

History Scheme of Work

EYFS – Autumn 1

Topic: All About Me

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Treasure boxes</u></p> <p>All children to bring in a box filled with treasures from home to talk about with their teacher – photos of friends and family, souvenirs, favourite toys, favourite book, leaflets etc. Each child to have time to talk about their items and the teacher to scribe what they say. Teacher to ask questions that lend themselves to children's life story and their family history as well as using key vocabulary.</p> <p><u>Conversations (ongoing)</u></p> <p>Regularly make time to have conversations with children about their life and the things they do outside of school, including who they spend time with. Encourage children to talk about their own life story and to use language such as: yesterday, tomorrow, in the morning, after school... Scribe what they say.</p> <p><u>Calendar (ongoing across the year)</u></p> <p>Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, months of the year and the day before or day after - 'yesterday' and 'tomorrow'. When is your birthday? Which month is it in?</p> <p><u>Books (ongoing across the year)</u></p> <p>Discuss books that are read at story time – use language of time – what happened first, next. When was it set? Now? In the past? Encourage children to ask questions about the stories and their links to the past.</p> <p>Examples of books: The Toymaker, Dogger, Once there were giants, My Grandpa, Peepo...</p> <p><u>Display (ongoing across the year)</u></p> <p>Begin a display in the Pod for all Reception children to see which can be developed across the year showing meaningful events such as starting school, Bonfire Night, Diwali, Hannukah, Christmas etc. Timeline to be shown as months of the year from September - add pictures, children's photos, pupil voice etc.</p>	<p><u>3-4</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>ELG</u></p> <p>Talk about the lives of people around them. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>3-4 (Maths)</u></p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>What is in your special treasure box? What is this? Why is it special? Who is this? Where did you go? When did you go? What do you do before/after school? Who do you see? How many days/sleeps until...? How many days in a week? Months in a year? Where is the story set? When is it set? Now, in the past? How do you know? Do you have a question about the story?</p> <p><u>Key vocabulary:</u> My family, history, when I was little, yesterday, tomorrow, in the past, old, calendar, first, next, after, then, now, before, a long time ago, timeline...</p> <p>Assessment Opportunities</p> <p><u>I can...</u></p> <p>Talk about myself and my family and about events that have happened or are about to happen. Say the days of the week/months of the year. Talk about books – characters, settings and events. Use time related vocabulary.</p> <p>Resources</p> <p>Treasure box, sheet for scribing. Timeline display. Variety of books, calendar</p>

History Scheme of Work
EYFS – Autumn 2
Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Bonfire night</u></p> <p>Talk about why we celebrate Bonfire Night. We celebrate it because of something that happened a long time ago. Tell children a simple version of The Gunpowder Plot. Add to Reception’s history timeline – where does it go on our timeline (November)? Look at pictures of King James 1, Guy Fawkes, Anne of Denmark – what do you notice about them? Look at their clothes – do we wear these clothes now? How are they different to the clothes we wear nowadays? How do we know this happened in the past? Encourage children to ask questions about Bonfire Night.</p> <p style="text-align: center;"><u>Rose Green shops</u></p> <p>Look at photos of Rose Green then and now. When children walk to the shops to post their letter to Father Christmas, see if they can spot the things in the photographs. How have things changed? What is the same? What is different? Encourage children to ask questions about the past.</p> <p style="text-align: center;"><u>Traditions (link to RE)</u></p> <p>Talk about traditions and how people pass these down from generation to generation – tell stories from the Hindu, Jewish and Christian religions to show why and how they celebrate Diwali, Hannukah and Christmas. Add to Reception’s history timeline.</p>	<p style="text-align: center;"><u>In Reception</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p style="text-align: center;"><u>ELG</u></p> <p>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.</p> <p style="text-align: center;"><u>3-4 (Maths)</u></p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>What did Guy Fawkes try to do? Did it happen recently or a long time ago? How do you know? What is the same/different in the pictures? What is a tradition? Do you have traditions in your family?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>A long time ago, in the past, before, many years ago, tradition, then, now, old, new, similar, different, Autumn, change, timeline, history...</p>
		Assessment Opportunities
		<p style="text-align: center;"><u>I can...</u></p> <p>Talk about similarities and differences between pictures - then and now. Use time related vocabulary. Talk about traditions in own family – how I celebrate Christmas/other festivals. Comment on how things have changed over time.</p>
		<p style="text-align: center;">Resources</p> <p>Bonfire night PowerPoint, pictures of Guy Fawkes, King James 1, Anne of Denmark Old photos of Rose Green Hannukah, Diwali and Christmas Powerpoints Variety of books, calendar</p>

