

 <b>History overview – Cycle A</b> <b>Year 1/2</b>			
	Unit 1	Unit 2	Unit 3
Y1/ 2	Period: 1900AD - Present day <b>How have seaside holidays changed over time?</b>	<b>Period:</b> The great fire of London 1666AD <b>How did the fire of London start?</b>	<b>Period:</b> Medieval Britain 1066 – 1485AD <b>Who lived in castles?</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>		
Hierarchies	<b>Investigate and interpret the past</b> 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. <b>Build an overview of world history</b> 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. <b>Understand chronology</b> 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. <b>Communicate historically</b> 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	<b>Investigate and interpret the past</b> 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. <b>Build an overview of world history</b> H6H5: Describe historical events. H6: Describe significant people from the past. <b>Understand chronology</b> H8: Label time lines with words or phrases such as: past, present, older and newer. 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. <b>Communicate historically</b> H12: Show an understanding of the concept of nation and a nation’s history.	<b>Investigate and interpret the past</b> 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. <b>Build an overview of world history</b> H6: Describe significant people from the past. <b>Understand chronology</b> H8: Label time lines with words or phrases such as: past, present, older and newer. 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. <b>Communicate historically</b> H12: Show an understanding of the concept of nation and a nation’s history.
Vocabulary	<b>seaside</b> - A place by the sea, especially a beach area or holiday resort. <b>coast</b> - Where the sea meets the land. <b>beaches</b> - A pebbly or sandy shore by the sea. <b>pier</b> - A raised platform supported by pillars that rises above the water and juts out from its shore. <b>amusement arcades</b> - An indoor area containing coin operated game machines. <b>promenade</b> - A paved public walk along the seafront. <b>railways</b> - A network of tracks for trains to travel on. <b>circus</b> - A special kind of entertainment that can be enjoyed by everyone <b>Beach hut</b> - A small wooden hut that is usually found close to the beach. They are usually used to shelter from the sun or wind and can be used to get changed in. <b>Bathing machine</b> - Bathing machines were used a long time ago so people could change in private before getting into the sea.	<b>Bakery</b> - A place where bread or cakes are made and sold <b>London</b> - The capital city of England and the United Kingdom <b>River Thames</b> - Many people got a boat on the River Thames to escape the fire <b>Diary</b> - A personal record of life’s events <b>Eye-witness</b> - A person who has seen something and can give a description of it <b>Embers</b> - Small pieces of glowing coal or wood in a dying fire <b>Fire-hooks</b> - Giant hooks used to pull down houses <b>Fire-break</b> - When buildings are destroyed to make a gap so the fire can’t spread <b>Flammable</b> - When something burns easily <b>St Paul’s Cathedral</b> - A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren <b>Key Questions and</b>	<b>Castle</b> - A large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and in many cases a moat. <b>Medieval</b> – a period of time 11th century until 16th century. <b>King</b> - Male ruler of a country. Can be husband to Queen. 4 <b>Queen</b> - Female ruler of a country. Can be wife to a King. <b>Lord and Lady</b> - Important people of high rank who run and own the castles. Lords are men and Ladies are women. <b>Social rank</b> - Order of importance of jobs and roles during medieval times. <b>Portcullis</b> - A strong iron gate that can be raised to allow the drawbridge to be lowered. <b>Bailey</b> - The outer wall of a castle.
Possible writing opportunities	Labels Postcards from the seaside Holiday posters/leaflets	Labels Recounts Diary entries letters	Labels Narrative – historical Letters Visitor leaflets/posters

