



History overview – Cycle B
Year 1/2

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

Vocabulary	<p>Ancient – Very old, made a long time ago. Modern – New, made recently. Material – That the toy is made from. Wooden toys – Made from wood, like old boats and train sets. Paper toys – Made from paper, like windmills. Metal toys – Made from metal, like toy soldiers and spinning wheels. Plastic toys – Made from plastic, like new dolls, cars and modern toys. Victorian toys – Toys made and played with when Queen Victoria ruled the country. 20th century – The years between 1900-1999. 21st century – We are in the 21st century. It started in 2000 and will end in 2099.</p>	<p>Astronaut - A person who is trained to travel in a spacecraft. Engineer - A person who controls an engine, especially on an aircraft or ship Physician - A person qualified to practise medicine, especially one who specializes in diagnosis and medical treatment as distinct from surgery NASA - (in the US) National Aeronautics and Space Administration Inventor - a person who invented a particular process or device or who invents things as an occupation. Scientist - a person who is studying or has expert knowledge of one or more of the natural or physical sciences. Mathematician - an expert in or student of mathematics Gravity - the force that attracts a body towards the center of the earth, or towards any other physical body having mass Education - the process of receiving or giving systematic instruction, especially at a school or university. Genius - exceptional intellectual or creative power or other natural ability. Discovery - the action or process of discovering or being discovered.</p>	<p>The Gunpowder Plot - A plot to blow up the Houses of Parliament to kill King James I and his government. Catholics - Members of the Catholic church. Protestants - Christians who are not Catholic. Houses of Parliament - The building in London where the government works. Gunpowder - An explosive powder that was used in guns. Monarch - A king or queen, for example King James I. Treason - Carrying out a crime against a country, monarch or government. Conspirators - People who are plotting together Effigy - A model or sculpture of a specific person. Firework - A bright and colourful explosion in the sky. Government - A group of people that can pass laws to govern the UK</p>
Flashback	<p>Working Historically:</p> <ul style="list-style-type: none"> Terminology of historical chronology century, decade and years Timeline – how to move up and down a timeline in chronological order To know language of sequencing the past. Before, after, during <p>Aspects of substantive factual knowledge linked to a previous topic:</p> <ul style="list-style-type: none"> Know that people have been going on seaside holidays for over a hundred years. 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. 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. 	<p>Working Historically:</p> <ul style="list-style-type: none"> Terminology of historical chronology BCE/CE Timeline – The measurement stands at 0 <p>Aspects of substantive factual knowledge linked to a previous topic:</p> <ul style="list-style-type: none"> Know that the fire of London started in a bakery in Pudding Lane on 2nd September 1666. Know that in 1666, lots of people had houses made from wood which burns easily. Know that houses were built too close together and there was no organised fire brigade. Know that One of the ways we know about the fire is because people wrote about it in their own personal diary Samuel Pepys. 	<p>Working Historically:</p> <ul style="list-style-type: none"> Terminology of historical chronology BCE/CE Timeline – Put famous figures and events into a timeline To know the meaning of chronology <p>Aspects of substantive factual knowledge linked to a previous topic:</p> <ul style="list-style-type: none"> Know where in the UK castles are located Know people who lived in castles and explain their roles Know the features of a castle including, towers, turrets and tunnels, battlements, drawbridge, moat Know that there are different types of castles and what the uses of them were
L1	<p>WALT: know how to ask questions about toys. Children will know:</p> <ul style="list-style-type: none"> That toys today have a specific function how to describe toys by their characteristics – function, material and how it works i.e power source, wind up mechanism How to use key descriptive vocabulary to compare form, function and construction. <p>Possible Activity: (Ask children to bring in their own favourite toy) Adult will model using descriptive language their own favourite toy sharing the expected language from the pupils. Describe the form, function and what it is made of. Also explaining why, the material it is made of matches the function (the year it was made possibly). Pupils present their own favourite toy and use the modelled language from the adult to support them. Sentence stems as a scaffold. 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? Children to draw a labelled picture of their favourite toy.</p>	<p>WALT: know what a pioneer is. Children will know;</p> <ul style="list-style-type: none"> find out about a significant individual. explain how one person can make an impact. Know what a pioneer is <p>Possible Activities: What the word pioneer actually means? Can they think of any examples and what makes them a pioneer. Find out about a local and historically significant figure – Isaac Newton Chn to organise the information they collect on the <u>Significant person recording sheet</u> and reflect on how well the individual meets the criteria set out in Dawson’s model. Print picture post lesson.</p> <ul style="list-style-type: none"> 	<p>WALT: know what a key celebration is Children will know;</p> <ul style="list-style-type: none"> use the past tense when talking about historical events. ask questions to find out more information. <p>Possible Activities: Run through presentation explaining what key celebrations are in your life or a persons life. Children to write down a recount of their own experience of a key celebration. Birthdays, Christmas, Eid</p>

