

| Memory Boxes Cycle A | Chronology | Vocabulary | Events, people and changes | Interpretation, Enquiry and using sources | Communication | Knowledge |
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| Intent | <p>Yr 1 Recognise the distinction between past and present.</p> <p>Yr1 Order and sequence some familiar events and objects.</p> <p>Yr2 Recognise that their own lives are similar /different from lives of people in the past.</p> <p>Yr2 Order and sequence events and objects.</p> | <p>Yr 1 Know everyday terms such as ' long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time</p> | <p>Yr1 Describe some changes within their living memory</p> <p>Yr2 Describe some changes within their living memory (including aspects of national life)</p> | <p>Yr1 Make simple observations about different people, events, beliefs and communities. Identify some of the basic ways in which the past is identified. Use sources to answer simple questions about the past.</p> <p>Yr2 Consider why things change over time. Ask and answer simple questions about the past through observing and handling a range of sources.</p> | <p>Yr1 Use simple historical terms.</p> <p>Yr2 Use a variety of simple historical terms and concepts. Demonstrate simple historical concepts and events through role play, drawing and writing</p> | <p>Yr1 Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Yr 2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> |

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| <p>Activities</p> | <p>Making a family/personal timeline</p> <p>To put artefacts in order from the oldest to the newest.</p> | <p>year date decade modern timeline Chronological order living memory memories remember toys wood plastic mechanical batteries homes houses modern old fashioned grandparents' time younger generation older generation inventions photograph similar different artefact source what where when why because</p> | <p>Are our toys the same as the toys that my grandparents or my mum and dad played with ? Why? -compare aspects everyday life eg homes, toys, transport, clothing.</p> <p>What are my most precious memories ? Why is it important to cherish our past?</p> <p>Making memory boxes to hold important precious and treasured memories.</p> | <p>artefacts from home and Museum loans service e.g. Toys from the past kitchen equipment from the past</p> <p>To find similarities and differences between the objects e.g. toy vehicles</p> <p>To explain the reasons for the ordering How do we know which objects are old /newer ?</p> | <p>Role Play- Victorian wash day using Dolly Tub Playing with old toys</p> <p>Children write Instructions- Victorian Wash Day Using first, next, after, finally, Victorian, invention,</p> <p>similarities/differences charts</p> <p>Talk to class about the objects they have chosen to include in their box.</p> | <p>Yr1 Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Yr2 A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Yr1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Yr2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> |
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| Bright Lights, Big City Cycle B | Chronology | Vocabulary | Events, people and changes | Interpretation, Enquiry and Using Sources | Communication | Knowledge |
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| The Great Fire of London Intent | <p>Yr 1 Recognise the distinction between past and present.</p> <p>Yr1 Order and sequence some familiar events and objects.</p> <p>Yr2 Recognise that their own lives are similar /different from lives of people in the past.</p> <p>Yr2 Order and sequence events and objects.</p> | <p>Yr 1 Know everyday terms such as ' long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time</p> | <p>Yr1 Retell some events from beyond living memory which are significant nationally.</p> <p>Yr2 Retell events in more detail from beyond living memory which are significant nationally.</p> | <p>Yr1 Choose parts of a story and other sources to show what they know about the past. Use sources to answer simple questions about the past.</p> <p>Yr2 Choose parts of stories and other sources to show what they know about significant people and events. Recognise some basic reasons why people in the past acted as they did.</p> | <p>Yr1 Describe special or significant events.</p> <p>Yr2 Talk about what/who is significant in simple historical accounts. Demonstrate simple historical concepts and events through role play, drawing and writing</p> | <p>Yr1 Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Yr2 Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p> |
| Activities | Can I put the main events of the Great Fire of London in the right order ? | The Great Fire of London, 1666, Samuel Pepys, diary, London, timber ,danger, | Can you describe what happened before, during and after the Great Fire of London ? | Using extracts from personal recounts -Samuel Pepys diary, videos, paintings | Role play- Stuart bakery Diary entries | Yr1 Common words and phrases, such as here, now, then, yesterday, |

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| | <p>Ordering the main events of The Great Fire of London 1666</p> <p>How has the skyline of London changed? Why have some buildings remained the same? Investigate changes over time in the London skyline. Identifying landmarks eg St Paul's Cathedral</p> <p>Can you place London transport vehicles in chronological order and tell me how you decided which was the oldest form of transport?</p> | <p>Mayor, King, St Paul's Cathedral, Christopher Wren, King Charles 2nd Parmesan, Bakery, Pudding Lane, before ,after, primary source, Century, monarch, horse drawn carriages, trams, bicycle,double decker bus, car,</p> | <p>Children create their own diary entries</p> | <p>Photographs, paintings</p> <p>To ask and answer questions about The Great Fire of London e.g. Why did it take so long to put it out? Was there anything good that happened as a consequence of the Fire? Why is Samuel Pepys diary so useful when studying the fire?</p> | | <p>last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Yr2 A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Yr1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Yr2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> |
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| Moon Zoom Cycle B | Chronology | Vocabulary | Events, People and Places | Interpretation, Enquiry and using sources | Communication | Knowledge |
| intent | <p>Yr 1 Recognise the distinction between past and present. Yr1 To order and sequence some familiar events and objects.</p> <p>Yr2 Recognise that their own lives are similar /different from lives of people in the past. Yr2 Order and sequence events and objects.</p> | <p>Yr 1 Know everyday terms such as ' long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time eg century, decade,</p> | <p>Yr1 Demonstrate some awareness of the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Yr 2 Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Yr1 Choose parts of a story and other sources to show what they know about the past. Use sources to answer simple questions about the past.</p> <p>Yr2 Choose parts of stories and other sources to show what they know about significant people and events. Recognise some basic reasons why people in the past acted as they did.</p> | <p>Yr1 Describe special or significant events Use simple historical terms.</p> <p>Yr2 Use a variety of simple historical terms and concepts. eg continuity and change.</p> | <p>Yr1 Significant historical events include those that cause great change for large numbers of people.</p> <p>Yr2 Important individual achievements include great discoveries and actions that have helped many people. Yr2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> |
| Activities | Can you put these important events and people in the right order? | Montgolfier Brothers Wright Brothers Yuri Gagarin Valentina Tereshkova Neil Armstrong, Tim Peake | | To formulate questions for Tim Peake to answer about his experiences in Space. | Letter to Tim Peake | Yr2 A viewpoint is a person's own opinion or way of thinking about something. |

