



'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.' Deuteronomy 32:7

<p>Autumn 2</p>	<p>What happened before I was born? Enquiry Question Why do we still remember the Great Fire of London today?</p>	
<p>National Curriculum Links (History KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> "develop an awareness of the past, using common words and phrases relating to the passing of time" (past, event, change, cause, consequence) "know where the people and events they study fit within a chronological framework" (understanding that the Great Fire of London happened in 1666) 	<p>Lesson 1 - What was the Great Fire of London? Learning Objective To be able to describe what happened during the Great Fire of London. Statutory Knowledge</p> <ul style="list-style-type: none"> The Great Fire of London happened in 1666 The fire lasted for several days The Great Fire of London is an important historical event The fire destroyed a large part of London <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> The fire happened between 2nd and 5th September 1666 Thousands of homes were destroyed <p>Progression of Skills</p> <ul style="list-style-type: none"> To recognise that some events happened before living memory. To use historical vocabulary when discussing the past. To describe a significant historical event. <p>Expected Outcome by Year Group Year 1</p> <ul style="list-style-type: none"> Identify the Great Fire of London as an event from the past. Describe what happened during the fire. Use simple historical vocabulary such as past and event. <p>Year 2</p> <ul style="list-style-type: none"> Explain why the Great Fire of London is a significant historical event. Place the event within a simple chronological framework. Use historical vocabulary accurately when describing the event. 	<p>Core Vocabulary (Using agreed whole-school definitions)</p> <ul style="list-style-type: none"> Great Fire of London - A large fire that destroyed much of London in 1666. event - Something that happens in history. cause - Why something happened. consequence - What happened as a result. source - Something that tells us about the past (e.g. objects, pictures, writing). change - When something becomes different. <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> past - Something that has already happened. Samuel Pepys - A man who wrote a diary about the Great Fire of London. diary - A book where someone writes about their life and events. evidence - Information that helps us understand the past. significance - How important something is in history. old - Something from a long time ago. new - Something from recent times. bakery - A shop where bread and cakes are made and sold.



