

Queen Victoria

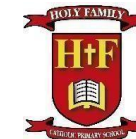
"I come not to be served but to serve." Matthew 20:28

Year Year 1/2

Term Autumn 1

Subject History

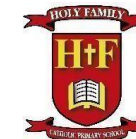
National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.• Events beyond living memory that are significant nationally or globally.		
Key Vocabulary	Monarch Queen Prince Albert Queen Victoria Family tree Rich Poor Impact		
Lesson overview/Substantive Knowledge	Disciplinary Knowledge		
	Second Order Concept	Historical Skills	
<u>Lesson 1: Explore What a King or Queen is.</u>	<ul style="list-style-type: none">• Continuity and change.• Chronology	Year 1 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can understand where people and events fit within a chronological timeline. Year 2 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can understand where people and events fit within a chronological timeline.	
<u>Lesson 2: An Introduction to Queen Victoria's reign</u>	<ul style="list-style-type: none">• Chronology• Historical Significance	Year 1 I can understand the lives of significant individuals in the past who have contributed to national and international achievements. I can learn from significant historical events, people and places in my own locality ie Bonfire night. Year 2 I can use a wide vocabulary of historical terms. I can learn about events beyond living memory that are significant nationally or globally. I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale.	



<u>Lesson 3: What was life like during the Victorian Era) Rich vs. poor children.</u>	<ul style="list-style-type: none">• Evidence and enquiry• Similarities and differences	Year 1 I can use a range of sources to find out about the past and identify different ways in which it is represented. I can ask and answer questions using historical sources to show understanding of key events. Year 2 I can use a range of sources to find out about the past and identify different ways in which it is represented. I can compare aspects of life from different periods.
<u>Lesson 4: Getting to know Queen Victoria in more depth.</u>	<ul style="list-style-type: none">• Historical Significance (Individual)• Evidence and enquiry	Year 1 I can learn from significant historical events, people and places in my own locality ie Bonfire night. I can understand the lives of significant individuals in the past who have contributed to national and international achievements. Year 2 I can learn about events beyond living memory that are significant nationally or globally. I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale.
<u>Lesson 5: What lasting impact did Queen Victoria have?</u>	<ul style="list-style-type: none">• Cause and consequence• Similarities and differences.	Year 1 I can use a range of sources to find out about the past and identify different ways in which it is represented. I can use a wide vocabulary of historical terms. I can understand the lives of significant individuals in the past who have contributed to national and international achievements. Year 2 I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale. I can learn about events beyond living memory that are significant nationally or globally. I can ask and answer questions using historical sources to show understanding of key events.
<u>Lesson 6 – Assessment: double page spread “Why was Victoria such an important Queen?”</u>		



Previous knowledge	Current Year	Future learning
<p><u>Year 1</u></p> <ul style="list-style-type: none">• Talk about the lives of the people around them (immediate family).• Understand there are similarities and differences between themselves and others.• Begin to make sense of their own life-story and family's history.• Developed some chronological understanding that events happened before they were born.• Introduction to the Monarchy and important leaders through their castles topic.	<ul style="list-style-type: none">• Pupils will start to develop an understanding of 'significant people' in history and how their actions shaped the present day.• Pupils will build on their previous knowledge of the monarchy and learn about a leader of the past, developing their chronological understanding of events that happened before they were born.• Pupils will learn about the role of Queen Victoria and understand her life in more depth.• Pupils will develop an understanding of the impact Queen Victoria had on life in Britain through drawing comparisons of before, during and after her reign.	<p><u>KS1</u></p> <ul style="list-style-type: none">• Pupils will explore how significant events in history have shaped the present day (Titanic).• Pupil will continue to develop their chronological understanding by exploring how things have changed over time (e.g. transport, holidays). <p><u>KS2</u></p> <ul style="list-style-type: none">• Pupils will have several opportunities to study the British Monarchy throughout different periods of history including during the Anglo-Saxon and Viking period and the Tudors.• Pupils will have the opportunity to look at similarities and differences between leaders of different countries and empires throughout history including the Ancient Greeks, Romans, Mayans, Indus Valley and Ancient Sumer.



Titanic

“When you pass through the waters I will be with you.” - Isaiah 43:2

Year Year 1/2

Term Spring 1

Subject History

National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">Events beyond living memory that are significant nationally or globally.		
Key Vocabulary	Liner First Class Third Class Iceberg Life boat Safety Passenger Titanic Liverpool		
Lesson overview/ Substantive Knowledge	Disciplinary Knowledge		
	Second Order Concept	Historical Skills	
<u>Lesson 1: Understand why the Titanic was a significant liner during its construction and launch.</u>	<ul style="list-style-type: none">Significant event	Year 1 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can ask and answer questions using historical sources to show understanding of key events. Year 2 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can learn about events beyond living memory that are significant nationally or globally.	
<u>Lesson 2: Life on board the Titanic (Class division).</u>	<ul style="list-style-type: none">Significant eventsSimilarities and differences.Evidence and enquiry	Year 1 I can learn from significant historical events, people and places in my own locality ie Bonfire night. I can use a wide vocabulary of historical terms. Year 2 I can compare aspects of life from different periods. I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale.	
<u>Lesson 3: The events leading up to the sinking of the Titanic.</u>	<ul style="list-style-type: none">Evidence and enquiry.Chronology.	Year 1 I can understand where people and events fit within a chronological timeline. I can learn from significant historical events, people and places in my own locality ie Bonfire night. Year 2 I can understand where people and events fit within a chronological timeline.	