History Scheme of Work

EYFS – Spring 1

Topic: Me and My World

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Christmas Memories</u></p> <p>Children to complete the homework set then share their Christmas memories thinking about what they did, who they saw etc. If children didn't celebrate Christmas, ask what they did over the holidays. Scribe what the children say.</p> <p><u>Roles in society</u></p> <p>Talk about different jobs in society and what their parents/grandparents do for work. Draw/paint pictures of their family and label their different jobs. Talk about people in the community who are familiar to them and ask why their jobs are important and whether those jobs have always been there. Encourage children to talk about their community and the people in it – scribe/video what they say.</p> <p>Ask children to think about what they would like to be when they grow up and watch the following video:</p> <p>https://classroom.thenational.academy/lessons/to-understand-what-it-means-to-have-a-job-c5hpad</p> <p>Draw a picture of what you want to be when you grow up and label it – what will you need for your job?</p>	<p><u>3-4</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p><u>In Reception</u></p> <p>Compare and contrast characters from stories, including figures from the past (story time).</p> <p><u>ELG</u></p> <p>Talk about the lives of people around them and their roles in society.</p> <p><u>3-4 (Maths)</u></p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>What did you do at Christmas? Who did you see? What traditions do you have at home?</p> <p>What jobs do members of your family have? What would you like to do when you grow up?</p> <p><u>Key Vocabulary:</u></p> <p>Memories, history, then, tradition, before, after, first...</p> <p>Assessment Opportunities</p> <p><u>I can...</u></p> <p>Talk about my family and my Christmas memories.</p> <p>Talk about my family and the jobs they do.</p> <p>Say what I want to be when I grow up. Use time related vocabulary.</p> <p>Resources</p> <p>Christmas memories homework sheet and sheet for scribing.</p> <p>Information about different jobs.</p> <p>Variety of books, calendar.</p>

History Scheme of Work
EYFS – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Jolly Postman</u></p> <p>Read the Jolly Postman story – how does he deliver the mail? Do posties still deliver mail like this nowadays?</p> <p>Look at how Postie’s transport for delivery has changed over the years. Look at the PowerPoint and different pictures of how posties delivered the mail.</p> <p>Talk about how the methods have changed and why this might be. Talk about how they might change in the future.</p> <p>Choose 2 or more ways to deliver post and put in order from the oldest to the newest.</p> <p>Look at other details in the Jolly Postman, e.g. Goldilocks getting a pound note – look at old coins on the internet and talk about how they have changed over time in the UK.</p> <p>Encourage children to ask questions about the past.</p> <p>Make a model of a mode of transport that the posties used or use today.</p>	<p style="text-align: center;"><u>3-4 (maths)</u></p> <p style="text-align: center;"><u>In Reception</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p style="text-align: center;"><u>ELG</u></p> <p>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.</p>	<p>How did posties deliver the mail a long time ago? How do they deliver it now?</p> <p>What has changed? Why has it changed?</p> <p>Can you order the transport from old to new? Why have you put them in that order?</p> <p>Which do you think is the easiest way to deliver the post? Why do you think they use vans to deliver post nowadays?</p> <p>How has money changed over the years? Why has it changed? Do we still have notes? Coins?</p> <p>How do you celebrate Easter?</p>
<p style="text-align: center;"><u>Traditions (link to RE)</u></p> <p>Talk about traditions and how people pass these down from generation to generation – tell stories from the Christian religion to show why and how they celebrate Easter. Add to Reception’s history timeline. Ask children how they celebrate Easter – what traditions do they have?</p>	<p>Sequence 2 or more photos in chronological order.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p style="text-align: center;"><u>Key vocabulary:</u></p> <p>A long time ago, in the past, over the years, change, similarity, difference, oldest, newest, sequence...</p>
<p style="text-align: center;"><u>School trip – Staunton Park</u></p> <p>Whilst at Staunton, observe the buildings, greenhouses and gardens and talk to the children about the history of the place as you walk round. Take photographs of the things we do ready to sequence on return to school. Children to sequence the photographs to show what their day looked like at Staunton. Encourage children to use ‘time’ vocabulary as they describe what they did – yesterday, first, then, next, before, after...</p>		<p style="text-align: center;"><u>Assessment Opportunities</u></p> <p style="text-align: center;"><u>I can...</u></p> <p>Comment on how posties’ transport has changed and why it has needed to change.</p> <p>Order photos from old to new.</p>
		<p style="text-align: center;">Resources</p> <p>Jolly Postman story</p> <p>Posties transport PowerPoint</p> <p>Photos of transport for sequencing</p> <p>Variety of books, calendar.</p>

History Scheme of Work
Reception – Summer 1
Topic: How do Things Grow?