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<p>and before living memory)</p> <ul style="list-style-type: none"> "understand some of the ways in which we find out about the past and identify different ways in which it is represented" (using Samuel Pepys' diary, paintings and historical sources) "ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events" (using sources to investigate how 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> Great Fire of London event past <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> London 1666 <p>Lesson 2 - How did the Great Fire start?</p> <p>Learning Objective</p> <p>To be able to explain how the Great Fire of London started.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> The fire started in a bakery on Pudding Lane Houses were made mainly from wood Houses were built close together The fire spread quickly <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> There had been a drought before the fire Strong winds helped the fire spread <p>Progression of Skills</p> <ul style="list-style-type: none"> To identify why an event happened. To talk about simple causes of historical events. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify where the fire started. Describe one reason why the fire began. <p>Year 2</p> <ul style="list-style-type: none"> Explain the causes of the Great Fire of London. 	<ul style="list-style-type: none"> drought - A long period of time with little or no rain. wooden - Made from wood. narrow - Not very wide. thatched - A roof made from dried straw or reeds. leather bucket - A bucket made from animal skin used to carry water. plague - A serious disease that spread quickly and made many people ill. monument - A structure built to remember an important person or event.
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<p>the fire started, spread and changed London)</p> <ul style="list-style-type: none"> "learn about events beyond living memory that are significant nationally or globally" (the Great Fire of London as a significant event in British history) 	<ul style="list-style-type: none"> Use evidence from sources to discuss how the fire started. Use the vocabulary cause accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none"> cause <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> bakery drought wooden <p>Lesson 3 - Why did the fire spread so quickly?</p> <p>Learning Objective</p> <p>To be able to describe why the fire spread across London.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Many houses were made from wood and straw Streets were narrow Buildings were close together Firefighting equipment was limited <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> Leather buckets were used to carry water London did not have a professional fire service <p>Progression of Skills</p> <ul style="list-style-type: none"> To explain what happened as a result of an event. To identify causes and consequences. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify reasons why the fire spread. Describe what happened as the fire moved through London. 	
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	<p>Year 2</p> <ul style="list-style-type: none">• Explain how buildings, weather and firefighting methods affected the spread of the fire.• Identify causes and consequences of the event <p>Core Vocabulary</p> <ul style="list-style-type: none">• consequence <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• narrow• thatched• leather bucket <p>Lesson 4 - How do we know about the Great Fire of London?</p> <p>Learning Objective</p> <p>To be able to use sources to find out about the Great Fire of London.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Historians use sources to learn about the past• Samuel Pepys wrote a diary about the fire• Paintings and drawings can be historical sources• Sources help us understand what happened <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Different sources can show different information• Historians use more than one source to learn about the past <p>Progression of Skills</p> <ul style="list-style-type: none">• To use sources to answer questions about the past.• To ask simple questions about historical events. <p>Expected Outcome by Year Group</p>	
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	<p>Year 1</p> <ul style="list-style-type: none">• Recognise that sources help us learn about the past.• Identify Samuel Pepys as an important source of information. <p>Year 2</p> <ul style="list-style-type: none">• Use simple historical sources to answer questions.• Explain how different sources help historians understand the past. <p>Core Vocabulary</p> <ul style="list-style-type: none">• source• Samuel Pepys <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• diary• evidence <p>Lesson 5 - What changed after the Great Fire?</p> <p>Learning Objective</p> <p>To be able to identify changes that happened after the Great Fire of London.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• London was rebuilt after the fire• New buildings were made from safer materials• Streets became wider• The city changed after the fire <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Fire prevention became more important• Building rules were changed <p>Progression of Skills</p> <ul style="list-style-type: none">• To recognise change over time.• To identify differences between the past and present. <p>Expected Outcome by Year Group</p>	
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	<p>Year 1</p> <ul style="list-style-type: none">• Identify one change that happened after the fire.• Recognise that places can change over time. <p>Year 2</p> <ul style="list-style-type: none">• Explain how London changed after the fire.• Compare aspects of London before and after 1666.• Use the vocabulary change accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none">• change <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• old• new• rebuild <p>Lesson 6 - Why is the Great Fire of London significant?</p> <p>Learning Objective</p> <p>To be able to explain why the Great Fire of London is remembered.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• The Great Fire of London changed the city• It is remembered as an important event in British history• We still learn about it today <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• The fire may have helped stop the plague spreading further• The event is remembered through monuments and education <p>Progression of Skills</p> <ul style="list-style-type: none">• To explain why an event is significant.• To explain why people remember events from the past. <p>Expected Outcome by Year Group</p>	
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	<p>Year 1</p> <ul style="list-style-type: none">• Explain that the <i>Great Fire</i> is remembered today.• Give a simple reason why it is important. <p>Year 2</p> <ul style="list-style-type: none">• Explain why the <i>Great Fire of London</i> is historically significant.• Describe how the event affected London and future generations.• Use the vocabulary significance accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none">• significance <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• plague• monument <p>Lesson 7 - Endpoint Assessment</p> <p>Learning Objective</p> <p>To be able to explain why the <i>Great Fire of London</i> is still remembered today.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• The <i>Great Fire of London</i> was a significant event• The fire changed London• Sources help us learn about the past• Events from the past can affect life today <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Samuel Pepys' diary helps us understand the fire• London was rebuilt after the disaster <p>Progression of Skills</p> <ul style="list-style-type: none">• To explain why an event is significant.• To use sources to discuss the past.• To describe causes and consequences of an event.	
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	<p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Describe what happened during the <i>Great Fire of London</i>.• Identify a cause and a change that happened afterwards.• Use simple historical vocabulary. <p>Year 2</p> <ul style="list-style-type: none">• Explain the causes and consequences of the <i>Great Fire of London</i>.• Use sources to support explanations.• Explain why the event remains significant today using appropriate historical vocabulary. <ul style="list-style-type: none">• To recognise change over time. <p>Endpoint Outcome Children create a newspaper report, diary entry or information poster answering the enquiry question: Why do we still remember the <i>Great Fire of London</i> today? Children should:</p> <ul style="list-style-type: none">• describe what happened• explain how the fire started• explain why it spread• identify changes after the fire• explain why it is remembered today <p>Core Vocabulary Expected</p> <ul style="list-style-type: none">• <i>Great Fire of London</i>• event• cause• consequence• source• change	
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Quiz Basket: Why Do We Still Remember the Great Fire of London Today?

1. What was the Great Fire of London?
 - An important historical event that happened in 1666.
2. What does the word event mean?
 - Something that happens.
3. What does the word past mean?
 - Something that has already happened.
4. When did the Great Fire of London happen?
 - In 1666.
5. What does the word cause mean?
 - The reason something happens.
6. What caused the Great Fire of London to start?
 - It started in a bakery on Pudding Lane.
7. What does the word consequence mean?
 - What happens as a result of something.
8. What was one consequence of the Great Fire of London?
 - A large part of London was destroyed / thousands of homes were destroyed.
9. What is a source?
 - Something that tells us about the past.
10. Who was Samuel Pepys?
 - A man who wrote a diary about the Great Fire of London.
11. What does the word change mean?
 - When something becomes different.
12. Name one change that happened after the Great Fire of London.
 - London was rebuilt, buildings were made from safer materials, or streets became wider.
13. Why did the fire spread so quickly?



