fashionable at the time. Look at the 2010s slide. Explain that many toys from the 2010s are still played with today. Do you recognise any of them?</p> <p>LA: Provide children with worksheet. Children to cut out each decade and then arrange them chronologically in books. <b>MODEL sentence for them to write in books about how they have changed over time.</b></p> <p>MA: Provide children with worksheet. Children to cut out each decade and then arrange them chronologically in books. Children to then draw pictures of some of the toys around each decade. <b>Children to write a comparison sentence in books.</b></p> <p>HA: Provide children with the Information Sheets. Children to read through each Information Sheet and then write down some of the toys that were popular for each decade. <b>Children to write a comparison sentence in books.</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the term 'decade'</li> <li>how to order decades chronologically</li> <li>some of the toys that were popular in particular decades</li> </ul> | <p><b>WALT:</b> Explore the life of Mae Jemison.</p> <p><b>Activities:</b> Use a range of sources to find out about the life of Mae Jemison. Provide children with small bits of paper and children to add to whole class piece of learning which gives facts about the life of Mae Jemison.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>find out about a significant individual.</li> <li>explain how one person can make an impact.</li> <li>use a range of different sources.</li> </ul>   | <p><b>WALT:</b> recount the main events in the life of Guy Fawkes.</p> <p><b>Activities:</b> Run through presentations for who Guy Fawkes was and then in books children to write a short description of who Guy Fawkes was. Children to then through presentation about the problems the plotters ran into during their revolt. Children to complete activity which highlights some of the problems faced by the plotters.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>who Guy Fawkes was</li> <li>what the Gunpowder plot was</li> <li>some of the problems faced by the plotters</li> <li>plotters tried to kill King James</li> <li>links to bonfire night</li> </ul> |
| L4 | <p><b>WALT:</b> to identify toys that are old and toys that are new</p> <p><b>Activities:</b> Run through presentation all about toys from the Victorian time. Discuss similarities and difference between them and modern-day toys as they run through the presentation. Complete Venn Diagram as a class to compare old and new toys with adjectives. Children to complete the following activities:</p> <p>LA and MA: Cut and stick matching descriptive sentences to toy and orally describe them.</p> <p>HA: Complete sheet where they have to write similarities and differences.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>differences between old toys and new toys</li> <li>how to describe old and new toys using appropriate vocabulary</li> <li>how to sort old and new toys into categories</li> </ul>   | <p><b>WALT:</b> Use a range of various sources to find out evidence about Mae Jemison's achievements.</p> <p><b>Activities:</b> Continue to add to the display piece children started in space to explain why it was so significant for Mae Jemison to be in space.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>Mae Jemison was the first black woman in space.</li> <li>Explain why her achievement was so important.</li> <li>Use different sources of evidence to gain a wide understanding of Mae Jemison's achievements.</li> </ul>  | <p><b>WALT:</b> establish a detailed timeline of events.</p> <p><b>Activities:</b> Watch clips for Gunpowder plot with children to remind them of event and the order in which things happened. <a href="#">The Gunpowder Plot - BBC Bitesize</a></p> <p>Provide children with list of events from the plot and children to stick on paper in order. Children to add illustrations to these too.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>what a timeline is</li> <li>how to place events on a timeline</li> <li>What the plot was</li> <li>where the gunpowder was hidden</li> <li>the plotters were captured</li> </ul>  |
| L5 | <p><b>WALT:</b> To be able to describe how toys are different and how they are the same.</p> <p><b>Activities:</b> Run through slides, which show a timeline of toys and how they have changed over time. Run through further slides to compare toys orally. Explain to children that this is similar to their comparisons of Victorian toys except these are toys from the 1950s.</p> <p>LA: Children to create a poster showing comparisons between toys. Stick pictures onto big pieces of paper and write sentences around them (adult write and children contribute too).</p> <p>MA and HA: Children to complete sentences for comparisons.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>that some of the types of toys they play with were played with by children in the past too</li> <li>similarities between old and new toys</li> <li>differences between old and new toys</li> </ul>   | <p><b>WALT:</b> Explain and compare the impact that pioneers have made in our world.