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Easter Memories</u></p> <p>Children to share their Easter memories thinking about what they did, who they saw etc. If children didn't celebrate Easter, ask what they did over the holidays. Scribe what the children say.</p> <p style="text-align: center;"><u>My history</u></p> <p>Children to bring in a photo of themselves as a baby and a toddler and photos of members of the family (including their parents and grandparents as they are now and when they were little if possible). Encourage children to talk about the pictures and how they and their family members have changed. Talk about how we all change over time and that them as a baby, toddler, starting school is part of their history. Teacher to scribe what the children say. Encourage children to ask questions.</p> <p style="text-align: center;">Sequence 2 or more photos in chronological order, e.g. baby, toddler, child.</p>	<p style="text-align: center;"><u>3-4</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p style="text-align: center;"><u>In Reception</u></p> <p>Comment on images of familiar situations in the past</p> <p style="text-align: center;"><u>ELG</u></p> <p>Talk about the lives of the people around them.</p> <p style="text-align: center;">Sequence 2 or more photos in chronological order.</p>	<p>How did you celebrate Easter? What did you do? Who did you see?</p> <p>How have you changed? How do we change as we get older? How have your parents/grandparents changed?</p> <p>Can you sequence the photos in order?</p> <p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Then, now, before, a long time ago, when I was little, memories, my history, family, sequence, timeline, compare, change...</p>
		Assessment Opportunities
		<p style="text-align: center;"><u>I can...</u></p> <p>Talk about how I have changed since being a baby/toddler. Compare photographs and talk about them.</p> <p>Sequence photos in chronological order</p> <p style="text-align: center;">- baby, toddler, child.</p> <p>Talk about my family's history.</p>
		<p style="text-align: center;">Resources</p> <p>Now and then sheet for sequencing Children's photos</p> <p>Scribing sheet for my family history</p> <p>Variety of books and calendar</p>

History Scheme of Work
Reception – Summer 2
Topic: Water and Waves

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Mrs Lather's Laundry</u></p> <p>Talk about the story – how does Mrs. Lather do her laundry? Is it done in the same way as we do ours now? How did she wash the clothes? How did she get the water out of the clothes? How do we do our laundry today? Show children photographs/real life objects linked to washing in the past – washing tub, wash board, washing machine, mangle, clothes horse, old iron... Encourage children to think about what these items might be used for then ask children to compare how we do washing today – washing machine, tumble drier, electric iron... Which do you think is the easiest way? Why have things changed?</p> <p>Sort pictures/artefacts into old and new. How do you know that is old/new? Encourage children to ask questions about the past.</p>	<p style="text-align: center;"><u>In Reception</u></p> <p>Comment on images of familiar situations in the past.</p> <p style="text-align: center;"><u>ELG</u></p> <p>Know some similarities and differences between the things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p style="text-align: center;">Sort pictures into old/new.</p>	<p>How has the way we do washing changed? Has it changed for the better? What do you think it was like washing a long time ago? Can you sort the pictures/items into old and new?</p> <p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Old, new, then, now, change, similarity, difference, history, past, a long time ago, compare...</p>
<p style="text-align: center;"><u>Pirates</u></p> <p>History of pirates – what do pirates do? When did the first pirates come about? Look at some famous pirates (Twinkl PowerPoint) – these pirates lived a long time ago. Look at drawings of the pirates – explain that these are only representations of what the people might have looked like – they aren't photographs. Why don't we have photographs of these pirates? Look at pictures of ships that pirates used years ago. How do they compare to ships nowadays?</p>		<p style="text-align: center;">Assessment Opportunities</p>
		<p style="text-align: center;"><u>I can...</u></p> <p>Talk about, compare and sort old and new items.</p> <p>Talk about why some pictures are drawings and not photographs.</p>
		<p style="text-align: center;">Resources</p> <p>Mrs. Lather's Laundry. Pictures or artefacts of washing items. Pirate PowerPoint and pictures of pirates and their ships. Variety of books, calendar</p>