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	<ul style="list-style-type: none"> ○ Houses were made of wood, buildings were close together, and strong winds helped the fire spread. <p>14. Why do we still remember the Great Fire of London today?</p> <ul style="list-style-type: none"> ○ Because it was a significant event that changed London and we can learn about it through historical sources. 	
<p>Spring 2</p>	<p>Enquiry Question Time Gone By What can castles tell us about life in the past?</p>	
<p>National Curriculum Links (History KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> • "develop an awareness of the past, using common words and phrases relating to the passing of time" 	<p>Lesson 1 - What is a castle? Learning Objective To be able to identify the features of a castle. Statutory Knowledge</p> <ul style="list-style-type: none"> • Castles were built in the past • Castles were built to protect people • Castles have features such as towers and walls • Castles are different from homes today <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Some castles are over 1,000 years old • Some castles can still be visited today 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> • castle - A strong building built to defend people and land. • monarch - A king or queen who rules a country. • artefact - An object made or used in the past. • compare - To look at what is the same and different. • moat - A deep ditch, usually filled with water, around a castle.



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<p>(past, change, comparing castle life with life today)</p> <ul style="list-style-type: none"> "know where the people and events they study fit within a chronological framework" (understanding that castles belong to the past and comparing them with the present day) "identify similarities and differences between ways of life in different periods" (comparing homes, jobs and daily life in castles with modern life) 	<p>Progression of Skills</p> <ul style="list-style-type: none"> To recognise the difference between past and present. To use historical vocabulary when discussing the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify a castle as a building from the past. Name features of a castle such as towers and walls. Recognise that castles are different from homes today. <p>Year 2</p> <ul style="list-style-type: none"> Explain why castles were built. Describe the purpose of key castle features. Compare castles with modern homes using historical vocabulary. <p>Core Vocabulary</p> <ul style="list-style-type: none"> castle <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"> past <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> old tower <p>Lesson 2 - Who lived in castles?</p> <p>Learning Objective</p> <p>To be able to describe who lived and worked in castles.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> Monarchs lived in castles Different people had different jobs in castles Life in castles was different from life today <p>Enrichment Knowledge</p>	<ul style="list-style-type: none"> drawbridge - A bridge that can be raised and lowered to cross a moat. <p>Previously Taught Vocabulary (Retrieved and Applied)</p> <ul style="list-style-type: none"> past - Something that has already happened. source - Something that tells us about the past (e.g. objects, pictures, writing). change - When something becomes different. <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> king queen old new Britain evidence significance tower shield armour servant museum
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<ul style="list-style-type: none"> • "ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events" (using artefacts and sources to investigate castle life) • "understand some of the ways in which we find out about the past and identify different ways in which it is represented" (using artefacts, museum objects and historical sources to learn about castles) 	<ul style="list-style-type: none"> • Servants helped run castles • Some castles housed hundreds of people <p>Progression of Skills</p> <ul style="list-style-type: none"> • To describe simple aspects of life in the past. • To identify similarities and differences between past and present. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify people who lived and worked in castles. • Describe simple aspects of castle life. <p>Year 2</p> <ul style="list-style-type: none"> • Explain the roles of different people in castles. • Compare life in a castle with life today. • Use historical vocabulary when discussing castle life. <p>Core Vocabulary</p> <ul style="list-style-type: none"> • monarch <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • king • queen • servant <p>Lesson 3 - How did castles keep people safe?</p> <p>Learning Objective</p> <p>To be able to explain how castles were defended.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Castles were built to protect people • Moats and drawbridges helped defend castles • Thick walls and towers helped keep people safe <p>Enrichment Knowledge</p>	
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- Soldiers used shields and armour
- Some castles had several layers of defence

Progression of Skills

- To explain why people did things in the past.
- To describe how people lived differently in the past.

Expected Outcome by Year Group

Year 1

- Identify features that helped protect castles.
- Describe how castles kept people safe.

Year 2

- Explain how moats, drawbridges, towers and walls were used for defence.
- Describe why people built castles in this way.
- Use historical vocabulary to explain castle defences.

