



History Curriculum

Autumn Term

Year 1

The Great Fire of London

Prior Knowledge

- I know that:

I know that the past can mean different periods of history.

I have looked at toys through different periods of history and because of this I know that things can change.

Autumn Term

Learning Sequence		
1.	When was the Great Fire of London? How do we know about the Great Fire of London?	<p><u>LO. To know when the Great fire of London was.</u></p> <p><u>Prior Learning – What does the past mean?</u></p> <p>Pupils explore recreation of what it was like in the streets of London during the period of history that they are looking at.</p> <p>Pupils walk through a recreated street.</p> <p>Pupils find the diary of Samuel Pepys.</p> <p>What do they think it is that they have found? Why do they think they have found it? What will it tell them?</p> <p><u>Discuss this is one way we know about the GFOL. The diary is a historical source.</u></p> <p>Pupils find date on diary and add it to class timeline. Sunday 2nd September 1666 – The start of the Great Fire of London.</p>

Learning Sequence

2 & 3

What happened during the Great Fire of London?

LO. What happened during the Great Fire of London.

Prior Learning – When was the Great Fire of London?

How did it start? How far did it spread? What happened and why was it so bad?

Pupils learn some of the facts through being read Samuel Pepys diary that they found.

Pupils explore videos detailing what happened during the GFOL.

Pupils act out what happened during the great fire of London.

Pupils sequence the events of the GFOL.

Learning Sequence

4.

What was the period of history like compared to today?

LO. To make simple statements about what the period of history was like. To compare the period of history to today.

Prior Learning – What happened during the Great Fire of London?

Pupils become detectives and sort witness statement statements into true/false.

Pupils use pictures to help them decide whether a statement is true/false.

Teacher reads statements and pupils find evidence through pictures or discuss if they cannot find any evidence because the statement is false.

Pupils need to use their knowledge of the period of history compared to today when sorting the statements.

Learning Sequence

5. What changed because of the Great Fire of London? Could we have a great fire in London today? Why?

LO. To understand that some things changed because of the Great Fire of London. To understand that we could not have a great fire in London today and discuss why.

Prior Learning – What was the period of history like compared to today?

What changed because of the fire? Pupils watch video that details what rules were made after the GFOL i.e. houses had to be spread out, houses should be made out of stone or brick.

Pupils look at Pudding lane before and draw how it was rebuilt after the GFOL.

Would the great fire of London happen today? Why?

Learning Sequence		
6.	Assessment	



Year 1



Knowledge

Vocabulary

Fire
Building
Bakery
The past
Buckets
Houses
Burnt
Brick
Stone
Wood

London was very different during the time of the Great Fire of London.

We know about the Great Fire of London because Samuel Pepys wrote a diary about it. Samuel Pepys' diary is a historical source because it tells us about History.

The fire started in Pudding Lane in Thomas Farynor's bakery. The fire burnt for four days. Houses were pulled down to help stop the fire and people passed buckets in lines to help put out the fire.

Houses had to be made out of brick or Stone after the Great Fire of London. Some streets were made wider after the Great Fire of London.

Specific Vocabulary

London – The Capital city of England.

Diary – a book where you keep a daily record of things that have happened.

Pudding Lane – The street in London where the Great Fire started.

Change – to make something different

Historical Source – Something that tells us about history.

Today – The present day.

Chronology

Sunday 2nd September 1666 - The Great fire of London started.



History Curriculum

Autumn Term

Year 1

Toys – changes within living memory.

Prior Knowledge

- I know that:

I know there was a time before I was born.

I know that some toys are different.

I know some things were different for my parents.

I know some things were different for my grandparents.

Autumn Term

Toys – changes within living memory.

