



History at Great Whelnetnam

C of E Primary School

Year: EYFS/Year1 – Cycle 1

Title Autumn	Amazing Me!
Overview	The aim of this unit is to study significant changes within children’s living memory focussing on themselves, their parents and grandparents. Children will look at old photos of themselves as babies and recognise how they have changed. They will look at how communication, toys and books have changed. Children will communicate their understanding by asking and answering questions; and through structured writing individually and in groups. Children will be using common words and phrases relating to the passing of time.
Knowledge Acquisition	At the end of this unit, the children will show an emerging sense of chronology of domestic life, clothes, communication methods and toys. They will begin to understand the chronology of change and the changes within and just beyond living memory by placing a few events and objects in order. Children will be able to use everyday terms about the passing of time and recognise the distinction between present and past in their own lives. Children will begin to observe and handle sources of information to answer questions about the past based on simple observations. Children will be able to compare and contrast similarities and differences between then and now. Children will be able to compare homes from the 1950’s to today. They will create a time capsule.
Key LOs	<p>To explore the ways in which life has changed over the time of our parents, grandparents, and great grandparents</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ To talk about the past and present events in their own lives and the lives of family members ➤ To know some similarities and differences between things in the past and now by drawing on their own experiences <p>Year1</p> <ul style="list-style-type: none"> ➤ To understand how they and their family have changed ➤ To tell the difference between the past and present in their own and other people’s lives ➤ To create a personal chronological framework ➤ To identify similarities and differences between ways of life from different periods ➤ To recall stories and memories from the past
Key Vocabulary	Past, present, change, now, then, parent, grandparent, child, children, generation, years, family, young, old, new, days, months, decade,

	century, memory, living memory, family tree, grandparents, the same, different
Key learning experiences	<ul style="list-style-type: none"> ➤ Display of children when they were babies ➤ Linked 'Show and Tell' focus sessions ➤ Talk about how we have changed from babies to now ➤ Complete a family tree ➤ Discuss changes beyond their living memory – invite and interview grandparents – homes and toys) ➤ Use pictures and artefacts to support children in being able to talk about and describe differences between themselves now and from the past ➤ Magic Grandad 'Jump back to 1950's' ➤ Read 'Peepo' by Janet and Allan Ahlberg - Create a time capsule ➤ Children to draw examples of them as a baby and now to show how they have changed. Children to use photo of them in the past and now and be able to write a sentence to explain how they have changed ➤ Guided read Wilfred Gordon MacDonald Partridge by Mem Fox https://www.youtube.com/watch?v=usnOEnTXabw

Title	The Great Fire of London
Overview	The aim of this unit is to study a significant event beyond living memory. Children will understand the key features of this event using a range of sources. Children will also learn about the significant individual 'Samuel Pepys' and 'Christopher Wren'. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding.
Knowledge Acquisition	At the end of this unit, children will recognise how the fire started. They will understand what happened because of the fire. Children will have an understanding about firefighting during the Great Fire of London. They will recognise the difference between firefighting today and the 17 th Century. They will visit a modern fire station or experience a guest firefighter in school. Children will understand that the ways we communicate today is different to the 17 th Century. Children will find out about historical songs and chants connected to the Great Fire of London. Children will have an understanding of the famous diarist Samuel Pepys. They will have an understanding of the food eaten at the time and be able to contrast the diet of the rich and poor. Children will experience making bread. Children will make Tudor houses and re-enact the Great Fire of London in the playground!
Key LOs	<p>To understand the significant event of the Great Fire of London</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ To know some similarities and differences between things in the past and now ➤ To recall important narratives, characters and figures from the past and encountered in books read in class <p>Year 1</p> <ul style="list-style-type: none"> ➤ To know the significant event of the Great Fire of London ➤ To use sources such as pictures to try to answer questions about the past ➤ To sequence key features of this event ➤ To verbally talk about/re-tell events/story of the Great Fire of London ➤ To understand the causes of the Great Fire Of London ➤ To understand how and why the fire spread ➤ To learn how the Great Fire was fought ➤ To know about the rebuilding of London
Key Vocabulary	Past, present, now, then, diary, Tudor, firebreak, bakery, Samuel Pepys, Pudding Lane, London, city, record, rich, poor, compare, contrast, modern, Thomas Farriner, old, fire, baker, leather bucket, narrow, burning, river, water
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Write reports for a class newspaper 'Great Fire' special edition ➤ Watch the 'Magic Grandad' Clip - https://www.youtube.com/watch?v=VarSSAwiimU ➤ Watch the animated clip of London in the past – https://www.literacyshed.com/puddinglane.html ➤ Build a Tudor home

