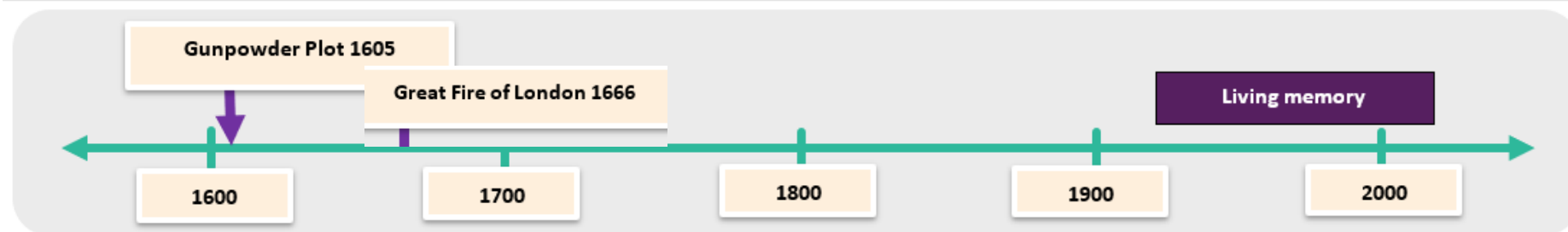




Year 2 Autumn

Bonfire Night and the Great Fire of London

Should we still celebrate Bonfire Night?
Did the Great Fire make London a better or a worse place?



Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small>	Making connections/How knowledge will be built upon
<p>EYFS (For Year 1 Pupils) Make connections with topic Once upon a time from foundation – focus on how they learnt about</p> <ul style="list-style-type: none"> • How life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present • Finding out about who lived in castles. • What was it like to live in a castle. <p>Focus on going back in time again and this time looking at the City of London</p> <p>Make the connections with a Chronology across previously studied units</p> <p>As the children travel along the timeline, point out other events along the way from The Greatest Explorers and Great Inventions: Transport.</p> <p>Show where today's topic fits on the timeline</p> <p>Make connections between the development of transport – trains / aeroplanes how they have evolved. What do they think fire engines might have looked like in the past? Do you think they have changed?</p>	<ul style="list-style-type: none"> • Know about the Stuart period • Know it was illegal to belong to any other than the Church of England. • Know the story of the Gunpowder Plot. 1605 • Know how some people thought that the plotters were villains for plotting to kill the King. Others thought that the plotters were heroes. • Know about The Great Fire of London in 1666. • Know that the fire spread quickly because: <ul style="list-style-type: none"> - houses were made of wood and built close together. - it was very hot. There was no rain. - there was no trained fire brigade • Know Sir Christopher Wren planned the rebuilding of London. buildings were rebuilt further apart and made with stone. 	<p>Crime and punishment Year 4</p>

<p>Who were the significant people we learnt about? – what made them special? Introduce the Key people for this new topic – let’s explore what they did and why...</p> <p>Monarchs (kings and queens) are important people who help rule a country (Rec)</p>	<ul style="list-style-type: none"> • Know Fire brigades were set up to stop this from happening again. • Know The Monument is a memorial to remind us what happened. • Use primary and secondary sources like artefacts, images and texts. Including Samuel Pepys diary to learn about the fire. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Knows about the Stuart period. • Can sequence events of the Great Fire of London and the gunpowder plot. 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary Stuart Period, Parliament, treason, plot, hero, villain, , eyewitness, diary, firebreak, memorial</p>
<p>Sequencing the past- Chronology</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> • Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance • Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. • Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p>		
<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Use a wide vocabulary of every day historical terms – now / then same / different • Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing • Understand historical concepts and use them to make simple connections and draw contrasts. <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • Recognising the distinction between past and present. • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development Similarities and Differences</p> <ul style="list-style-type: none"> • Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. (Catholics) • Identify that some things within living memory are similar and some things are different. • Recognise some similarities and differences between the past and the present. • Identify some similarities and differences between ways of life in different periods. <p>Continuity and Change</p>		

- Begin to identify old and new things across periods of time through pictures, photographs and objects.
- Begin to understand that some things change and some things stay nearly the same.

Significance and interpretations
Historical Significance

- Explain reasons why someone might be significant.
- Talk about why the event or person was important and what changed/happened

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
- start to understand that there can be different versions of the same event from the past;
- start to use stories or accounts to distinguish between fact and fiction;

Historical Enquiry
Historical Investigations

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- use evidence to explain the key features of events

sort some objects/artefacts into new and old and then and now.

Year 2 Spring



Historical Heroes

What makes someone a hero? Who are our local historical heroes?

Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small>	Making connections/How knowledge will be built upon
Who can tell me about the Greatest Explorers that we studied – what were their names where did they explore what makes them special?	<ul style="list-style-type: none"> • Know the events of Grace Darling’s life. • Know how the actions of Grace Darling’s actions led to the establishment of the RNLI. (reference to our local lifeboat stations in Blackpool, Lytham and Fleetwood.) • Understand how we know about Grace Darling from evidence that is available. • Know some differences between Grace’s life in the Victorian times and life in the present. (compare differences between the RNLI then and now). 	Year 3 local history – people who are remembered for very different reasons (entertainment)

	<ul style="list-style-type: none"> • Know of local hero Mr John Arnold Parkinson known as ‘The Sea Serpent’. • Know about the Shipwreck Memorial in Cleveleys and the history of the ships which have fallen in our waters over the years. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • discover key events and innovations in RNLI lifesaving history through a time line. 	
Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.	Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Vocabulary
Change and development Significance and interpretations Historical Enquiry	Leadership, agriculture, migration, civilisations, childhood, worship, society , equality	Hero, local, portrait, source, artefact, evidence, document, object, observe
DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY <ul style="list-style-type: none"> • Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance • Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. • Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p> <p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Use a wide vocabulary of every day historical terms – now / then same / different • Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing • Understand historical concepts and use them to make simple connections and draw contrasts. <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • Recognising the distinction between past and present. • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development Similarities and Differences</p> <ul style="list-style-type: none"> • Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. 		

- Identify that some things within living memory are similar and some things are different.
- Recognise some similarities and differences between the past and the present.
- Identify some similarities and differences between ways of life in different periods.

Continuity and Change

- Begin to identify old and new things across periods of time through pictures, photographs and objects.
- Begin to understand that some things change and some things stay nearly the same.

Significance and Interpretations Historical Significance

- Explain reasons why someone might be significant.
- Talk about why the event or person was important and what changed/happened.

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- talk and write about things from the past using some historical vocabulary

Historical Enquiry Historical Investigations

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
 - use evidence to explain the key features of events
- sort some objects/artefacts into new and old and then and now.

Year 3 Summer



Local History and Seaside Holidays

How have seaside holidays to Blackpool changed over time?

Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught (knowledge about the past)	Making connections/How knowledge will be built upon
Links to Blackpool Tower from EYFS Y1 Great inventions– development of planes and railways.	<ul style="list-style-type: none"> • With a focus on Blackpool 	Local History unit Year 3 and Blackpool’s Entertainment industry in making Blackpool a well-known seaside resort.

<p>Today we are going to start our new topic on holidays – how do you think the invention of the train and the aeroplane might link to our new topic?</p> <p>Can you remember the Great explorer’s topic – how did some of them travel?</p> <p>Focus on changes to holidays – make connections to My Family History unit – how we looked at how school, shops, toys etc were different and had changed over time</p> <p>Today we are going to look at how holidays have changed– do you have any ideas as to what might have changed?</p>	<ul style="list-style-type: none"> • Know how seaside holidays have changed over the last 100 years. • Know similarities and differences between seaside holidays now and then. • Know and talk about period features of seaside holidays such as clothes, entertainment, souvenirs and travel. • Know we can find out about the past by looking at postcards sent to friends and family, Souvenirs, brochures and pictures. • Know about the Lancashire tradition of Wakes Week. • Know the development of transport and how that initially developed seaside holidays through car ownership and improved rail links • Know how improved transport ultimately led to the demise of seaside resorts in Britain, through cheaper air travel. • Discuss the increasing popularity of Blackpool as a seaside holiday destination <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Knows about the time period when holidays first started in the late 1800s and into the 1900s. 	<p>Year 6 – What happened to Blackpool during the war and how did tourism recover?</p>
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Change and development Significance and interpretations Historical Enquiry</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer</p>

DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY

- Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance
- Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.
- Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Key Assessments – Highlighted

Sequencing the past- Chronology

- Recognising the distinction between past and present.
- Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).
- Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).

Change and development Similarities and Differences

- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.
- Identify that some things within living memory are similar and some things are different.
- Recognise some similarities and differences between the past and the present.
- Identify some similarities and differences between ways of life in different periods.

Continuity and Change

- Identify similarities and differences between ways of life in different periods including own life by 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- by describing some of the topics, events and people that they have studied
- Use simple stories and other sources to show that they know and understand key features of events.

Significance and interpretations Historical Significance

- Explain reasons why someone might be significant.
- Talk about why the event or person was important and what changed/happened.

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;

Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- talk and write about things from the past using some historical vocabulary

Historical Enquiry Historical Investigations

- Identify some of the basic ways the past can be represented.
- To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)
- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;

Using sources as evidence

- Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.
- Use sources to answer simple questions about the past.