Core Vocabulary Revisited

- castle

Wider Vocabulary Exposure

- moat
- drawbridge
- shield
- armour

Lesson 4 - What can artefacts tell us about castle life?

Learning Objective

To be able to use artefacts and sources to learn about castles.

Statutory Knowledge

- Artefacts help us learn about the past
- Sources tell us about how people lived
- Historians use sources to answer questions



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	<p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Museums keep artefacts safe• Different sources provide different information <p>Progression of Skills</p> <ul style="list-style-type: none">• To use sources to answer questions about the past.• To ask simple questions about the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify artefacts as objects from the past.• Use artefacts and pictures to find information about castle life. <p>Year 2</p> <ul style="list-style-type: none">• Use artefacts and sources to answer questions about the past.• Explain how different sources help us learn about castle life.• Identify evidence from historical sources. <p>Core Vocabulary</p> <ul style="list-style-type: none">• artefact <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• source <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• museum• evidence <p>Lesson 5 - How was life in a castle different from life today?</p> <p>Learning Objective</p> <p>To be able to compare castle life with life today.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Life in castles was different from life today• Homes, jobs and daily life have changed over time	
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	<ul style="list-style-type: none">• Some things have stayed the same <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Castles did not have modern technology• Daily routines were different <p>Progression of Skills</p> <ul style="list-style-type: none">• To identify similarities and differences between periods of time.• To recognise change over time. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify similarities and differences between castle life and modern life.• Describe one way life has changed. <p>Year 2</p> <ul style="list-style-type: none">• Compare homes, jobs and daily life in the past and present.• Explain how life has changed over time.• Use the vocabulary compare and change accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none">• compare <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• change <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• old• new <p>Lesson 6 - Endpoint Assessment</p> <p>Learning Objective</p> <p>To be able to explain what castles can tell us about life in the past.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Castles were built to protect people	
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	<ul style="list-style-type: none">• Different people lived and worked in castles• Artefacts and sources help us learn about the past• Life in castles was different from life today <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Castles help us understand British history• Some castles still exist today <p>Progression of Skills</p> <ul style="list-style-type: none">• To describe life in the past.• To compare the past with the present.• To use sources to answer questions about the past.• To explain why castles are important. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify key features of castles.• Describe who lived in castles.• Explain one way castles kept people safe.• Describe a simple difference between castle life and life today. <p>Year 2</p> <ul style="list-style-type: none">• Explain what castles tell us about life in the past.• Compare castle life with modern life.• Use artefacts and sources to support explanations.• Explain why castles are important historical buildings. <p>Endpoint Outcome Children create a castle information poster, museum display card or simple booklet answering the enquiry question: What can castles tell us about life in the past? Children should:</p> <ul style="list-style-type: none">• identify key features of a castle	
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- explain who lived in castles
- describe how castles were defended
- use artefacts or sources to explain castle life
- compare castle life with life today

Core Vocabulary Expected

- castle
- monarch
- artefact
- compare
- moat
- drawbridge

Previously Taught Vocabulary Retrieved and Applied

- past
- source
- change

Quiz Basket: What Can Castles Tell Us About Life in the Past?

1. What is a castle?
o A strong building built to defend people and land.
2. What does the word past mean?
o Something that has already happened.
3. What is a monarch?
o A king or queen who rules a country.
4. Who lived in castles?
o Monarchs, servants and other people who worked there.
5. Why were castles built?
o To protect people and keep them safe.
6. Name one feature of a castle.
o Tower, wall, moat or drawbridge.



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	<ol style="list-style-type: none"> 7. How did castles help keep people safe? <ul style="list-style-type: none"> o They had thick walls, towers, moats and drawbridges. 8. What is an artefact? <ul style="list-style-type: none"> o An object made or used in the past. 9. What does compare mean? <ul style="list-style-type: none"> o To look at what is the same and different. 10. How do artefacts and sources help historians? <ul style="list-style-type: none"> o They help answer questions about how people lived in the past. 11. What is a moat? <ul style="list-style-type: none"> o A deep ditch, usually filled with water, around a castle. 12. What is a drawbridge? <ul style="list-style-type: none"> o A bridge that can be raised and lowered to cross a moat. 13. How was life in a castle different from life today? <ul style="list-style-type: none"> o People had different homes, jobs and no modern technology. 14. What can castles tell us about life in the past? <ul style="list-style-type: none"> o They tell us how people lived, worked, stayed safe and what life was like long ago. 	
<p>Summer 1</p>	<p>Changes Enquiry Question How has life changed since the 1960s?</p>	