History Scheme of Work

Year 1 – Autumn 1

Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Conversation</u></p> <p>As part of ‘getting to know you’ sessions, encourage children to talk about their life and their family, eg, parents and grandparents. Can children think of some significant events that have happened in their childhood so far, eg, starting school, birth of a brother or sister/going on holiday... Encourage children to draw some of these events (or bring in photographs) and put them into order on a timeline.</p>	<p>Use common words and phrases relating to the passing of time.</p>	<p>Who is in your family? What events can you remember? Can you order them?</p> <p><u>Key vocabulary:</u></p> <p>My family, history, when I was little, yesterday, in the past, first, next, after, then, now, before, a long time ago, timeline...</p>
		<p>Assessment Opportunities</p>
		<p><u>I can...</u></p> <p>Talk about my family and remember some events that have happened. Order events on a simple timeline.</p>
		<p>Resources</p> <p>Drawings/photos of significant events.</p>

History Scheme of Work
Year 1 – Autumn 2
Topic: Toys (Incredible Me and My Super Senses)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Toys</u></p> <p>Talk about toys. What sort of toys do you like to play with? Ask children to bring their favourite toy to school. Get them to draw a picture of their toy and describe it. Encourage children to look at each other's toys and talk about them. Introduce the idea that they are going to find out about old toys.</p> <p>Make a list of facts that children already know about old toys. Ask the children who they might ask about 'old' toys (this should lead to talking to their parents and Grandparents). Encourage children to think of questions that could be included in the questionnaire. Send home the questionnaire asking about the toys they used to play with and later on discuss findings.</p> <p>Research old toys then show children some pictures of toys and encourage them to talk about which are old/new. How do we know these are old toys? What are the similarities and differences? Encourage the children to sort the pictures into old and new (cut and stick activity/photograph of sorting).</p> <p>Show the children 3 toys from different periods of time. Discuss how we can find out when these were made/played with – talk about the changes that have taken place over the years e.g. materials, design, technology etc. sequence toys on a simple timeline from oldest to newest (with approximate dates) Discuss how long ago they were used. Watch '100 years of toys' – how have the toys changed over time? What materials are they made from? How have they developed? Are they better now or then? Do they last as long now? https://www.youtube.com/watch?v=EDAPaEVr1Hk</p> <p>Start to gather information about toys/games in the past from old photos, discussions with older people, books, posters, songs. Make a display with this information.</p>	<p>Use common words and phrases relating to the passing of time.</p> <p>Begin to make comparisons between toys and start to discuss change.</p> <p>Ask and answer questions.</p> <p>Begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Sort toys into old/new. Identify and discuss similarities and differences.</p> <p>Sequence objects in chronological order.</p>	<p>What do you know about old toys? How can you find out about old toys? How can you tell they are old toys? What materials are they made from? Do they have batteries to make parts move? Can you sort these toys into old and new? What are the similarities and differences? Are toys better today? Can you sequence these toys on a timeline from oldest to newest?</p> <p><u>Key vocabulary:</u> Old, new, then, now, past, present, today, years ago, similarity, difference, compare, history, information, research, evidence, sort, sequence, question...</p> <p>Assessment Opportunities</p> <p><u>I can...</u> Talk about and compare old and new toys. Use time related vocabulary. Place familiar objects in chronological order. Assessment opportunity – Watch 'Teddy' video.</p> <p>Resources</p> <p>Toys – old and new – pictures/real life artefacts Questionnaire for parents and grandparents Books and artefacts for toys – then and now</p>

