

History Curriculum Overview: Year 1/2 2021-22

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
1/2	The Great Fire of London	<p>EYFS: <u>Listening and Attention-</u> <i>Children listen to stories... and respond to what they hear with relevant comments, questions or actions.</i></p> <p><u>Understanding-</u> <i>Children answer 'how' and 'why' questions about their experiences and in response to stories and events.</i></p> <p><u>Speaking-</u> <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></p>	<p>NC: events beyond living memory that are significant nationally or globally</p> <ol style="list-style-type: none"> Where and when did the Great fire of London take place? Why did the fire spread so quickly? How did the people try to put out the fire? How long did the fire last? Who was Samuel Pepys and what can we learn from him? How has the Great Fire of London affected life today? 	History Historian Chronological order Year Timeline Long ago Past Significant event Beyond living memory Primary Source Secondary Source 2 nd September 1666 Samuel Pepys Pudding Lane Bakery Thomas Farnyor Drought Fiver Thames Fire service Diary Wooden Spread Fire appliances	<ul style="list-style-type: none"> Cause and consequence Significance Evidence 	<p>Book:</p> <p>Create a collaborative model of Pudding Lane- Each child can make a building and explore how close the houses were to each other, design of the houses, materials used, etc. Create a timeline of events.</p> <p>Role play- think of questions to ask various characters from the time- children or adults can role play these characters and answer the questions.</p> <p>Compare the Fire Service then and now- invite local crew to school to share some of the modern equipment and its uses.</p> <p>Create and film a news report on the events of the fire.</p> <p>Singing: 'London's Burning' to perform.</p> <p>Role play area as a fire station- first as a modern fire station, then as one from the time of the Great Fire.</p> <p>In English, writing diary extracts as Samuel Pepys.</p>

1/2	Who were the Victorians?		<p>NC: The lives of significant individuals who have contributed to national and international achievements. Comparing aspects of life in different periods.</p> <ol style="list-style-type: none"> 1. Who were the Victorians? 2. When was the Victorian era? 3. Why were they called the Victorians? 4. How did some Victorians live? 5. How did some Victorians work? 6. What was Victorian school like and how does it compare to our school life? 	<p>History Historian Chronological order Year 1819-1901 Timeline Long ago Past Significant event Beyond living memory Primary Source Secondary Source Queen Victorian The Victorians Artefacts</p>	<ul style="list-style-type: none"> • Inference and deduction • Similarity and difference • Chronology and timelines. 	<p>Create a collaborative mind map about what we know about the Victorians and what we would like to find out.</p> <p>Handle real life Victorian household objects and ask questions and discuss what they tell us about Victorian life.</p> <p>Write a non-fiction report about what you have learnt.</p> <p>Create a timeline to show where the Victorian era fits chronologically.</p> <p>Compare different Victorian jobs, including jobs for children. Watch the Horrible Histories song 'Work Terrible Work!'</p> <p>Examine primary and secondary historical sources, such as portrait paintings and photographs. What can we infer and deduce from them?</p> <p>Dress as a Victorian for our Victorian school day.</p>
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1/2	Isambard Kingdom Brunel and Bristol		<p>NC: significant historical events, people and places in their own locality, the lives of significant individuals in the past who have contributed to national and international achievements</p> <ol style="list-style-type: none"> 1. Who was Brunel and when did he live? 2. Why do we remember Brunel? 3. How did he build the Thames Tunnel? 4. What problems did Brunel face when designing the Great Western Railway? 5. Why was the SS Great Britain so important? 6. What is so spectacular about the Clifton Suspension Bridge? 	<p>Isambard Kingdom Brunel Born: 9th April 1806 Died: 15th September 1859 Inventor Engineer Transport Travel Victorian Era SS Great Britain Great Western Railway Thames Tunnel Bridges Clifton Suspension Bridge</p>	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	<p>Educational Visit: SS Great Britain, Suspension Bridge</p> <p>Harry Cadwaller- dresses up as and role plays stories with the children about the life and achievements of Brunel. 'Cadcharacters': http://cadcharacters.co.uk/about</p> <p>BBC 'True Stories': https://www.bbc.co.uk/teach/class-clips-video/true-storiesisambard-kingdom-brunel/zjrtvk7</p> <p>Using the evidence gathered from trips/ videos/ storytelling, children use biographical sources to find out more about Brunel, his life and his achievements. The information collected could be used to create an autobiography or collection of memoires.</p> <p>Children devise and script a play about Brunel, each choosing a part of his life to act out. These could then be put in chronological order to perform.</p> <p>"Which of Brunel's achievements was the greatest?" The class could debate the question and take a vote.</p>
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