Learning Sequence	
1.	<p>Toys today.</p> <p><u>To discuss the toys that they play with today.</u> <u>To understand where the present is chronologically.</u></p> <p><u>Invite pupils to bring a board game into school.</u></p> <p>Add <u>today</u> to class timeline – at the end – discuss why it is there on the timeline. Discuss that we call today the <u>present</u>. Can pupils identify where yesterday/tomorrow would go on the timeline?</p> <p>Pupils discuss the toys that they play with <u>today</u>. (Focus on electronic toys/board games/ teddy bears) Are all the toys we play with the same or different? What is the same or different about them? What are they made out of?</p> <p>What board games did we bring in? Pupils explore board games and discuss.</p> <p>Pupils draw a picture of 1 or 2 toys that they play with and write/say what they like about them. Can pupils discuss what material their toy is made from? For example a Nintendo switch/Tablet.</p> <p>Ext/Next step – Pupils compare their chosen toys with a partner - how are they the same or different?</p>

Learning Sequence

2.

Toys that my parents played with.
(Approx. 1980-2000)

To understand where the past is chronologically.

To know that the toys my parents played with were different to the toys I play with today.

To understand that toys have changed.

Prior learning: Revisit **today** on the timeline – when is this?

Add 'toys in the past- parents ' to the timeline – discuss where we are putting it on the timeline and why.

Invite a parent in to discuss the toys they played with when they were a child. Can they bring examples?

Discuss the toys that our parents played with. What are they like? Did we expect them to look/feel like they do?

Pupils explore physical toys/pictures from that period of history – include electronic toys – (game boy/mega drive/ snes), board games and teddy bears (Paddington).

Pupils group pictures into toys that they play with and toys that their parents played with. What are the differences/ similarities? **How have today's toys changed?**

Learning Sequence

3. Toys that my grandparents played with.

(approx. 1960 – 1980)

To understand that the past can mean different periods.
To know that the toys my grandparents played with were different to the toys my parents played with as well as the ones I play with today.
To understand that toys have changed.

Prior learning: What toys did our parents play with? How were the toys different? **How have toys changed since then?**

Add 'toys in the past- grand parents ' to the timeline – discuss where we are putting it on the timeline and why. Discuss that we have already discussed **the past** so how is this different?

Invite a grandparent in to discuss the toys they played with when they were a child. Can they bring examples?

Discuss the toys that our grandparents played with. What are they like? Did we expect them to look/feel like they do?

Pupils explore physical toys/pictures from that period of history – include electronic toys – (pong), board games and teddy bears (Paddington).

Pupils group pictures into 3 categories - toys that they play with, toys that their parents played with and toys that their grandparents played with. What are the differences/similarities? **How did the toys change?**

Learning Sequence

4.

Differences – electronic toys

To understand electronic toys have changed.

Prior learning – what toys did our grand parents play with? How were they different?

How have toys changed?

Look again at pong from the past- grand parents

Look again at a game boy from the past – parents.

Look again at a Nintendo switch/tablet from the present.

How are the toys different? How did they change?

Pupils write simple sentences to say how toys have changed i.e. *the picture is better on a Nintendo switch. I can save my games. I can play with my friends online. You didn't have to do much on pong. A game boy was better than pong because..... I still play on Super Mario but it looks different and the games are more fun.*

Next step – can pupils write about how toys changed from grandparents to parents to present?

Learning Sequence

5.

Differences – board games

To understand board games have changed.

Prior learning – How have electronic toys changed?

Look again at a board game from the past- grand parents

Look again at a board game from the past – parents.

Look again at a board game from the present.

How are the board games different? How did they change?

Pupils write simple sentences to say how the board games have changed i.e. *I still play with _____ like my mum/dad but _____.*

Next step – can pupils write about how board games changed from grandparents to parents to present?

Learning Sequence

6. Differences –teddy bears (Paddington)

To understand teddy bears have changed.

Prior learning – How have board games changed?

Look again at a teddy bear (Paddington?) from the past- grand parents

Look again at a teddy bear (Paddington?) from the past – parents.

Look again at a teddy bear (Paddington?) from the present.

How are the teddy bears different? How did they change?

Discuss the materials the different bears are made from.

Pupils write simple sentences to say how the teddy bears have changed *i.e. my Paddington looks different because..... The Paddington my parents played with is made from.....*

Next step – can pupils write about how teddy bears changed from grandparents to parents to present?

