

| Year | Knowledge | | | | Skills | |
|---|--|--|---|--|--|--|
| Y 1 / Y 2 Term 1 Year B | <u>Focus: How Homes have changed</u> | | <u>Enrichment: Wilson Boxes - SH14, SH17, SH7A, SH8F</u> | | Chronological Understanding <ul style="list-style-type: none"> Beginning to sequence events, objects and images when describing them (e.g. objects into then and now) Recognising that some stories and events are set a long time ago Beginning to use common words and phrases for the passage of time (e.g. long ago) Disciplinary Concepts <ul style="list-style-type: none"> Being aware of changes that happen throughout the year Beginning to recognise similarities and differences between the past and today Using photographs artefacts and stories to compare the past with the present day Using stories and non-fiction books to find out about life in the past Recognising that different members of the class may notice different things in photographs from the past Historical Enquiry <ul style="list-style-type: none"> Asking questions about the differences they can see in photographs, artefacts or images that represent the past Making simple observations about the past from photographs, artefacts and images Deciding whether photographs or images depict the past Communicating findings by pointing to images and using simple language to explain their thoughts | |
| | <u>National Curriculum Knowledge</u> <ul style="list-style-type: none"> ✓ Events beyond living memory that are significant nationally or globally ✓ Significant historical events, people and places in their own locality | | | | | |
| | <u>Contributing towards: Changes over time: Why do we remember the Great Fire of London</u> | | | | | |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | Resources | | |
| | To understand that homes have changed over time | Pictures and photos show us what homes were like in the past. Homes looked very different long ago compared to now. | Past: things that have already happened (before now). | - Images: mud hut, Roman villa, Saxon house, Tudor house, Victorian house, modern house - Ordering activity: homes timeline - 'Houses and Homes' by Ann Morris - BBC Teach: Homes in the past | | |
| | To compare household items from the past with the present | Household items have changed over time. Telephones, irons and cooking equipment looked and worked differently in the past. | Artefact: a man-made object from the past. | - Visit to The Wilson Museum, Cheltenham (handling collection) - Victorian household artefacts (flat iron, mangle, oil lamp) - Then/now comparison cards - Sorting activity: old vs new items | | |
| To compare toys from the past with the present | Toys 150 years ago did not contain electronics and were not made from plastic as these had not yet been invented. Children made their own toys or played simple games. | Victorian: belonging to the time when Queen Victoria was queen (1837-1901). | - Victorian toys from The Wilson Museum - Images: hoop and stick, spinning top, wooden dolls, marbles - Comparison chart: Victorian toys vs modern toys - Play Victorian games activity | | | |
| To understand that education has changed over time | In the 1900s, children would write on slates with chalk and sit in rows. School was very strict and children could be punished with a cane. | Slate: a small blackboard that children wrote on with chalk in Victorian schools. | - BBC Bitesize: Children in Victorian Britain - BBC Two: Victorian classroom video - Images of Victorian classrooms - Replica slate and chalk - Role-play Victorian lesson - Comparison: then and now school rules | | | |
| To recognise special items associated with kings and queens | Queen Victoria was Queen of Great Britain and the Empire. King Charles is our current king and Queen Elizabeth II was his mother. | Monarch: a king or queen who is the official ruler or head of state of a country. | - Portrait images: Queen Victoria, Queen Elizabeth II, King Charles III - Crown, orb, sceptre images - Royal family tree (simplified) - BBC Teach: Kings and Queens - Crown-making activity | | | |

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| Y 1 / Y 2 Term 2 Year B | Focus: Fire! Fire – Why do we remember the Great Fire of London Enrichment: | | | | <p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequencing photographs, focusing on the intervals between events Placing events on a timeline Knowing where people/events studied fit into a chronological framework <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Identifying simple reasons for changes Asking questions about why people did things, why events happened and what happened as a result Recognising why people did things, why events happened and what happened as a result Knowing some things which have changed/stayed the same as the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> Finding out about people, events and beliefs in society Discussing who was important in a historical event Using artefacts and photographs to ask and answer questions about the past Making simple observations about a source or artefact Using sources to show an understanding of historical concepts Recognising different ways in which the past is represented (including eye-witness accounts) Using a source to answer questions about the past Evaluating the usefulness of sources to a historical enquiry Selecting information from a source to answer a question Using relevant vocabulary in answers Describing past events and people by drawing or writing Expressing a personal response to a historical story or event through discussion, drawing or writing |
| | National Curriculum Knowledge ✓ Events beyond living memory that are significant nationally or globally | | | | |
| | Contributing towards: Changes over time: Is there a man on the Moon? Significant Explorers | | | | |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | Resources | |