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<p>National Curriculum Links (History KS1) This unit supports pupils to:</p> <ul style="list-style-type: none"> "changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life" (comparing life in the 1960s with life today through technology, toys, food and fashion) "develop an awareness of the past, using common words and phrases relating to the passing of time" (past, present, 	<p>Lesson 1 - What was life like in the 1960s? Learning Objective To be able to identify some differences between life in the 1960s and today.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> The 1960s were in the past Some things were different in the 1960s compared to today People listened to different music, wore different clothes and used different technology Life changes over time <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> The Beatles were a popular music group in the 1960s The Mini car was popular in the 1960s <p>Progression of Skills</p> <ul style="list-style-type: none"> To recognise the difference between past and present. To identify differences between ways of life at different times. To use historical vocabulary when discussing the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> Identify that the 1960s happened in the past. Describe simple differences between life in the 1960s and today. Use the vocabulary past and present correctly. <p>Year 2</p> <ul style="list-style-type: none"> Explain how life in the 1960s differed from life today. Place the 1960s on a simple timeline. Use historical vocabulary such as decade and change accurately. <p>Core Vocabulary</p> <ul style="list-style-type: none"> decade 1960s 	<p>Core Vocabulary (Using agreed whole-school definitions)</p> <ul style="list-style-type: none"> timeline - A way of showing events in the order they happened. decade - A period of ten years. technology - Machines and devices that help people do things. invention - A new object or idea that has been created. 1960s - A decade between 1960 and 1969. compare - To look at what is the same and different. <p>Previously Taught Vocabulary (Retrieved and Applied)</p> <ul style="list-style-type: none"> past - Something that has already happened. present - What is happening now. change - When something becomes different. artefact - An object made or used in the past. source - Something that tells us about the past (e.g. objects, pictures, writing). <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> old - Something from a long time ago. new - Something from recent times. evidence - Information that helps us understand the past. <p>Topic Vocabulary</p>
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<p>change, timeline, decade)</p> <ul style="list-style-type: none"> • "know where the people and events they study fit within a chronological framework" (understanding that the 1960s was a decade in the past and placing it on a timeline) • "identify similarities and differences between ways of life in different periods" (comparing technology, toys, food and fashion in the 1960s and today) • "ask and answer questions, choosing and using parts of 	<p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"> • past • present <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none"> • The Beatles • Mini <p>Lesson 2 - How has technology changed?</p> <p>Learning Objective To be able to describe changes in technology since the 1960s.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Technology has changed over time • People use different devices today than they did in the 1960s • Modern technology helps people communicate and work <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Many homes did not have the technology we use today • Some inventions have completely changed daily life <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify changes over time. • To compare life in the past with life today. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify examples of technology from the 1960s and today. • Describe simple differences between them. <p>Year 2</p> <ul style="list-style-type: none"> • Explain how technology has changed over time. • Compare technology from different periods. • Describe how inventions have affected daily life. 	<ul style="list-style-type: none"> • fashion - Clothes that are popular at a particular time. • importation - Bringing goods into a country from another country. • home-grown - Food that is produced in our own country. • toy - An object children play with. • The Beatles - A famous music group from the 1960s. • Mini - A popular British car first made in the 1960s.
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<p>stories and other sources to show that they know and understand key features of events" (using photographs, objects and videos as sources to investigate life in the 1960s)</p> <ul style="list-style-type: none"> "understand some of the ways in which we find out about the past and identify different ways in which it is represented" (using artefacts and historical sources to learn about everyday life in the past) 	<p>Core Vocabulary</p> <ul style="list-style-type: none"> • technology • invention <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"> • change <p>Lesson 3 - How have toys changed?</p> <p>Learning Objective</p> <p>To be able to compare toys from the past with toys today.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none"> • Children played with different toys in the 1960s • Some toys have changed over time • Some toys are still popular today <p>Enrichment Knowledge</p> <ul style="list-style-type: none"> • Many toys today use technology • Older toys were often made from different materials <p>Progression of Skills</p> <ul style="list-style-type: none"> • To identify similarities and differences between periods of time. • To recognise change over time. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none"> • Identify toys from the 1960s and today. • Describe similarities and differences between toys. <p>Year 2</p> <ul style="list-style-type: none"> • Compare toys from different periods of time. • Explain how toys have changed and what has stayed the same. • Use historical vocabulary when discussing change over time. 	
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	<p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• artefact <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• toy• old• new <p>Lesson 4 - How have food and fashion changed?</p> <p>Learning Objective</p> <p>To be able to describe changes in food and fashion since the 1960s.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Fashion has changed over time• There is a greater variety of food available today• Some foods are imported from other countries <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Home-grown food was more common in the past• Fashion trends change regularly <p>Progression of Skills</p> <ul style="list-style-type: none">• To describe simple historical changes.• To compare life in the past with life today. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify differences in food and fashion between the 1960s and today.• Describe simple changes over time. <p>Year 2</p> <ul style="list-style-type: none">• Compare food and fashion from different periods.• Explain why some aspects of life have changed over time.• Use historical vocabulary when discussing change.	
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	<p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none">• change <p>Wider Vocabulary Exposure</p> <ul style="list-style-type: none">• fashion• importation• home-grown <p>Lesson 5 - What can sources tell us about life in the 1960s?</p> <p>Learning Objective</p> <p>To be able to use sources to learn about life in the past.</p> <p>Statutory Knowledge</p> <ul style="list-style-type: none">• Sources help us learn about the past• Photographs, objects and videos can be historical sources• Historians use sources to answer questions <p>Enrichment Knowledge</p> <ul style="list-style-type: none">• Different sources provide different information• Sources help us compare the past with the present <p>Progression of Skills</p> <ul style="list-style-type: none">• To use sources to answer questions about the past.• To ask simple questions about the past. <p>Expected Outcome by Year Group</p> <p>Year 1</p> <ul style="list-style-type: none">• Identify photographs and objects as sources.• Use sources to find information about the past. <p>Year 2</p> <ul style="list-style-type: none">• Use sources to answer questions about life in the 1960s.• Explain how different sources provide different information.• Identify evidence from historical sources.	
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The Saints Academies