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| | Ordering significant events and people in the history of Flight.- recap on previous work about London Transport | balloon, aeroplane, jet, rocket, Lunar module, International Space station opinion because | Would you rather be Tim Peak or Neil Armstrong ? To compare the experience of Space exploration from different periods. What has stayed the same ? What has changed comparing both astronauts experiences and equipment. | | To complete a grid- Things that have stayed the same /Things that have changed expressing an opinion- It is my opinion.... I think..... because | |
| Towers, Turrets and Tunnels Cycle B | Chronology | Vocabulary | Events, People and Places | Interpretation, Enquiry and using sources | Communication | Knowledge |
| Intent | Yr 1 Recognise the distinction between past and present. Yr1 Order and sequence some familiar events and objects. Yr2 Recognise that their own lives are similar /different from lives of people in the past. Yr2 Order and sequence events and objects. | Yr 1 Know everyday terms such as ' long ago' and 'before'. Yr2 Use common words and phrases concerning the passage of time eg century, decade | Yr 1 Describe some aspects of the everyday lives of people in a period beyond living memory. Yr2 Describe the everyday lives of people in a period beyond living memory. | Yr 1 Make simple observations about different people, events, beliefs and communities. Yr2 Consider why things change over time. Recognise some basic reasons why people in the past acted like they did. | Yr 1 Use simple historical terms. Yr2 Use a variety of simple historical terms and concepts. eg continuity and change. | Yr1 A monarch is a king or queen who rules a country Yr2Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. |

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| <p>Activities</p> | <p>Can you order these pictures of castles from the earliest to newest?</p> | <p>monarch king knights squires servants peasants lords ladies castle keep, moat, drawbridge, gate house, bailey, great hall, ramparts, battlements, portcullis, arrow and gun loops. armour joust archery century</p> | <p>What was life like in a medieval castle? Medieval activity day Jousting Archery Learning a Medieval Dance- Medieval music</p> <p>How do you know that this building is a castle? Visit to Skipton Castle- Find out how many towers it has, how many turrets and whether it has any secret tunnels or passages. How did the castle help to defend</p> | <p>Why did the design of castles change over time? Why did people stop building castles Pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles.</p> <p>Label different parts of a castle and explain their function.</p> | <p>Role Play Annotated diagrams Explanation - How a knight got ready for battle. Sorting pictures</p> | <p>Yr1 Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Yr2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> |
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the people living
inside its walls?
Why don't we build
castles anymore?

| Dinosaur Planet Cycle B | Chronology | Vocabulary | Events, People and Places | Interpretation, Enquiry and using sources | Communication | Knowledge |
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| intent | | <p>Yr 1 Know everyday terms such as 'long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time e.g. millions of years ago</p> | <p>Yr1 Identify some key features of a significant historical event beyond living memory.</p> <p>Yr2 Explain why an event from the past is significant.</p> | <p>Yr1 Use sources to answer simple questions about the past.</p> <p>Yr2 Use sources to ask and answer simple questions about the past.</p> | | <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> |
| Activities | | <p>non avian dinosaurs reptile extinction meteor asteroid comet volcano crater continents scientists geologists millions of years ago</p> | <p>Why do you think the dinosaurs disappeared?</p> <p>Investigate what happened to the dinosaurs</p> | <p>A range of age appropriate non-fiction books and fact sheets</p> | <p>Yr 1 Drawings and labelled diagrams</p> <p>Yr 2I think.....because In my opinion.....</p> <p>Explain their ideas to the rest of the class.</p> | |

| Local History Linked to Land Ahoy | Chronology | Vocabulary | Events, People and Places | Interpretation, Enquiry and using sources | Communication | Knowledge |
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| intent | | <p>Yr 1 Know everyday terms such as 'long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time eg decade, century</p> | <p>Yr1 Develop some awareness of significant historical events, people and places in their own locality</p> <p>Yr2 Develop awareness of significant historical events, people and places in their own locality</p> | <p>Yr1 Use sources to answer simple questions about the past.</p> <p>Yr2 Use sources to ask and answer simple questions about the past.</p> | | <p>Museum Trips, Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> |
| Activity | | <p>Victorian New Town Peter Hesketh Fishing Fleet Trawlers nets Three lights, dock Harbour Master's House Seaside Mount, Pier, North Euston Hotel Railway Station Sunday school Beach</p> | <p>Visit to the Fleetwood Museum to learn about either</p> <p>Why did Fleetwood have a fishing Fleet? or What did Victorian children do on a Sunday School picnic? Or Why did Fleetwood need 3 Lighthouses ?</p> | <p>Looking at artefacts Asking questions Role Play</p> | <p>Yr 1 Diagrams and annotated pictures Yr2 A short recount</p> | |