	<ul style="list-style-type: none"> ➤ Set up a 1666 London Scene and recreate the Great Fire Of London on the playground ➤ History off the page – KS experience https://www.historyoffthepage.co.uk/courses/great-fire-london/ ➤ Learn the song ‘London’s Burning’ ➤ Visit a fire station to find out about modern firefighting/Invite in a guest firefighter ➤ Use pictures of houses from then and now and talk about differences and similarities between homes then and now ➤ Write diary entries ➤ Make bread ➤ Children to demonstrate their knowledge and understanding through role playing the event, drawing pictures of what happened, being able to talk about this event and writing about what happened as a story ➤ End of topic exhibition
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EYFS/Year 1 Cycle 2

Title	The Victorians
Overview	The aim of this unit is for the children to know that life wasn't the same and to understand how life has changed over the 100 years. We will focus on what life was like for the children of the same age as them; what Queen Victoria was like and the significant things that happened when she was Queen. To compare aspects of life, identifying similarities and differences between different periods. Children will be using common words and phrases relating to the passing of time. The topic will be launched visiting Stowmarket museum and experiencing the 'old school room'. Children will dress up as Victorian children and face the strict headmaster! We will finish the topic with a Victorian exhibition.
Knowledge Acquisition	Children will compare the lives and reigns of Elizabeth 11 and Queen Victoria. They will place their reigns and significant events within a chronological timeline. Children will begin to develop knowledge and understanding of the life and role of Victoria through images, role-play and stories. They will explore the significant developments of English life during Victoria's reign. Children will be able to compare Victorian schools to school today. Children will recognise toys from the past and compare them to toys of today. Children will have an understanding of workhouses. Children will observe sources of evidence and recognise them as artefacts from the past.
Key LOs	<p>To be able to compare and contrast aspects of life during the Victorian period</p> <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children will know the difference between past and present and give reasons why people's lives were different in the past <p>Year 1</p>

	<ul style="list-style-type: none"> ➤ To know some ways to find out about the past ➤ To know who the Victorians were ➤ To learn about Queen Victoria ➤ To compare Victorian toys to our own ➤ To know about the lives of Victorian children – work/school ➤ To compare and describe the differences between the lives of rich and poor ➤ To learn about how transport changed during the Victorian times ➤ To compare our Christmas traditions to Victorians Christmas traditions
Key Vocabulary	Past, present, now, then, monarch, reign, Victorian, strict, compare, contrast, similarities, differences, rich, poor, workhouse,

Key Learning Experiences	<ul style="list-style-type: none"> ➤ Trip to Stowmarket Old School House Museum to launch topic – children dress up as Victorians ➤ Magic Grandad ‘Victorian Schools’ ➤ Children to use pictures, artefacts, diaries, fact files to describe the differences between now and then and to describe this past era ➤ Give children the opportunity to decide which sources would be best to use to find out how these such as homes, schools, transport, building, clothes etc have changed ➤ Ask questions such as ‘How did people..., What was it like...What did people do for...How long ago... ➤ Children compare Victorian toys to their own ➤ Toy exhibition ➤ Make a Victorian toy ➤ Play some Victorian games in the playground ➤ Compare and contrast Victorian and modern – day school life. Write a diary entry about your school day ➤ Draw and label a Victorian kitchen ➤ Timeline of Victorian transport changing ➤ Children make a Christmas cracker/card
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Title	Jurassic World
Overview	The aim of this unit is to look at the significant past time period of the 'Jurassic World'. Children will understand some of the ways in which we find out about the past and the way that this is represented. Children will be using common words and phrases relating to the passing of time. Throughout this unit children will ask and answer questions to demonstrate understanding.
Knowledge Acquisition	Children will have an understanding of the past and realise that dinosaurs used to live a very long time ago. They will use various ways to find out about the past using pictures and artefacts and prove the existence of dinosaurs. They will be able to name various dinosaurs and know their characteristics. Children will know when dinosaurs became extinct and begin to understand why. They will have an understanding of who William Walker and Mary Manning is and know of their discoveries.
Vocabulary	old, years, extinct, dinosaurs, meteor, fossil, scales, dinosaur names, herbivore, carnivore, William Walker, Mary Anning
Key Learning Objectives	<p>EYFS:</p> <ul style="list-style-type: none"> ➤ To know some similarities and differences between things in the past and now ➤ To recall important narratives, characters and figures from the past and encountered in books read in class <p>Year 1:</p> <ul style="list-style-type: none"> ➤ To know when dinosaurs existed ➤ To be able to name dinosaurs and know their characteristics ➤ To know that fossils prove the existence of dinosaurs ➤ To know when dinosaurs became extinct ➤ To know why dinosaurs became extinct ➤ To know who William Walker/Mary Anning is ➤ To know about the discoveries that William Walker/ Mary Anning made
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To visit the Dinosaur Park in Norwich ➤ Create an information leaflet ➤ Dinosaur Dig ➤ Truth or myth bones activity ➤ Use pictures and artefacts to help children understand this period in history and how we can use these to help us find out about what happened in the past.