Learning Sequence		
7.	Future Toys	<p><u>To understand that toys in the future will be different.</u> <u>To understand that toys will change.</u></p> <p><u>Prior learning – How have teddy bears changed?</u></p> <p>Where would the future go on our timeline? How do you know?</p> <p>Pupils design a future toy – drawing and labelling.</p> <p><u>How will toys change?</u></p>

Learning Sequence		
8.	Assessment	



Year 1 Toys



Vocabulary

Now
Before
After
Favourite
Different
Memory
Remember
Toy

Knowledge

Toys have changed from when my parents played with their favourite toys.

Toys have changed from when my grandparents played with their favourite toys.

Toys had changed from my grandparents favourite toys to my parents favourite toys.

Toys that have changed include electronic toys, board games and teddy bears.

My grand parents played with electronic games like pong, my parents played with game boys or mega drives, I play with a Nintendo switch or a tablet.

Electronic toys today have colour screens and the picture is better, there are many other changes as well.

Teddy bears of the past were stuffed with wood shavings but now Teddy Bears are stuffed with polyester.

Future toys will have changed from the toys that I play with.

Specific Vocabulary

Change – Make something or someone different; alter or modify

Today – Now, the present period of history.

Present – To describe things and people that exist now, rather than those that existed in the past or those that may exist in the future.

Past – The time before the present, and the things that have happened.

Future – The period of time that will come after the present.

Chronology

Approx. 1960-1980 (the past) – Grandparents favourite toys

Approx 1980-2000 (the past) – Parents favourite toys

Today (Present) – My favourite toys.



History Curriculum

Summer Term

Year 1

The Space Race

Prior Knowledge

- I know that:

The past means things that have already happened.

The past can mean different periods of time.

The present means today.

The future means things that have not happened yet.

Summer Term

Learning Sequence		
1.	<p>What was the space race? Who was competing in the space race?</p>	<p><u>LO. To understand what the space race was and who was competing in the space race.</u></p> <p><u>Prior Learning – What does the past mean?</u></p> <p>Ensure pupils understanding of space - What is space? What can we do in space? Has anyone ever been to space? Can we go on holiday in space?</p> <p>Discuss what a race is – link to the space race. Pupils re-enact actual race – with some representing America and others the Soviet Union. Other pupils holding images of the moon at the finish line.</p> <p>Pupils use athletic track timeline to show who the competitors were in the space race. Pupils write to show one lane for America and the other for the Soviet Union. Pupils will be annotating this athletic track throughout the unit of work.</p> <p>Who do the pupils predict won the space race? Why?</p>

Learning Sequence

2.

When did the space race start?

How did both sides start the space race?

LO. To know when the space race started. To know America launched Explorer 1

Prior Learning – What was the space race? Who was competing in the space race?

When did the space race start? –Link to toys – started approximately the time in the past when your grandparents were playing with their toys.

Start timeline on working wall – add grandparents toys along the top to cover whole timeline, explain to pupils we will be zooming in on this period of history to look at it more detail.

How did both sides start the space race?

Key date - 1957 – Sputnik 1 – Soviet Union (They made a good start in the race)

Key date - 1958 – Explorer 1 – America.

Add dates to timeline on working wall.

Pupils draw simple satellites – sputnik 1 (spherical), explorer 1 (long pencil shape) to cut and stick and add to their athletic track timelines. Pupils record dates alongside pictures.

Learning Sequence

3. What happened next in the space race?

LO. To know when the first person was sent into space.

Prior Learning – When did America launch Explorer 1? When did the Soviet Union launch sputnik?

Discuss when America sent an animal into space.

Key date – 1961 – Ham the astro-chimp is sent into space by America.

Add date to timeline on working wall.

Discuss when Soviet Union sent first person into space - Yuri Gagarin.

Key date – 1961 – Yuri Gagarin sent into space.

Add date to timeline on working wall.

Pupils cut and stick pics of Ham the astrochimp and Yuri Gagarin on timelines. Pupils add date as well.