| | To understand what life was like in 17th century London | London in 1666 looked very different from today. Houses were made of wood and built very close together. The streets were narrow and dirty. | Century/17th century: the period of time from 1600 to 1699 (over 300 years ago). | - Timeline showing 1666 compared to Queen Victoria and today - Images of Tudor/Stuart London - The Great Fire of London KS1 resources pack - 'What was life like in 17th century London?' information sheet - Comparison: then and now London | |
| | To understand how the Great Fire of London started | The Fire of London started in a bakery on Pudding Lane in 1666. It spread very quickly because the houses were made of wood and very close together. | Bakery: a place where bread and cakes are made and baked. | - Story of Thomas Farriner's bakery - The Great Fire of London KS1 resources - 'How did the Great Fire start?' activity sheet - Map of Pudding Lane - Sequencing cards: how the fire started - 'Vlad and the Great Fire of London' by Kate Cunningham | |
| To understand how we know what happened during the Great Fire | We use sources to find out about the past. Samuel Pepys wrote a diary describing what he saw during the Great Fire. | Diary: a book where someone writes down what happens each day. | - Extracts from Samuel Pepys' diary (simplified) - Portrait of Samuel Pepys - 'How do we know what happened?' worksheet - Images: paintings of the Great Fire - Write your own diary entry activity | | |
| To find out how people fought the Great Fire | There was no fire service or fire engines in London at that time. People used leather buckets, water squirts and fire hooks to try to stop the fire. | Fire hook: a large rod with a hooked end, used to pull down houses to stop the fire spreading. | - Images of fire-fighting equipment from 1666 - 'How did people fight the Great Fire?' worksheet - Comparison: 1666 vs modern fire-fighting - Role-play: bucket chain activity - BBC Teach: Great Fire of London clips | | |
| To understand how London was rebuilt after the Great Fire | Buildings in London changed as a result of the Great Fire. New houses were built from brick and stone instead of wood, and streets were made wider. | Brick: a block of baked clay used for building. | - Before/after images of London - Video: How London was rebuilt (YouTube link provided) - 'How did they rebuild London?' card sorting activity - Building materials comparison - Design a safer house activity | | |

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| Y 1 / Y 2 Term 4 Year B | Focus: <u>Is there a man on the moon?</u> <u>Enrichment:</u> <u>National Curriculum Knowledge</u> ✓ Events beyond living memory that are significant nationally or globally ✓ The lives of significant individuals in the past who have contributed to national and international achievements. Contributing towards: | | | | Chronological Understanding <ul style="list-style-type: none"> Recording on a timeline a sequence of historical stories heard orally Beginning to sequence events, objects and images when describing them Recognising that some stories and events are set a long time ago Beginning to use common words and phrases for the passage of time |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | Resources | Disciplinary Concepts <ul style="list-style-type: none"> Understanding that some things change while other items remain the same and some are new Asking why things happen and beginning to explain why with support Beginning to recognise similarities and differences between the past and today Using photographs artefacts and stories to compare the past with the present day Using stories and non-fiction books to find out about life in the past |
| | To understand what an explorer is | A person who travels to different places to find out more about them is an explorer. Explorers have travelled long distances to hot and cold places. | Explorer: a person who travels to new or unfamiliar places to discover what they are like. | - Images of different explorers - World map showing exploration routes - 'What is an explorer?' discussion cards - Books about explorers - Hot and cold places sorting activity | Historical Enquiry <ul style="list-style-type: none"> Asking how and why questions based on stories, events and people Drawing out information from sources Making simple observations about the past from a source Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence Describing the main features of concrete evidence of the past or historical evidence Discussing and writing about past events or stories in narrative or dramatic forms Expressing a personal response to a historical story or event |
| | To find out who Neil Armstrong was and why he is famous | Neil Armstrong was an astronaut. He was the first man to walk on the moon in 1969. This was an important moment in history. | Astronaut: a person who travels into space. | - BBC Teach KS1: Neil Armstrong video - Images of moon landing - Timeline: 1969 - Space suit pictures - Moon facts - 'One small step' quote discussion | |
| | To find out who Christopher Columbus was and what he did | Christopher Columbus was an explorer who sailed across the Atlantic Ocean in 1492. He was trying to reach Asia but accidentally discovered America. | Discovery: Finding something not known before. | - BBC Teach KS2: Christopher Columbus video (simplified for KS1) - World map: Europe to America route - Images of Columbus's ships - Timeline: 1492 - What people believed about the world then | |
| | To find out who Robert Falcon Scott was and what he did | Robert Falcon Scott travelled to Antarctica in freezing conditions. He used a sled pulled by dogs to explore the South Pole. | Polar exploration: journeys to the Arctic or Antarctic regions to discover new lands and reach the North or South Poles. | - BBC Teach KS2: Robert Falcon Scott video (simplified for KS1) - Photographs of Scott's expedition - Map showing Antarctica - Images of sled dogs - Cold weather clothing comparison | |