		I can learn about events beyond living memory that are significant nationally or globally.
<u>Lesson 4: What happened on the night of April 14th 1912.</u>	<ul style="list-style-type: none"> • Cause and consequence 	Year 1 I can learn from significant historical events, people and places in my own locality ie Bonfire night. I can ask and answer questions using historical sources to show understanding of key events. Year 2 I can ask and answer questions using historical sources to show understanding of key events. I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale.
<u>Lesson 5: Understand the lasting impact of the Titanic sinking.</u>	<ul style="list-style-type: none"> • Cause and consequence 	Year 1 I can learn from significant historical events, people and places in my own locality ie Bonfire night. I can ask and answer questions using historical sources to show understanding of key events. Year 2 I can ask and answer questions using historical sources to show understanding of key events. I can use opportunities to learn about significant historical events, people and places in my own locality ie Florence Nightingale.

Lesson 6: Assessment: Double Page spread, “I can describe the Titanic as an important liner.”

Previous knowledge	Current Year	Future learning
<u>Year 1</u> <ul style="list-style-type: none"> • Talk about the lives of the people around them (immediate family). • Understand there are similarities and differences between themselves and others. • Begin to make sense of their own life-story and family's history. • Developed some chronological understanding that events happened before they were born. • Learnt about the impact of significant individuals in history through their Queen Victoria topic. 	<ul style="list-style-type: none"> • Learn about an event beyond living memory that had an impact nationally and globally. • Know that some events have local significance (Titanic link to Liverpool). • The Titanic contributed to lots of jobs in the area at the time. • The Titanic was described as “The unsinkable ship.” • Develop chronological understanding through the events that lead up to and beyond the sinking. • Learn about social class differences. • Learnt about some of the positive changes that came about as a result of the disaster. 	<u>KS1</u> <ul style="list-style-type: none"> • Pupils will explore how transport has changed over time and be able to place the Titanic and previously learnt space travel detail in this timeline of change. • Year 1 will learn about another significant event (The Great Fire of London) and the subsequent changes and be able to make links between how lessons are learnt when things go wrong. <u>KS2</u> <ul style="list-style-type: none"> • Children will learn about other historical ‘disasters’ and their significance in learning lessons for the future e.g. Pretoria Pit Disaster.



		<ul style="list-style-type: none">• Pupils will learn about other developments during this time period such as the Industrial Revolution.• Pupils will develop a greater understanding of class division throughout history such as rich vs. poor in the Tudor times and the heirachy of the Ancient Egyptians.
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History of Transport

“Let my steps stay on your tracks so that my feet will not stumble.” – Psalm 17:5

Year Year 1/2

Term Summer 1

Subject History

National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">Events beyond living memory that are significant nationally or globally.	
Key Vocabulary	Travel Transport Sailing Boats Trains Railway Aeroplanes Trade Holidays	
Lesson Overview Substantive Knowledge	Disciplinary Knowledge	
	Second Order Concept	Historical Skills
<u>Lesson 1: Timeline of transport inventions.</u>	<ul style="list-style-type: none">Continuity and change.Chronology	Year 1 I can understand where people and events fit within a chronological timeline. I can use a wide vocabulary of historical terms. Year 2 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can understand where people and events fit within a chronological timeline.
<u>Lesson 2: Boats through the ages</u>	<ul style="list-style-type: none">ChronologyContinuity and change.	Year 1 I can understand where people and events fit within a chronological timeline. I can ask and answer questions using historical sources to show understanding of key events. Year 2 I can use a wide vocabulary of historical terms. I can learn about events beyond living memory that are significant nationally or globally. I can understand where people and events fit within a chronological timeline.



<u>Lesson 3: The creation of the railway system.</u>	<ul style="list-style-type: none">• Similarities and differences.• Chronology.• Significant individual(s)	<p>Year 1 I can understand the lives of significant individuals in the past who have contributed to national and international achievements. I can understand the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Year 2 I can learn about events beyond living memory that are significant nationally or globally. I can use a range of sources to find out about the past and identify different ways in which it is represented.</p>
<u>Lesson 4: How have cars changed over time?</u>	<ul style="list-style-type: none">• Chronology• Similarities and differences	<p>Year 1 I can use a range of sources to find out about the past and identify different ways in which it is represented. I can develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Year 2 I can develop awareness of the past, using common words and phrases relating to the passing of time. I can compare aspects of life from different periods.</p>
<u>Lesson 5: The Wright Brothers and the invention of the Aeroplane.</u>	<ul style="list-style-type: none">• Cause and consequence• Significant individual(s)	<p>Year 1 I can understand the lives of significant individuals in the past who have contributed to national and international achievements. I can understand the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Year 2 I can learn about events beyond living memory that are significant nationally or globally. I can use a range of sources to find out about the past and identify different ways in which it is represented.</p>
<u>Lesson 6: Assessment: How has travel changed the world throughout history?</u>		



Previous knowledge	Current Year	Future learning
<u>Year 1</u> <ul style="list-style-type: none">• Talk about the lives of the people around them (immediate family).• Understand there are similarities and differences between themselves and others.• Begin to make sense of their own life-story and family's history.• Developed some chronological understanding that events happened before they were born.• Pupils will have learnt about the history of space travel that lead up to the Moon Landing.	<ul style="list-style-type: none">• Develop chronological understanding through the study of changes to transport throughout history.• Learn about some significant individuals (The Wright Brothers, The Stephensons).• Learn how the use of transport has changed over time.• Observe differences between different types of transport and specific developments in the history of sailing, railway and flight.	<u>Year 1</u> <ul style="list-style-type: none">• Pupils will explore changes in holidays throughout history, which can be linked with the development in technology/transport.• Pupils will learn about other significant individuals in history (e.g. Florence Nightingale) and their specific impact. <u>Year 2</u> <ul style="list-style-type: none">• Pupils will learn about the earliest inventions in history through the study of pre-hisotry man (Stone age – Bronze age).• In KS2 children will go on to learn about specific preiods in history that their KS1 studies have covered.