L2	<p>WALT: know how to use clues to sequence toys in chronological order</p> <p>Children will know:</p> <ul style="list-style-type: none"> • On a timeline, just what we are meaning by ‘In living memory’ – the last 50 years. • That time is measure in units of years, decades and centuries • How to use clues (evidence) from real life artefacts or pictures to make reasoned guesses about an object’s place in a chronology. <p>Possible Activity:</p> <p>Adult models placing three toys from different eras in the past 50 years (living memory) into a sequence, explaining form, function and material. Modelling drawing conclusions about what they were used for and why.</p> <p>In groups, pupils use this model to help them organise a sequence of 4 or 5 pictures into a chronology, using what clues they can draw out of the pictures to help them. The pupils must present this to the rest of the class and others can ask them questions. (These questions can be modelled by an adult)</p>	<p>WALT: order a timeline of pioneers</p> <p>Children will know;</p> <ul style="list-style-type: none"> • Know that Sir Isaac Newton discovered Gravity. • A selection of different pioneers through history • Explain why their discovery was so important. • <p>Activities: Watch clips/present about a selection of pioneers try and find local ones including Newton during his lifetime.</p> <p>Children will create a timeline of pioneers in chronological order.</p>	<p>WALT: use sources of evidence explore festivals from history.</p> <p>Children will know;</p> <ul style="list-style-type: none"> • Name king James I and Queen Elizabeth I • Use past tense when talking about historical events • Use sources (pictures, diaries, artifacts) can be used as evidence. • Use sources to identify coronations label the pictures. <p>Activities: Recap prior learning with children about key festivals and how it is celebrated. Explain about that festivals can be linked to things that happen in history. Give the children examples;</p> <ul style="list-style-type: none"> - Christmas – Jesus born bible - Bank holidays - Coronation - Bonfire night
L3	<p>WALT: know what a decade is and order toys from different decades</p> <p>Children will know:</p> <ul style="list-style-type: none"> • The decade that they live in and where it sits on a timeline. • refocus on the term ‘decade’ • how to order decades chronologically through the last 50 years • some of the toys that were popular in particular decades <p>Possible Activity:</p> <p>Adults will use artefacts and pictures from the last 50 years to show the evolution and changes for one particular toy type. For example, a teddy bear, or a doll.</p> <p>The chronology will be clearly set out, and clues will be drawn out from the artefacts or pictures to show how manufacture and materials have changed linked to the technologies available. This might include the addition of electronic parts, plastics, fabrics etc. Toys serve the same function but might have certain differences in form of construction eg. Yoyos, dolls, cars(wooden) now plastic/metal</p> <p>Pupils will be able to follow the model by using the language of comparison and reasoning by sequencing pictures of one type of toy (different to the model) from living memory. MODEL sentence for them to write in books about how they have changed over time.</p> <p>LA: Provide children with worksheet. Children to cut out each decade and then arrange them chronologically in books.</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. Children to write a comparison sentence in books.</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. Children to write a comparison sentence in books.</p>	<p>WALT: know why Isaac Newton was a pioneer</p> <p>Children will know;</p> <ul style="list-style-type: none"> • the famous story of how Isaac Newton made his discovery • What the law of gravity means in simple terms and how it impacts on our understanding of space • That IN also made a number of other discoveries that have changed peoples lives. <p>Possible activities:</p> <p>What is gravity? https://www.bbc.co.uk/bitesize/topics/zvr3nrd/articles/zqbm3k7 Explain the story of the apple falling from the tree.</p> <p>Watch a video that explains the theory and why it is important. Pupils explore a range of activities that explore a number of IN most famous discoveries, gravity, prisms and light, Newton’s cradle – that an object will remain inert or still until acted on by an unbalanced force. Every action has an equal or opposite reaction.</p> <p>Understand that the knowledge was needed to prepare people for travelling into space.</p> <p>Possible school trip : Woolsthorpe manor</p>	<p>WALT: order kings and queens of England chronologically</p> <p>Children will know;</p> <ul style="list-style-type: none"> • Crowned kings and queens of England • The use of questions to use sources as evidence. <ul style="list-style-type: none"> ○ What clothes are they wearing? Do we wear that today? ○ Is it a photo? Would they have a camera? ○ Think of technology if in newspaper articles. • Use a range of different sources. <ul style="list-style-type: none"> ○ Coins ○ Paintings ○ Pictures ○ Plates and pottery <p>Possible Activities:</p> <p>Run through powerpoint linked to crowned Kings and Queens and England and when they were crowned. Show the children pictures try and guess when they believe they were crowned.</p> <p>Created a physical timeline in the class of the children with the pictures of the Kings and Queens.</p> <ul style="list-style-type: none"> - Alfred the Great – First Monarch of England - William the conqueror – Battle of Hastings - Henry VIII – Established C of E - Elizabeth I – No heirs – Last of Tudor - Victoria – Victorians – industrial revolution - Elizabeth II – Longest reigning monarch - Charles III – current monarch