History Scheme of Work

Year 1 – Spring 1

Topic: Old and New Houses (I'll Huff and I'll Puff!)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Houses – then and now</u></p> <p>Begin by having a discussion about the sort of homes people live in today. Show the children pictures of different sorts of homes. Which is similar to your home? Which is different? Encourage children to talk about homes they are familiar with. Do you live in a new house or an old house? See if you can find out how old your house /your grandparents house is. Who has the oldest/newest house in the class? Why do people live in different sorts of homes? Encourage children to ask their own questions about houses/homes.</p> <p>Go for a walk in the local area to look at old/new houses. Take photos of different houses for use in the classroom. Talk about the different homes you saw on your walk. What did you notice about the old/new houses? Ask the children how we can find out more about old/new homes. Talk about different types of evidence we can use for research – books, internet, people's knowledge etc. Ask the question, 'How were homes long ago different from homes today?' Encourage children to look at a variety of photos of old and new houses and talk about the similarities and differences – what materials are they made from? What is the roof like? The windows? The doors? Why have houses changed over the years? Find out when the houses were built ready to make a timeline.</p> <p>Children to compare two houses and identify their differences. Children to sequence 3 or more houses from oldest to newest – why have you put them in that order? How do you know that is the newest/oldest?</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms and common words and phrases related to time.</p> <p>Use a variety of sources of evidence to draw conclusions about the past – ask and answer questions.</p> <p>Know that people live in different sorts of homes.</p> <p>Begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Recognise and name different types of homes.</p> <p>Describe the features of a home built a long time ago.</p> <p>Identify some differences between two homes built at different times.</p> <p>Sequence 3 or more houses on a simple timeline.</p>	<p>What sort of home do you live in? Do you live in an old or new house? How can you tell? What is different about old houses and new houses? How can you find out? What evidence can you collect? How and why have houses changed over the years? Are homes better today? Why/why not? Can you sequence at least 3 houses by age? How do you know?</p> <p><u>Key vocabulary:</u> Then, now, in the past, history, investigate, observe, discuss, similarity, difference, old, new, question, evidence, long ago, identify...</p>
		Assessment Opportunities
		<p><u>I can...</u></p> <p>Compare, talk about and identify similarities and differences between old and new houses?.</p> <p>Sequence 3 or more houses on a simple timeline.</p>
		Resources
		<p>Photos of old and new houses</p> <p>Books/websites for research</p> <p>Risk assessment for local walk</p>

History Scheme of Work
Year 1 – Spring 2
Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

History Scheme of Work
Year 1 – Summer 1
Topic: Flight (Here, There and Back Again)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Flight</u></p> <p>Tell the story of the Wright Brothers – Wilbur and Orville Wright were inventors from America. They invented the first aeroplane with an engine that made its first successful flight in 1903. Why is this significant? Show children photos of the Wright Flyer – how do we know this event took place a long time ago?</p> <p>Encourage children to look carefully at the photos and discuss the features of the flyer in detail (lack of a seat or cockpit, skids for landing instead of wheels, lack of the nose at the front). Show children a photograph of a modern plane - how is the Wright Flyer different from planes of today? Look at a variety of different aeroplanes from then to now. Children to sequence 3 photos from oldest to newest and explain why they have ordered in this way.</p> <p>Ask children how we can find out about the Wright Brothers and their aeroplane success – books, eyewitness accounts, internet, photos... Find out information about the Wright Brothers and their planes from a variety of sources. Discuss how air travel has changed our world – has it changed for the better?</p> <p>Move onto 1930 when Englishwoman Amy Johnson flew solo from England to Australia. Tell this story through the use of drama. Amy was the first woman (why is this significant?) and her aim was to break the record set by Bert Hinkler two years earlier. Amy had very little flying experience and the journey was long and dangerous. She did not break the record but she became a celebrity in Britain and Australia for her attempt. Amy also later made several record breaking flights to Moscow (1931), Tokyo (1931) and Cape Town (1932 and 1936). Show on a timeline where these events (Wright Flyer, Amy Johnson - Australia, Moscow/Tokyo, Cape Town) are placed – which came first?</p> <p>Move onto looking at Elizabeth Bessie Coleman who dreamt of being a pilot - American flight schools wouldn't take blacks or women to train to be pilots in 1915 so she had to study abroad in France. In 1921 she</p>	<p>Understand the significance of the first aeroplane flight.</p> <p>Learn about famous people and events in aeroplane history and know where these people and events fit within a chronological framework.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer question, choosing and using parts of the stories to show that they understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify ways in which it is represented. Use a variety of sources of evidence to draw conclusions about the past.</p> <p>Begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Identify similarities and differences between planes then and now.</p> <p>Sequence 3 or more aeroplanes on a simple timeline.</p> <p>Sequence 3 or more events on a simple timeline.</p>	<p>Who invented the first powered aircraft? Why is this invention significant nowadays? Why did they want to invent an aeroplane? How has it changed life today? Has air travel improved life today or not? Who are the Wright Brothers? Who is Amy Johnson? What are they famous for? Can you put pictures/events into order from oldest to newest? Where can we find out information about these famous people?</p> <p><u>Key vocabulary:</u></p> <p>Inventor, history, discuss, observe, similarity, difference, source, sequence, explain, analyse, significant individual...</p> <p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;"><u>I can...</u></p> <p>Talk about flight and the significance of its invention.</p> <p>Talk about famous people linked to flight.</p> <p>Sequence pictures/events.</p> <p style="text-align: center;">Resources</p> <p>Information about the Wright Brothers, Amy Johnson – books, eyewitness accounts, websites, photographs...</p>