Who was winning the space race now? Why?

Learning Sequence

4.

What happened next in the space race?

Who won the space race?

LO. To know when the first person walked on the moon.

Prior Learning – Who was Ham the astro-chimp? Why was Yuri Gagarin important?

What happened next in the space race? Neil Armstrong becomes the first person to walk on the moon.

Pupils watch famous footage of Neil Armstrong walking on the moon.,

Key date – 1969 – Neill Armstrong becomes first person to walk on the moon.

Add date to timeline on working wall.

Pupils cut and stick a pic of Neil Armstrong onto their timelines. Pupils add date as well.

Discuss – who has won the space race?

Pupils annotate (like a shape poem) footprint of Neil Armstrong's on the moon with his famous quote – one small step for a man, one giant leap for man kind. Discuss meaning of this quote.

Learning Sequence

5.

Who was Neil Armstrong?

LO. To know why Neil Armstrong was important.

Prior Learning – Who was the first person to walk on the moon? When did the first person walk on the moon?

Pupils use non-fiction books and fact files to explore Neil Armstrong in more detail.

Pupils write a simple fact file about Neil Armstrong. Pupils focus on why he was important, his famous words and that he piloted Apollo 11 when he became the first person to walk on the moon.

Learning Sequence

6.

How do we explore space today?

LO. To know how we explore Space today.

Prior Learning – Why was Neil Armstrong important?

Are we continuing to explore space? What are we doing today that is different to when my grandparents were children?

Focus on exploring mars. Show pupils how far Mars is away in relation to the Moon – use the playground to show distance – Mars is over 200 times further away from us than the moon. Use metre sticks to show distance i.e. if the moon was 1 cm away Mars would be over 200cm away!

Discuss Nasa's curiosity rover exploring Mars – make link with sputnik and Explorer 1.

Pupils pretend to work for NASA and write a mission statement for to say what the aim of the curiosity rover is - to find out about life on Mars and to see if Mars would be safe to explore.

Learning Sequence

7.

Will space exploration change in the future?

LO. To think about what space exploration might look like in the future.

Prior Learning – How are we exploring space today?

What will space exploration look like in the future?

Pupils build on knowledge from last lesson – that we are exploring mars today compare to the moon when my grandparents were young. What do they think space exploration will look like in the future.

Pupils write/verbalise a simple prediction about space exploration in the future using what they have learnt.

Learning Sequence		
8.	Assessment	



Year 1



Vocabulary

Space
Launched
Satellite
Explore
Astronaut
Past
Present
Future

Knowledge

The Soviet Union and America competed to better at exploring space in the space race.

In 1957 the Soviet Union launched Sputnik 1 and in 1958 America launched Explorer 1.

In 1961 Ham the astro chimp was sent into space and Yuri Gagarin become the first person in space.

In 1969 Neil Armstrong became the first person to walk on the moon. He famously said “one small step for man, one giant leap for mankind.” Neil Armstrong piloted Apollo 11 when he became the first person to walk on the moon.

We are still exploring space today. NASA have sent the curiosity rover to explore Mars.



Year 1



Specific Vocabulary

The space race – The competition between different countries to be the best at exploring space.

Soviet Union – A former country in Europe that separated into different countries, including Russia.

Satellite – an object placed in orbit around the Earth.

Sputnik – The first satellite launched into space. It was launched by the Soviet Union.

Explorer 1 – The first satellite launched by America.

Yuri Gagarin – The first person to travel into space.

Apollo 11 – The space flight that first landed humans on the moon.

Neil Armstrong – The first person to walk on the moon.

Curiosity Rover – A rover designed to explore Mars.

NASA – NASA stands for the National Aeronautics and Space Administration. It is an agency of the United States government.

Chronology

1957 – Sputnik 1 launched by the Soviet Union

1958 – Explorer 1 launched by America.

1961 – Ham the astrochimp sent into space.

1961 – Yuri Gagarin becomes the first person in space

1969 – Neil Armstrong becomes the first person to walk on the moon.