</p> <p><b>Activities:</b> Display the <a href="#">Significant people categories sorting cards</a>. Use the cards to explain the definition for each category of person and invite the children to draw on their previous learning to name people who might fit into each of the categories. Divide the children into small groups and give each a <a href="#">Significant people information pack</a> and set of <a href="#">Significant people categories sorting cards</a>. Challenge them to work together to read the information about each person and sort them into the appropriate categories using the <a href="#">Significant people categories drag and drop template</a>. Provide an opportunity for feedback and address any misconceptions. Picture of children's work for evidence.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>how certain individuals can have a huge impact on the world.</li> <li>recognise how certain individuals can have a huge impact on the world.</li> <li>compare different individuals who have impacted the world.</li> </ul> | <p><b>WALT:</b> know how historical events have influenced the modern day</p> <p><b>Activities:</b> Extended writing activity. Recap with children the events which led up to the Gunpowder plot. Children to identify the causes and consequences of the event. Children to write an explanation in books to explain why we celebrate the event nowadays.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>why we recognise firework night</li> <li>why we have bonfire night today</li> </ul>  |

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| L6        | <p><b>WALT:</b> to be able to create a toy museum</p> <p><b>Activities:</b><br/>         What have we found out about toys so far? What have we learnt about how toys have changed? Children to think, pair, share their ideas. Tell children that today they will be setting the classroom up as a toy museum. Explain that museums organise toys into groups. Show children the different groups of toys on the slides: Moving Toys; Dolls, Models and Stuffed Animals; Puzzles and Games; Building Toys; Outdoor Toys. What kind of toys do you think you would see in each of these sections of a museum? Children to discuss ideas then click on each of the categories to look at examples of toys for each category. Tell children that today they will be creating posters to hang in the toy museum to teach people about old and new toys. Provide children with resources to help create posters. In small groups, children to work together to create posters that show old and new toys from each of the different categories discussed in the teaching input.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to organise toys into categories</li> <li>• how to order toys chronologically</li> <li>• how to use a timeline to organise toys</li> </ul> |  | <p><b>WALT:</b> discover the importance of the houses of parliament, and why Guy tried to destroy it.</p> <p><b>Activities:</b> Ask children what makes somewhere important/significant. Children to fill out a 'crime scene' report of the Gunpowder plot. Children to write the name of the location and why it is significant. Children to also write down the reasons behind the plot.</p> <p><b>Children will know;</b></p> <ul style="list-style-type: none"> <li>• the Houses of Parliament are in London</li> <li>• Members of Parliament meet there including the Prime Minister and sometimes the current monarch</li> </ul>  |
| Knowledge | <ul style="list-style-type: none"> <li>• Know that toys have been around for thousands of years.</li> <li>• Know that Toys have been made from paper, metal, plastic, wood and soft materials like cotton or wool.</li> <li>• Know that rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls and that poorer Victorian children played homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.</li> <li>• Know that modern toys are safer to play with as they have been built with safety in mind and are mainly built using plastic and many need electricity to work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Know that Mae Jemison was an astronaut on the NASA space shuttle Endeavour and the first African American woman to become an astronaut and go into space.</li> <li>• Jemison founded her own company and created new technologies, especially to help developing countries.</li> <li>• Know that Sir Isaac Newton was born in Woolsthorpe, a hamlet in Lincolnshire.</li> <li>• Know that Sir Isaac Newton was knighted because he was a great inventor who Isaac Newton discovered gravity.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that <b>the Gunpowder Plot</b> was a plot to kill <b>King James I</b> and his <b>government</b> by blowing up the <b>Houses of Parliament</b>.</li> <li>• Know that Under the rule of James I, <b>Catholics</b> were treated unfairly. The plotters were all Catholic and wanted King James removed from the <b>throne</b>.</li> <li>• Know that <b>Guy Fawkes</b> was involved in the plot to blow up the Houses of Parliament and was executed after he was caught.</li> <li>• Know that King James I ordered that people should <b>celebrate</b> his survival on the <b>5th November</b>. To this day, people still light <b>bonfires</b> and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.</li> </ul> |