St Peter's CE Academy Alton

Key Knowledge History - KS1 Year B

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Core Vocabulary

- timeline

Previously Taught Vocabulary Retrieved

- source

Wider Vocabulary Exposure

- photograph
- evidence

Lesson 6 - Endpoint Assessment

Learning Objective

To be able to explain how life has changed since the 1960s.

Statutory Knowledge

- Life today is different from life in the 1960s
- Technology, toys, food and fashion have changed
- Sources help us learn about life in the past
- Some things have changed while others have stayed the same

Enrichment Knowledge

- New inventions continue to change daily life
- Changes in transport and technology affect how people live

Progression of Skills

- To identify similarities and differences between past and present.
- To recognise change over time.
- To use sources to discuss the past.
- To explain how life has changed.

Expected Outcome by Year Group

Year 1

- Identify features of life in the 1960s.



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- Describe at least one change between the 1960s and today.
- Use simple historical vocabulary.

Year 2

- Explain how life has changed since the 1960s.
- Compare technology, toys, food and fashion across time.
- Use sources to support explanations.
- Explain similarities and differences between past and present.

Core Vocabulary Expected

- timeline
- decade
- technology
- invention
- 1960s
- compare

Previously Taught Vocabulary Retrieved and Applied

- past
- present
- change
- artefact
- source

Endpoint Outcome

Children create a comparison poster, timeline or class museum display answering the enquiry question:

How has life changed since the 1960s?

Children should:

- identify features of life in the 1960s
- compare the 1960s with today



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- describe at least two changes over time
- use sources to support their ideas
- explain how life has changed

Quiz Basket: How Has Life Changed Since the 1960s?

1. What does the word past mean?
o Something that has already happened.
2. What does the word present mean?
o What is happening now.
3. What does the word compare mean?
o To look at what is the same and different.
4. What is a timeline?
o A way of showing events in the order they happened.
5. What were the 1960s?
o A decade between 1960 and 1969.
6. What is a decade?
o A period of ten years.
7. What is technology?
o Machines and devices that help people do things.
8. What is an invention?
o A new object or idea that has been created.
9. Name one thing that was different in the 1960s compared to today.
o Music, clothes, toys or technology were different.
10. How has technology changed since the 1960s?
o People use different devices today to communicate and work.
11. What is an artefact?
o An object made or used in the past.



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	<p>12. What can sources tell us about life in the 1960s?</p> <ul style="list-style-type: none">o They help us learn about and compare life in the past. <p>13. Name one thing that has changed since the 1960s.</p> <ul style="list-style-type: none">o Technology, toys, food, fashion or transport. <p>14. How has life changed since the 1960s?</p> <ul style="list-style-type: none">o Many aspects of life have changed over time, although some things have stayed the same.	
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