L4	<p>WALT: know how to identify old and new toys</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Toys serve a basic and necessary human function, as such this function has existed as far back as we can go. • A toy can be made very simply out of basic materials lying around, so parents have always tried to find objects to keep bored children occupied. • How to make a simple toy out of given materials. <p>Possible activity: Pupils should see pictures of toys from further back in history for example Roman, Egyptian, Stone age, Viking etc. This will allow adults to plant seeds in the minds of pupils about the civilisations they will be studying in the future. These periods should go on to the timeline for pupils to see. Adults should model how toys can be made of everyday materials such as jack stones, Hopscotch, peg dolls, dolls bed from a box.</p> <p>Complete Venn Diagram as a class to compare old and new toys with adjectives. Children to complete the following activities: LA and MA: Cut and stick matching descriptive sentences to toy and orally describe them. HA: Complete sheet where they have to write similarities and differences.</p>	<p>WALT: know how Isaac Newtons discoveries made space travel possible.</p> <p>Children will know</p> <ul style="list-style-type: none"> • how certain individuals can have a huge impact on the world. • recognise how certain individuals can have a huge impact on the world. <p>How Isaac Newton impacted space travel.</p> <p>Possible Activities: Investigate how space travel became possible due to Isaac Newtons discovery of gravity. What impact has this had and what has this discovery gone on to achieve.</p> <p>Sequence a Timeline as a class of the start of space travel. Act out parts of it and put pictures in book.</p>	<p>WALT: know why there was civil unrest during James I reign.</p> <p>Children will know</p> <ul style="list-style-type: none"> • use the past tense when talking about historical events. • name King James I know where he came chronologically. • Why Catholics were unhappy. <p>Possible Activities: Quiz children on the monarch of England and explain that they will be learning all about them today. James I was the first King of Scotland and England some people didn't like him for being King make sure the children find out why. 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. 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.</p>
L5	<p>WALT: know how toys are different and the same.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • that some of the types of toys they play with were played with by children in the past too • similarities between old and new toys from artefacts • differences between old and new toys from artefacts <p>Possible Activities: 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. 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). MA and HA: Children to complete sentences for comparisons.</p>	<p>Lesson 5: WALT: Know why Mae Jemison is considered a pioneer.</p> <p>Children will know:</p> <ul style="list-style-type: none"> - Who Mae Jemison is - Why she is classed as a pioneer and how it has impacted on the world today. <p>Recap what a pioneer is. Explain about Mae Jemison children gather evidence about Mae Jemison on Ipads and make a class information sheet about her.</p> <p>Sentence in books explaining what makes her a pioneer.</p>	<p>WALT: know the events of the Gunpowder plot.</p> <p>Children will know;</p> <ul style="list-style-type: none"> • what a timeline is • how to place events on a timeline • What the plot was • where the gunpowder was hidden <p>the plotters were captured</p> <p>Possible Activities: Watch clips for Gunpowder plot with children to remind them of event and the order in which things happened. <u>The Gunpowder Plot - BBC Bitesize</u> 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> <ul style="list-style-type: none"> •

L6	<p>WALT: to be able to create a toy based around an event museum</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to organise toys into categories • how to order toys chronologically <p>how to use a timeline to organise toys</p> <p>Possible Activities:</p> <p>Toys get created to celebrate events and fashions in the nation for example fiddle toys, train sets were created around the industrial revolution due to the invention of machines and engines.</p> <p>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.</p> <p>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> <ul style="list-style-type: none"> • 	<p>WALT: Understand the word pioneer and explain/compare the impact they have had on the world.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how certain individuals can have a huge impact on the world • Recognise how certain individuals can have a huge impact on the world • Compare different individuals who have impacted the world. <p>Possible Activities:</p> <p>Display the <u>Significant people categories sorting cards</u>. 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 <u>Significant people information pack</u> and set of <u>Significant people categories sorting cards</u>. Challenge them to work together to read the information about each person and sort them into the appropriate categories using the <u>Significant people categories drag and drop template</u>. Provide an opportunity for feedback and address any misconceptions. Picture of children’s work for evidence.</p>	<p>WALT: discover the importance of the gunpowder plot and how we commemorate it today</p> <p>Children will know;</p> <ul style="list-style-type: none"> • How we commemorate the gunpowder plot today • What the traditions are linked to the gunpowder plot <p>How these traditions link to the past.</p> <p>Possible Activities:</p> <p>Talk about the Bonfire night and what the children remember from the night show them videos of the fireworks. Scarecrow on a bonfire ect.</p> <p>Talk about the traditions that are done that link to the gunpower plot and how this links to the past.</p> <p>Create a table of traditions of bonfire night and non tradition</p> <p>Eg</p> <ul style="list-style-type: none"> - scarecrow – tradition as this was meant to be guy forks - Marshmallows on sticks - non tradition developed through time - Rides – developed trough time - Fireworks – traditions as it was gunpowder that he was using to blow up the houses of commons. <ul style="list-style-type: none"> •
	Knowledge	<ul style="list-style-type: none"> • Know that toys have been around for thousands of years. • Know that Toys have been made from paper, metal, plastic, wood and soft materials like cotton or wool. • 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. • 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. 	<ul style="list-style-type: none"> • 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. • Jemison founded her own company and created new technologies, especially to help developing countries. • Know that Sir Isaac Newton was born in Woolsthorpe, a hamlet in Lincolnshire. • Know that Sir Isaac Newton was knighted because he was a great inventor who Isaac Newton discovered gravity.