

Autumn 1: My history

What should the Children already know:

- Differences between the past and present
- Notable historical figures
- Relating times and people in history to their own experiences

What will the children know by the end of the unit:

- The history of their own families
- To know the differences between childhood now and in the past
- The differences between Preston in the past and now
- The differences between schools in the past and now
- How to create a timeline of their own lives and to know their own history
- How to create a family tree and to know their own ancestry

Curriculum Coverage:

- To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events.
- Recognise that their own lives are different from the lives of people in the past
- Understand and use simple historical concepts such as now/then and same/different.
- Recognising the distinction between past and present.
- Identifying *some* similarities and differences between their own present and aspects of the past.
- Place events and objects in order by using common phrases to show the passing of time (*old, new/young, days and months*).
- Show their developing knowledge and understanding of the past by recognising the distinction between present and past in their own and other people's lives.
- Identifying some similarities and differences between ways of life in different periods.
- To begin to understand the reasons why people in the past acted as they did
- Ask and answer questions about the past through people talking about their past.

Key Vocabulary:

	then	ancestor
past	future	family tree
present	timeline	
Now		
	ancestry	

Spring 2: The Victorians

What should the Children already know:

- The history of their own families
- To know the differences between childhood now and in the past
- The differences between Preston in the past and now
- The differences between schools in the past and now
- How to create a timeline of their own lives and to know their own history
- How to create a family tree and to know their own ancestry

What will the children know by the end of the unit:

- Who was Queen Victoria and why the Victorians were named after her.
- What Victorian people wore
- Toys that Victorian children played with.
- Holidays to Blackpool, now and then.
- What the Victorians did for us.
- Famous inventions made during the Victorian era, including the telephone.

Curriculum Coverage:

- Understand and use simple historical concepts such as now/then and same/different.
- To tell the difference between past and present in their own and other people's lives
- Recognise that their own lives are different from the lives of people in the past
- To begin to understand the reasons why people in the past acted as they did
- Use sources to answer *simple* questions about the past.
- Identifying some similarities and differences between ways of life in different periods.
- Place *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days and months*).

Key Vocabulary:

	seaside holidays	workhouses
Queen Victoria	railways	factories
reign	telephone	
bank holidays		
	typewriter	

Summer 1: The Royal Family and Castles

What should the Children already know:

- Who was Queen Victoria and why the Victorians were named after her.
- What Victorian people wore
- Toys that Victorian children played with.
- Holidays to Blackpool, now and then.
- What the Victorians did for us.
- Famous inventions made during the Victorian era, including the telephone.

What will the children know by the end of the unit:

- To know about the monarchy and how they are all related to the current King. Specifically relating to Queen Victoria who they will have already studied
- To re-tell the story of St George.
- To discuss the features of a castle and compare castles from different ages.
- To compare a knight's armour with that of a modern soldier.

Curriculum Coverage:

- Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.
- Retell some events from beyond their living memory which are significant nationally or globally.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- Choose parts of stories and other sources to show what they know about the past.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.
- Understand historical concepts and use them to make simple connections and draw contrasts.

Key Vocabulary:

	moat	defend
Queen	turret	attack
King	drawbridge	
castle	knight	
stone	armour	