graduated as the first African American woman to achieve a pilot's license. She returned to America where she became a pilot, specialising in stunt flying and parachuting and performing aerial tricks. She remains a pioneer of women in the field of aviation. She toured America and Europe giving flight lessons, performing in flight shows, and she encouraged African Americans and women to learn how to fly.

Place Elizabeth 'Bessie Coleman's dates on a timeline with the Wright Brothers and Amy Johnson.

*Visit to Amberley Museum – children will experience old transport, items from the home etc.

History Scheme of Work
Year 1 – Summer 2
Topic: Time Detectives

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>Time Detectives</u></p> <p>Choose a local building that the children instantly recognise and pose the question: ‘Has the building always been there?’</p> <p>Tell children that they are going to become ‘Time Detectives’. Make identity cards with picture and name. Encourage children to ask questions about the building and to think about how they can find out about the building and if it has always been there;</p> <p>People as sources – who can you ask? What questions would you ask of them?</p> <p>Photographs – what clues are in the photograph? Does it look the same? Has anything changed?</p> <p>Books – as evidence. Local museum/library.</p> <p>From these sources, children to write a detective report stating what they have found out about the building – when it was built, why it was built, how long it has been there, what it is used for etc. Encourage children to ask any questions about the past that they haven’t been able to answer from these sources.</p>	<p>Use words or phrases relating to the passing of time.</p> <p>Learn about the past through eye-witness accounts.</p> <p>Learn how to find out about the past from a range of sources of information.</p> <p>Understand that different sources can help to answer questions.</p> <p>Ask and answer questions about the past.</p> <p>Identify ways in which the past is represented.</p>	<p>Has the building always been there? How can you find out? Where can you get information from? What questions do you need to ask?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>Now, then, time, question, source, year, evidence, research, clues, detective, report...</p>
		Assessment Opportunities
		<p style="text-align: center;"><u>I can...</u></p> <p>Ask questions to find out about the building.</p> <p>Use different sources to find out about the past.</p> <p>Write a detective report.</p>
		<p style="text-align: center;">Resources</p> <p>Photographs of the building. Sources for information.</p>

History Scheme of Work
Year 2 – Autumn 1
Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

History Scheme of Work
Year 2 – Autumn 2
Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

