

Hopton C of E Primary Academy

History Subject Overviews

EYFS/KS1

Title	LOCAL HISTORY WEEK We will learn about changes to ourselves, family and environment.
Overview of Unit	This topic helps children explore how they have changed over time, understand their own personal history, and begin to develop a sense of chronology. Children will reflect on their own lives, from when they were babies to the present day, and start to recognise that change happens over time. They will also explore their local environment, including where they live and how their school may have changed.
Key Vocabulary	Past, present, now, then, before, after, long ago, change, grow, older, younger, baby, toddler, child, family, elderly, birthday, memories, photograph, timeline, order, first, next, last, sequence, school, classroom, playground, old, new, same, different
Key Learning Objectives	- I am learning to talk about how I have changed since I was a baby. - I am learning to create a timeline of our life. - I am learning to identify how humans change over time by looking at photographs. - I am learning to identify where we live and how our school has changed over time.
Key Knowledge	1. A timeline shows events in the order they happened. 2. People change as they grow older over time. 3. The past is what has already happened and the present is happening now. 4. Photographs and memories can help us learn about the past. 5. Schools and local places can change over time. 6. Words such as before, after, old and new help us talk about time and change.
Skills to be covered EYFS	<u>Nursery</u> • Talk about themselves, their families, and things that have happened in their own lives • Begin to understand that they were babies and have changed as they have grown • Look at photos of themselves and begin to notice simple changes over time • Talk about familiar routines and events using simple time language (e.g. now, then, today) • Explore changes in their environment (home, school, classroom) through observation and discussion • Listen to and talk about stories that involve change over time • Use simple vocabulary linked to time and change (e.g. big, small, baby, grown-up, before, after) <u>Reception</u>



	● Begin to sequence simple personal events using everyday experiences (e.g. morning, lunchtime, home time) ● Understand that they were babies and have changed over time ● Look at and order photos of their own lives with support ● Begin to recognise that events happen in order and can be put into sequence ● Ask and answer simple questions about their own experiences and changes ● Use simple time-related vocabulary (e.g. before, after, now, then, yesterday, today) ● Talk about changes in their environment and begin to explain what is different ● Listen to stories and begin to retell events in order
Skills to be Covered KS1	<u>Understanding Chronology</u> ● Place events and artefacts in order on a time line. ● Label time lines with words or phrases such as: past, present, older and newer. ● Recount changes that have occurred in their own lives. ● Use dates where appropriate. ● Understand how to sequence events and artefacts such as objects or photographs <u>Investigating and Interpreting the Past</u> ● Ask questions such as: What was it like for people? What happened? How long ago? ● Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Building an Overview of History</u> ● Describe historical events. <u>Communicating Historically 'Being a Historian'</u> ● Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Suggested Learning Experiences	- Create a timeline of images for their own lives - Identify how people change over time. - Have speakers from different generations. - Identify changes that have already happened since being in school, using key vocabulary and what may happen in the future. - Order photographs from baby to present day and explain what has changed.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is the past? 2. What is a timeline used for? 3. Name one way you have changed since you were a baby. 4. What can photographs tell us about the past? 5. What is different about your school now compared to before? 6. Which word means something happened earlier: before or after?

Title	<u>Significant Events beyond Living Memory</u> We will be learning about the Normans. We will be looking at how William the Conqueror became King of England after the Battle of Hastings. We will be learning about how the Normans built the castles and what it was like to live in a castle.
Overview of Unit	In this topic, children will be introduced to the Normans and learn about a significant event in British history. They will explore who William the Conqueror was and how he became