Flashback	<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>
L1	<p><b>WALT:</b> use photographs to find clues as to what seaside holidays were like in the past.</p> <p><b>Activities:</b> Display photos/watch video clips of seaside holidays from the past. Children to order photographs chronologically based on what they can see in them. Children to then add notes next to each one for what they can see in the photos.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>that they can find out information about the past from photographs</li> <li>how to use photographs to find out clues about what seaside holidays were like in the past</li> <li>how to order photographs chronologically</li> </ul>	<p><b>WALT:</b> understand where and when the Great Fire of London started</p> <p><b>Activities:</b> Watch videos/presentation of Great Fire of London and children to make notes/draw a picture of where the fire took place and make note of when. Explore landscapes of London and children to compare the differences between London then and now.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>where the Great Fire took place</li> <li>when it took place</li> <li>how London was different in the 17th century.</li> </ul>	<p><b>WALT:</b> know who built the first castles in the UK and why</p> <p><b>Activities:</b> Use a range of sources/search engines to find out about castles in the UK. Children to write precise notes to detail who built castles in the UK, when they were built and why.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>who built castles in the UK</li> <li>why castles were built</li> <li>when castles were first built in the UK</li> </ul>
L2	<p><b>WALT:</b> find out when and how seaside holidays became popular.</p> <p><b>Activities:</b> Use a range of sources/websites to look at the history of seaside holidays. Children to write down when seaside holidays became popular and why.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>seaside holidays have not always been popular</li> <li>when seaside holidays started to become popular</li> <li>reasons why seaside holidays became popular in the 19th century</li> </ul>	<p><b>WALT:</b> understand the events of the Great Fire of London</p> <p><b>Activities:</b> Recap learning from the previous week and continue to add to the Great Fire of London sequence. Children can complete as a comic strip/notes for each part.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how the Great Fire started</li> <li>how much of London was destroyed by the fire.</li> <li>how the fire ended</li> </ul>	<p><b>WALT:</b> know where in the UK are castles located</p> <p><b>Activities:</b> Provide children with blank UK map and children to find out where main castles are in the UK. Children to use a key and number system to write down name of castle as a list and its location as a number on the map. Children to then identify the castles built by the Normans on their map. Children to label a diagram of a castle with its key features.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>where in the UK castles are located</li> <li>castles built by the Norman</li> <li>and identify key features of a castle</li> </ul>
L3	<p><b>WALT:</b> find out what seaside holidays were like 100 years ago</p> <p><b>Activities:</b> Use a range of photos and sources to look at holidays from 100 years ago. Children to write down facts they pick out from the photos.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to use photos to find out facts about the past</li> <li>some of the features of seaside holidays 100 years ago</li> </ul>	<p><b>WALT:</b> know why the fire spread so quickly and stayed alight for so long</p> <p><b>Activities:</b> Children to complete a report form for the fire to highlight why the fire spread, why it went on for so long and how it was stopped</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>some of the reasons why the fire spread so quickly.</li> <li>why the fire went on for so long.</li> <li>how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again.</li> </ul>	<p><b>WALT:</b> know about the structure of medieval castles</p> <p><b>Activities:</b> Look at images of Castles within the UK. (Warwick, Windsor, Alnwick, Arundel, Bodium. Edinburgh, Kenilworth, <b>Newark, Lincoln, Nottingham</b>) What's the same? What's different? Name parts and their purposes? Compare an Early castle to a castle built at a later date – what's the same? What's different? Parts – battlements, bailey, portcullis, drawbridge, arrow slits, moat, barbican, tower, gatehouse, keep, curtain wall</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the defensive features surrounding castles.</li> <li>compare and discuss the defensive features surrounding castles and why</li> </ul>

L4	<p><b>WALT:</b> know what “insert a seaside location” was like 100 years ago.</p> <p><b>Activities:</b> Provide children with photographs of seaside locations and children to order them chronologically. Next to each one, children to write down the features they can see. At the end, children to summarise what the differences are between each era.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to organise photographs chronologically</li> <li>• how to identify features of seaside holidays from three different eras</li> <li>• differences between seaside holidays in different eras</li> </ul>	<p><b>WALT:</b> find out about Samuel Pepys and his diary.</p> <p><b>Activities:</b> Listen to/read a diary entry from Samuel Pepys and children to consider how this source is used. Children to discuss what reliability means and how this is used when looking at sources for historical events. Provide children with a range of sources and sort them into ones they think are reliable or not.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how we know about the Great Fire of London.</li> <li>• know what an eyewitness is.</li> <li>• which sources they think are most useful.</li> </ul>	<p><b>WALT:</b> know about the people living in medieval castles and what their roles were</p> <p><b>Activities:</b> Who might live in a castle – relate to parts of a castle and their purposes – who would use them? Lord and Lady, soldiers/knights, servants, cook, jester, blacksmiths, stable-hands, baker, treasurer.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what people lived in a castle</li> <li>• what life was like living in a castle for different people</li> <li>• how life then in a castle compares to life at home now (Lord, Lady, musicians, cooks, squires, knights)</li> </ul>
L5	<p><b>WALT:</b> explain why Grace Darling was vital in the development of sea rescue</p> <p><b>Activities:</b> Show presentation/video about Grace Darling and children to identify the key events from her life. Provide children with blank timeline and events from her life. Children to put events onto timeline.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• key facts about Grace Darling</li> <li>• sequence key events in Grace Darlings life on a time line</li> <li>• understand how dates/years are written</li> </ul>	<p><b>WALT:</b> recap what we have found out about the Great Fire of London.</p> <p><b>Activities:</b> Children to create a news report as if they are reporting on the event in current times. Children to work in groups to create a script containing the facts of the event and present this to their classmates.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how and when the Great Fire started.</li> <li>• why the fire was so destructive.</li> <li>• children can present information about the Great Fire in a variety of ways.</li> </ul>	<p><b>WALT:</b> compare castles to our homes today</p> <p><b>Activities:</b> What does your home have? What does a home today need? Revisit the castle images explored in session 3. What did Castles need 1000 years ago? Discuss what’s the same (shelter, warmth, gardens if have them) and what’s different.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how life then in a castle compares to life at home now</li> <li>•</li> </ul>
L6	<p><b>WALT:</b> identify similarities and differences between seaside holidays now and in the past.</p> <p><b>Activities:</b> Provide children with a table to compare holidays from the past and now. Encourage children to use books as a source of information as well as other sources.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• ways in which holidays in the past and holidays today are similar</li> <li>• ways in which holidays in the past and holidays today are different</li> <li>• how to use a variety of sources</li> </ul>		<p><b>WALT:</b> establish how the use of castles has changed over time.</p> <p><b>Activities:</b> King and Queen still have castles – Windsor is oldest inhabited castle in UK. Some castles still inhabited – many for people to visit – why? Castles to visit – historical interest – British heritage. Castle Drogo in Devon – someone’s dream to build a castle – met with leaks and structural problems – National Trust helped.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the different uses of different castles over time</li> <li>• discover changes the of different castles over time</li> </ul>
Key Knowledge	<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>