History Scheme of Work

Year 2 – Spring 1

Topic: London's Burning

Activities	Intended Outcomes	Key Vocabulary and Questions						
<p style="text-align: center;"><u>The Great Fire of London</u></p> <p>Show a picture of modern London. Explain how it looked very different years ago and show a picture of London in the Stuart times (1603-1714). Encourage children to talk about the similarities and differences. Which landmarks do you think weren't there in Stuart times?</p> <p>Locate the Stuarts on a simple time line (along with topics previously studied –Wright Brothers 1903 and Amy Johnson 1930).</p> <p>Tell children of an event that took place in Stuart times that destroyed a large part of London – the Great Fire of London - 1666. Read or tell the story of the fire in as much detail as possible. Discuss with the children the story of the fire. Ask questions to check how much they have understood, using pictures to reinforce the story. Why did the fire start? Where did it start? What happened? Why did it end? What were the results of the fire? Why was it called the Great Fire? Why did the fire spread so far and stay alight for so long?</p> <p>List the main events in chronological order. Encourage groups of children to role play the sequence of events to tell the story then give them a time line and ask them to record the events of the fire on it – written and illustrated.</p> <p>Play matching 'heads' and 'tails' of sentences about the fire, encouraging children to think of reasons for the events that occurred, e.g. 'The fire spread because ... of the direction of the wind'. 'The people escaped to the churches because ... these were built of stone'. 'The fire went out because ... the wind stopped'. Can they come up with their own sentences about the events of the Great Fire of London (verbally or written).</p> <p>Show the children pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from. Discuss with the children</p>	<p>Know where the people and the events fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Ask and answer questions, choosing parts of the story and other sources to show that they know and understand key features of events.</p> <p>Understand how we find out about the past and identify ways in which it is represented – artist representations, diaries, stories...</p> <p>Correctly recall some of the events of the fire.</p> <p>Analyse sources of historical events and give an opinion on whether they are reliable or not.</p> <p>Recognise how people/events have made our lives better today.</p> <p>Using evidence, give reasons as to why the fire spread quickly and why it stopped.</p> <p>Learn about significant historical events and events beyond living memory.</p>	<p>When did the GFoL happen? How did it start? How can we find out about it?</p> <p>Who was Samuel Pepys? Are eye witness accounts reliable? Why was the GFoL so devastating? Did any good come from the fire? how has fighting fires changed over the years?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>Past, century, old, older, oldest, before, after, a long time ago, research, eyewitness account, chronology, recognise, identify, observe, source, timeline, describe, reason, explain, analyse...</p> <tr> <td colspan="2"></td><td data-bbox="1621 1086 2130 1150" style="text-align: center;">Assessment Opportunities</td></tr> <tr> <td colspan="2"></td><td data-bbox="1621 1150 2130 1457"> <p style="text-align: center;"><u>I can...</u></p> <p>Ask questions to find out more.</p> <p>Use a variety of sources.</p> <p>Put the events in chronological order.</p> <p>Identify similarities and differences between then and now.</p> <p>Write about the GFoL using information I found out.</p> </td></tr>			Assessment Opportunities			<p style="text-align: center;"><u>I can...</u></p> <p>Ask questions to find out more.</p> <p>Use a variety of sources.</p> <p>Put the events in chronological order.</p> <p>Identify similarities and differences between then and now.</p> <p>Write about the GFoL using information I found out.</p>
		Assessment Opportunities						
		<p style="text-align: center;"><u>I can...</u></p> <p>Ask questions to find out more.</p> <p>Use a variety of sources.</p> <p>Put the events in chronological order.</p> <p>Identify similarities and differences between then and now.</p> <p>Write about the GFoL using information I found out.</p>						

<p>the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river. Explain that there was no fire brigade in those days and how lucky we are to have this nowadays – is that a good change? Previous events often encourage us to look at improvements that can be made. Encourage children to think about what could have helped the fire to spread less.</p> <p>Show a picture of the Monument commemorating the Great Fire and portraits of Samuel Pepys and Charles II. Explain who Charles II was and introduce Samuel Pepys as someone who saw the fire and wrote about it. Label pictures of Samuel Pepys and Charles II. Encourage children to describe their appearance and clothing – how is it different to ours?</p> <p>How do we know what happened in the Great Fire?</p> <p>Discuss with the children what an eyewitness is and how an eyewitness can help us to know what happened in the past. Show children some pictures of the fire produced at the time. Help them to recognise those things an eyewitness would see, e.g. people in boats on the river, the direction of the fire's smoke...</p> <p>Show them the portrait of Samuel Pepys again. Help them to remember who he was and tell them about him, his work and his diary. Discuss what a diary is, whether it is fact or fiction and the sort of information people keep in diaries. Why might diaries from the past be useful to us today?</p> <p>Read short, edited extracts from Pepys' diary about the fire and what happened in London afterwards. What do the diary's extracts tell us about the Great Fire that we knew/didn't know before?</p> <p>Children to role play their understanding of an eyewitness account using little wooden hut and boat.</p> <p>What have we learnt about the Great Fire?</p> <p>Help the children to recall all they have found out about the fire and how they found out about it, e.g. <i>from the story, pictures, Pepys' diary</i>. Ask them to draw or paint a picture (or by other means) showing something important they have learnt.</p> <p>How did the fire help to improve London?</p> <p>London had to be almost completely rebuilt after the fire, and this led to many positive changes in the city:</p>		<p>Say why the fire spread quickly and why it stopped.</p> <p>Resources</p> <p>Photos of London – then and now. Photos depicting the GFoL, Charles, Samuel Pepys and the typical houses of the time. Samuel Pepys diary extracts. Timeline for children to add to. Wooden hut and boat. GFoL books, websites on Chromebooks...</p>
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<p>Houses and buildings were rebuilt from brick or stone, unlike the old wooden houses they would not set alight easily.</p> <p>Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart.</p> <p>Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire.</p> <p>There had been a plague not long before but the fire killed many of the rats which carried the deadly disease.</p> <p>Link to DT – building houses to set fire to. To gain an understanding of how quickly a fire can destroy everything in its path.</p>		
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History Scheme of Work
Year 2 – Spring 2
Topic: Fire and Fantasy

