

Bolton-on-Swale St Mary's C of E Primary School

Reception/Year 1/Year 2 History Long Term Plan (knowledge and skills context)

Year A Rec/Y1/Y2		
Autumn Term – <u>All About Me</u>	Spring Term- <u>Kenya and Toys</u>	Summer Term- <u>Seaside</u>
<p>The lives of significant individuals/ events beyond living memory Guy Fawkes</p> <p>Events beyond living memory Remembrance</p>	<p>Changes within living memory How have toys changed over time?</p> <p>Enrichment: Visit to Bowes Museum or Preston Park</p>	<p>Compare aspects of national life How has the seaside changed?</p> <p>The lives of significant individuals Grace Darling</p>

Year B		
Autumn Term – <u>Our World</u>	Spring Term- <u>Great Fire of London/People who help us</u>	Summer Term- <u>Transport</u>
<p>The lives of significant individuals/ events beyond living memory Guy Fawkes</p> <p>Events beyond living memory Remembrance</p>	<p>Events beyond living memory The Great Fire of London, Samuel Pepys</p> <p>The lives of significant individuals/ events beyond living memory Florence Nightingale and Mary Seacole</p>	<p>Significant people and places in our own locality George Stephenson and the Railways</p> <p>Enrichment: Visit to Locomotion, Shildon or Beamish Living History Museum</p>

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Key Stage One History Teaching Sequence

Year A Y1/Y2

Autumn Term – <u>All About Me</u>	Spring Term- <u>Kenya and Toys</u>	Summer Term- <u>Seaside</u>
<p>1. What was the Gunpowder Plot? Who was Guy Fawkes and why do we remember him today?</p> <p>2. How do we remember the Gunpowder Plot today? (link to safety and English lessons as we write instructions for staying safe around fireworks)</p> <p>3. Remembrance Day (link to British Values)</p>	<p>1. What type of toys do we play with today? Our favourite toys. How can we find out how toys changed over time? Set homework. Homework- find out about parents/ grandparent's favourite toys and identify how toys have changed within living memory. Ask for photos or for parents to use the internet to show children what their toys were like. Find out what the toys were made of and how they worked and were played with. Share homework in class.</p> <p>2. Share homework. Explain we are going to put these toys onto a timeline. Introduce whole class timeline with- 19th century, 20th century, 21st century on. What is a century? Teach dates. Revisit key events in history taught in KS1: 19th century: Florence Nightingale 1820-1910; Florence Nightingale Nursing school 1860; Mary Seacole 1805-1881; Queen Victoria was monarch 1837-1901; 20th Century (First World War 1914-1918; Second World War 1939-1945). Revisit our favourite toys and show where this would be labelled on the timeline. Revisit our parents/ grandparent's favourite toys and show where this would be on the timeline.</p> <p>3. What were toys like in the Victorian times? (Refer to class timeline from last week). How can I find out about the past? Use artefacts, pictures, stories, websites to find out about Victorian toys. Identify similarities and difference between ways of life today and in Victorian times. Put Victorian toys onto the class timeline.</p> <p>4. Visit to Bowes Museum: Explore artefacts. Make peg dolls.</p>	<p>1. Seaside holidays in the past (Victorian)- Change to national life.</p> <p>2. Seaside holidays in the past- Change to national life. Similarities and differences to today.</p> <p>3. Who was Grace Darling and why do we remember her today? – significant person. Add her to class timeline.</p>

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Key Stage One History Teaching Sequence

Year B Y1/2

Autumn Term-Our World	Spring Term- <u>Great Fire of London/ People who help us</u>	Summer Term- <u>Transport</u>
<p>1. What was the Gunpowder Plot? Who was Guy Fawkes and why do we remember him today?</p> <p>4. Note- This was taught last year so make sure lesson activity is different from last year. (link to safety and English lessons as we write instructions for staying safe around fireworks)</p> <p>2. How do we remember the Gunpower Plot today?</p> <p>3. Remembrance Day (link to British Values)</p>	<p style="text-align: center;">Great Fire of London</p> <p>1. Introduce The Great Fire of London by placing it on a timeline. Revisit vocabulary: century, decade. What life was like in 1666?</p> <p>2. Sequence the events of The Great Fire of London.</p> <p>3. How do we know about The Great Fire of London? Samuel Pepys – significant person- diary is the source.</p> <hr/> <p>1. Timeline to introduce Florence Nightingale and Mary Seacole Who were they and why do we remember them today?</p> <p>2. Florence Nightingale. Life then and how hospitals have changed.</p> <p>3. Who was Mary Seacole and why do we remember her?</p>	<p>1. Who was the father of the railways? Introduce George Stephenson and sequence events in George Stephenson's life.</p> <p>2. What difference did trains make? How have trains changed people's lives?</p> <p>3. Locomotion Shildon or Beamish Visit- How has transport changed over time?</p>