

	<p>What could I do in the past? What can I do now? What could I do in the future? Harvest in the Past Gunpowder plot</p>	<p>Vehicles, Houses People who help us (Thomas Edison / Florence Nightingale/George Stephenson)</p>	<p>Changes within living Memory Holidays in the past</p>
<p>Monkey Puzzle Class History Year A</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story an family’s history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Year 1 Concepts</u> Technology, Society, religion, Church, Ruler, King, transport, trade</p> <p><u>Knowledge</u> Past, present and future are words used to describe the passing of time. Past has already happened. Present is now, today. Future hasn’t happened yet. We can find out about the past by looking at photos, watching video clips, looking in books, asking people questions, using the internet. Farmers grow our food and it goes to the supermarkets and shops. We haven’t always had supermarkets to sell our food. Food comes from around the world today. Food could only be bought locally in the past. We didn’t have the transport to deliver food. Farmers didn’t have the big machinery we have today to help them harvest food. The Gunpowder plot happened in 1605, a long time ago in the past. The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant. King James I was the King of England. The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. The plot failed. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Year 1 Concepts</u> Technology, trade, transport, travel, discrimination: racism and sexism, war, battle, conflict, exploration,</p> <p><u>Knowledge</u> A long time ago in the past we didn’t have vehicles. Cars, planes and trains were invented and looked very different. They have developed over time. Transport allowed people to travel to places further away. Homes never had electricity Toilets were outside and shared Homes had fires to heat the house They used candles for light at night Homes looked different to modern houses today Thomas Edison was an inventor. He helped to invent the electric light bulb that stayed on. Florence Nightingale was a nurse. She cleaned up hospitals and looked after soldiers. She trained nurses on how to keep hospitals clean and how to look after patients properly. She became know as the lady with the lamp. George Stephenson invented one of the first steam locomotives. He entered a competition with his son with a locomotive called Rocket and it won. The Rocket was an important step forward in rail travel.</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Year 1 Concepts</u> Ruler, King, society, exploration, transport, technology, travel,</p> <p><u>Knowledge</u> Once we had electricity the TV was invented but it was very different to today. It was in black and white. Camera’s looked different and took photographs in black and white. Queen Elizabeth was Queen before King Charles. Toys have existed for thousands of years. Different materials were used to make toys because plastic hadn’t been invented. Dolls were made from china/porcelain. Many toys were made from wood. There were no electrical toys. Transport looked very different when it was first invented. Transport allowed people to travel further and therefore go on holiday to the seaside, first in England and then further still. Robert Stephenson invented the first passenger train. Ladies and girls didn’t wear swimsuits on the beach. Men wore full body swimsuits with longer arms and legs. Ladies got changed in a beach hut on wheels which took them into the sea. Buckets and spades were made from metal and wood. People didn’t sunbathe they covered up and wore big hats. There are similarities between holidays in the past and holidays today e.g. building sandcastles, riding on a donkey, eating fish and chips.</p>

	<p>What have I learnt to do? What could I learn to do in the future? Growing over time Farming Gunpowder Plot</p>	<p>Explorers (Neil Armstrong, Mae Jemison, Columbus, Shackleton, Earhart.) Timelines</p>	<p>Changes in Transport Local Area.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Monkey Puzzle Class History Year B</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story an family’s history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Year 1 Concepts Technology, Society, religion, Church, Ruler, King, transport, trade</p> <p>Knowledge Past, present and future are words we use to describe the passing of time. Past has already happened. Present is now, today. Future hasn’t happened yet. 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On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Year 1 Concepts Technology, transport, travel, discrimination: racism and sexism, exploration</p> <p>Knowledge We have found out lots about our world due to explorers. Famous explorers in the past have helped us to learn new things. A timeline can show us when things happened. Putting the following people onto a timeline and recognise which one happened the furthest back in time. How to make a timeline of myself. Neil Armstrong was the first person to walk on the moon in 1969 The NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. The mission was called Apollo 11. They collected samples from the moons surface to been studied by scientists. Mae Jemison was the first black women to go into space in 1992. She is a Scientist, doctor and astronaut. She completed Science experiments in space. Christopher Columbus sailed from Europe to America in 1492. It was a voyage into the unknown. He didn’t know what he would find. Ernest Shackleton in 1902 set off to find the South Pole. They used a sledge and dogs and got further south than anyone before. But had to turn back. He tried again in 1908 but had to turn back again due to illness and cold temperatures. Explorers today have better clothing, maps, tents, tools etc. Emilia Earhart was the first woman to fly solo across the Atlantic Ocean in 1932. She planned to fly around the world in 1937 but her plane was lost and never found</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Year 1 Concepts Society, exploration, transport, technology, travel,</p> <p>Knowledge In the past horses were used as transport. Cars (1769), trains (19th century) and planes (1903)were invented over the years. They looked very different when they were first invented. In 1769 Nicolas-Joseph Cugnot built a three-wheeled steam-driven vehicle that is considered to be the first true automobile. The first car invented was a three-wheeled vehicle powered by an internal combustion engine, designed and built by Karl Benz in 1885 The first aeroplane was invented by the Wright Brothers in 1903. George Stephenson in 1829 became the father of the railway system with his locomotive The Rocket. New transport allowed people to travel further. We were able to travel to different countries. We have been able to travel further the better the transport got. Better transport means we can import things from other countries. Our school was built in the Victorian times. How the uniform has changed – looking at photos. We have built on several classrooms and other rooms over the years. The school never had a hall. It was built in 1997. The school used to have a pet donkey. The school has had 5 headteachers. The house next door was where the headteacher lived. People got to school by walking.</p>

Historical Enquiry:

Historical Interpretations Children can:

Start to compare two versions of past events; Start to understand that there can be different versions of the same event from the past; observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction;

Historical Investigations Children Can:

Observe or handle evidence to ask simple questions about the past; 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;

Chronological understanding Children Can

Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Knowledge and understanding of Events and People from the past. Children Can:

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, organizing and communicating. Children Can:

Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past.

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.