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

History Scheme of Work

Year 2 – Summer 1

Topic: Captivating Creatures and Where to Find Them

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><u>David Attenborough</u></p> <p>Talk to the children about Sir David Attenborough. Do they know who he is? What he does? Listen to a short clip of Sir David Attenborough on YouTube – do the children recognise his voice?</p> <p>Read the Little Book Big Dreams Sir David Attenborough and discuss what was read. Research his life story – where was he born? Where did he go to school? Did he go to university? What did he study? What was his first job? How did he become a naturalist? When did he film his first documentary? When and why was he knighted?</p> <p>Research to find out what his greatest achievements are and how he has contributed nationally and internationally.</p> <p>Make a timeline of some of his greatest achievements (include the year he achieved these).</p> <p>Watch some extracts from his television programmes to see why he is so popular and from this, make a short oral presentation in the style of Sir David Attenborough.</p> <p>Children to write a short autobiography piece of his life.</p> <p>Discuss how important his message is about climate change and how important it is that we look after the planet.</p>	<p>Know where events fit within a chronological framework.</p> <p>Sequence events on a timeline with dates (year).</p> <p>Ask and answer questions.</p> <p>Correctly recall facts about David Attenborough.</p> <p>Discuss the lives of significant people and recognise how they have made our lives better today.</p>	<p>Who is David Attenborough? What is he famous for? When was he born? What are his greatest achievements?</p> <p style="text-align: center;"><u>Key vocabulary:</u></p> <p>Research, impact, achievement, chronology, sequence, significant, recall, recent, recognise, identify...</p>
		Assessment Opportunities
		<p style="text-align: center;"><u>I can...</u></p> <p>Show events on a timeline with dates.</p> <p>Write a short autobiography of someone's life so far.</p> <p>Talk about his achievements and why he is a 'national treasure'.</p>
		Resources
		<p>Little Books, Big Dreams David Attenborough book.</p> <p>YouTube/BBC extracts of his documentaries.</p>

History Scheme of Work

Year 2 – Summer 2

Topic: Seaside Holidays

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Mary Wheatland</u></p> <p>Talk about seaside holidays – what do we do at the seaside? Do you think this was the same years ago? Compare photographs from a day at the beach now and then – what is the same/different? Look at activities, clothes, swimwear etc.</p> <p>Watch video of seaside holidays - Magic Grandad, Seaside Holidays – discuss. What choices did people have then? Now? Have positive changes been made?</p> <p>Read and discuss information about Mary Wheatland from the book “Our Mary” by Sylvia Endacott. Who was she and why was she famous? Discuss motivation – why did Mary do the things she did? What was Mary like? What was life like then? What has changed since the photograph was taken?</p> <p>Investigate the work, clothes and leisure 100 years ago by using pictures, photographs, postcards, census returns to use as evidence. Make a display of 100 years ago with pictures, written accounts and objects. Use the seaside pack, books and websites to find out more about seaside holidays in the past. Link to DT – make changing huts.</p> <p>Look specifically at one area of the seaside, e.g. swimwear, activities, clothes etc. and sequence 3 or 4 pictures on a timeline.</p> <p>Mary Wheatland:</p> <ul style="list-style-type: none"> • First woman to teach swimming in Bognor. • She saved more than 30 people from the sea. • She was awarded the bronze medal and 2 certificates from the Royal Humane Society 	<p>Sequence pictures in chronological order.</p> <p>Learn about the life of a famous local person.</p> <p>Recognise and show an awareness of why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Ask and answer questions.</p> <p>Identify different ways in which the past is represented and make deductions from historical sources.</p> <p>Communicate their awareness and understanding of the past in a variety of ways.</p>	<p>What was life like when Mary was young? How is it different to today? What has changed? Has it changed for the better? Does change always improve things? How have you ordered the photos? Why have you ordered them in that way?</p> <p><u>Key vocabulary:</u></p> <p>Past, history, then, now, compare, analyse, research, observe, discuss, similarity, difference, change, investigate...</p>
		Assessment Opportunities
		<p><u>I can...</u></p> <p>Research and compare holidays then and now.</p> <p>Talk about Mary Wheatland, what she did and her link to Bognor.</p> <p>Sequence 3 or more photographs.</p>
		<p>Resources</p> <p>Seaside packs</p> <p>Books</p> <p>Chromebooks (internet access)</p>