| | To find out who Ibn Battuta was and why he is famous | Ibn Battuta was a Moroccan explorer who travelled for 29 years. He visited many countries and never travelled the same road twice. | Expedition: a journey undertaken by a group of people with a particular purpose, especially exploration. | - BBC Teach KS2: Ibn Battuta video (simplified for KS1) - Map showing his routes - Timeline: when he lived - Comparison: how long 29 years is - Different methods of transport he used | |
| | To understand how exploration has changed over time | Exploring has changed through time. Ships are now powered by engines instead of sails. Aeroplanes help people travel quickly. We have better maps and clothing for different conditions. | Voyage: a long journey travelling by sea or space. | - Then/now comparison timeline - Transport sorting: old vs new - Clothing for exploration: then and now - Maps: old vs modern - How has exploring changed? discussion | |

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|---|--|--|--|--|--|
| Y 1 / Y 2 Term 5 Year B | Focus: Who Built Stroud Railway Station? Enrichment: Stroud Railway station visit and trip to SS Great Britain and Clifton Suspension Bridge | | | | Chronological Understanding <ul style="list-style-type: none"> Recording on a timeline a sequence of historical stories heard orally Beginning to sequence events, objects and images when describing them Recognising that some stories and events are set a long time ago Beginning to use common words and phrases for the passage of time Disciplinary Concepts <ul style="list-style-type: none"> Understanding that some things change while other items remain the same and some are new Asking why things happen and beginning to explain why with support Beginning to recognise similarities and differences between the past and today Using photographs artefacts and stories to compare the past with the present day Using stories and non-fiction books to find out about life in the past Historical Enquiry <ul style="list-style-type: none"> Asking how and why questions based on stories, events and people Drawing out information from sources Making simple observations about the past from a source Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence Describing the main features of concrete evidence of the past or historical evidence Discussing and writing about past events or stories in narrative or dramatic forms Expressing a personal response to a historical story or event |
| | <u>National Curriculum Knowledge</u> ✓ Events beyond living memory that are significant nationally or globally ✓ The lives of significant individuals in the past who have contributed to national and international achievements ✓ The lives of significant individuals in their locality. | | | | |
| | Contributing towards: How Have Things Changed In Gloucestershire (Stroud) | | | | |
| | <u>Objective</u> | <u>Sticky Knowledge</u> | <u>Key Vocabulary and Definitions</u> | <u>Resources</u> | |
| | To find out who Isambard Kingdom Brunel was and when he lived | Isambard Kingdom Brunel was a famous engineer who designed and built bridges, tunnels, railways and ships in Victorian times. | Engineer: a person who designs and builds structures and machines. | - Portrait of Brunel - Timeline: Victorian era (link to Florence Nightingale) - Map of UK showing his works - Royal Museums Greenwich: Who was IKB? - Images of his inventions | |
| | To understand how Brunel helped people cross rivers | Brunel designed the Clifton Suspension Bridge to help people cross the River Avon in Bristol. It was an amazing achievement. | Suspension Bridge: a type of bridge where the deck (the part you walk or drive on) is hung below cables. | - Images of Clifton Suspension Bridge - Diagram showing how suspension bridges work - Before/after: crossing the River Avon - Build a bridge activity - Visit/virtual tour of the bridge | |
| To find out how Brunel changed the way people travelled | Brunel designed the Great Western Railway, connecting London to the South West. This meant people could travel faster and further than ever before. The railway went through Stroud! Brunel also designed Paddington Station in London and Stroud Railway Station. | Great Western Railway – The railway link between London and the South West Steam train - a train pulled by an engine powered by steam | - Map: Great Western Railway route (London to Bristol via Stroud) - Visit to Stroud Railway Station - Images of Stroud station - then and now - Images of Paddington Station (Brunel's design) - Comparison: Paddington vs Stroud station - Local connection: How did the railway change Stroud? - Victorian train journey role-play - Then/now: travel times comparison (London to Stroud) | | |
| To discover what ships Brunel designed and built | Brunel built the SS Great Western and SS Great Britain - huge ships that could cross the Atlantic Ocean to America. | SS Great Britain – the first iron hulled ship built to travel on the oceans. | - Images of SS Great Western and SS Great Britain - Visit to SS Great Britain, Bristol (or virtual tour) - How did people get to America before aeroplanes? - Size comparison: Brunel's ships vs modern ships - Design your own ship activity | | |
| To understand how Brunel's work still benefits us today | Brunel's inventions changed the world. His railways, bridges and ideas about engineering are still important today. Many of his structures are still used, including Paddington Station and the railway through Stroud. | Invention: something that has been created or designed for the first time. | - Legacy discussion: what do we still use? - Local connection: Stroud railway station still in use today - Paddington Station still in use today - How does the railway benefit Stroud now? - Then/now comparison across all his works - Timeline showing impact - 'Thank you Brunel' letter writing | | |