	king after the Battle of Hastings. Children will begin to understand that this event changed England and shaped the country we live in today. As part of their learning, children will discover how the Normans built castles to defend their land and show power. They will explore different types of castles, such as motte-and-bailey castles, and learn about their key features. The topic will also give children an insight into what life was like inside a castle, including the roles of people who lived and worked there.
Key Vocabulary	past, present, old, new, long ago, now, before, after, timeline, order, first, next, last, Normans, castle, king, queen, knight, William the Conqueror, battle, Battle of Hastings, soldier, army, tower, wall, moat, gate, home, live, change, same, different
Key Learning Objectives	- I am learning to place the Normans on a simple timeline. - I am learning to ask and answer questions about the past, such as what happened at the Battle of Hastings and what life was like a long time ago. - I am learning to look at pictures, stories and objects to find out about the Normans and their castles. - I am learning to talk about important people from the past, including William the Conqueror, and say why they are important. - I am learning to explain why castles were built and begin to understand that people in the past did things for a reason. - I am learning to use words like a long time ago, now, old and new, king and castle to talk about what life was like in the past.
Key Knowledge	1. The Normans came to England in 1066. 2. William the Conqueror became king after the Battle of Hastings. 3. The Battle of Hastings changed who ruled England. 4. The Normans built castles to protect land and show power. 5. Castles had features such as moats, towers and walls for defence. 6. Life in Norman castles was different from life today.
Skills to be covered EYFS	<u>Nursery</u> • Talk about familiar people, places, and events in their own lives and experiences • Begin to understand that some things happened a long time ago compared to now • Explore castles, knights, and historical themes through stories and role play • Listen to stories about the past and begin to talk about what they notice • Look at images of castles and historical people and respond with simple comments • Use simple language related to time and stories (e.g. big, old, new, before, after) • Begin to ask simple “what” and “who” questions about stories and images <u>Reception</u> • Begin to understand that some events happened in the past and are different from today • Talk about differences between life now and life in stories about the past (e.g. castles, knights) • Look at pictures and stories of castles and historical figures and describe what they see • Begin to sequence simple events from stories with support • Ask simple questions about the past (e.g. what was it like? who lived there?)



	• Use simple historical vocabulary in context (e.g. old, new, castle, king, past) • Begin to recognise that people in the past lived differently and made different choices • Retell parts of stories about the past in simple order
Skills to be Covered KS1	<u>Understanding Chronology</u> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <u>Investigating and Interpreting the Past</u> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Building an Overview of History</u> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <u>Communicating Historically 'Being a Historian'</u> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Begin to understand that kings and queens ruled the country in the past.
Suggested Learning Experiences	- Children create a simple class timeline showing <i>now</i> and <i>a long time ago</i>. Add the Normans and the year 1066. Children can place pictures in order (e.g. modern house vs castle). - Share a story of the Battle of Hastings. Children can retell the story through role-play, drawing, or sequencing pictures - Children design and build their own castles using construction materials, junk modelling, or blocks. Discuss features such as towers, walls and moats. - Set up a role-play area as a castle. Children can take on roles such as king, queen, knight or servant and act out daily life. - Provide pictures of castles, armour, and everyday objects. Children ask questions like "What is this?" and "What was it used for?" - Compare castles with modern homes or buildings. Children sort pictures into "old" and "new" and talk about similarities and differences. - Children draw a castle and label key parts (e.g. tower, gate, moat) or draw what life was like inside. - Children create a factfile about the Normans. - Visit Norwich Castle.
End of Assessment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Who was William the Conqueror? 2. What happened in 1066? 3. Why did the Normans build castles? 4. Name one feature of a castle. 5. What was the Battle of Hastings? 6. Name one way life in a castle was different from today.



Title	<u>Changes within and beyond living memory</u> We will be learning about toys through time and how they have changed since the Victorian era. <u>Significant individuals</u> We will be learning about Queen Victoria and comparing the life and rights of children with that of today.
Overview of Unit	In this unit, children will explore how toys and games have changed over time, focusing on differences between the Victorian era and today. They will develop an understanding of how childhood has changed through history by comparing toys, games, and schooling from the past with their own experiences. Children will also learn about the life of Queen Victoria and how the Victorian period influenced children's lives. The unit will end with children using their imagination to design and invent a futuristic toy.
Key Vocabulary	past, present, old, new, older, newer, long ago, recently, Victorian, Victorian era, toys, games, doll, teddy bear, rocking horse, spinning top, artefact, timeline, order, sequence, first, next, last, change, different, same, compare, school, classroom, playground, strict, rules, Queen Victoria, monarch, year, children, childhood, invention, future, futuristic, design
Key Learning Objectives	• I am learning about toys through the ages and how they have changed over time. • I am learning to place toys and artefacts on a timeline using words such as past, present, old and new. • I am learning to describe the differences between toys and games from the past and today. • I am learning about Queen Victoria and how life for children has changed since the Victorian era. • I am learning to ask questions about toys and life in the past, such as what it was like and how things were different. • I am learning to design and invent a toy for the future.
Key Knowledge	1. Toys from the past were often made from wood, metal or fabric. 2. Many modern toys use electricity, batteries or technology. 3. Victorian children often had different toys and games from children today. 4. Queen Victoria was a famous queen who ruled Britain during the Victorian era. 5. Schools and childhood were stricter in Victorian times. 6. A timeline can help us place toys and events in chronological order.
Skills to be Covered EYFS	<u>Nursery</u> • Talk about their own toys and experiences of play at home and in school • Begin to notice that some toys are old and some are new through images and objects • Explore toys from different times through play, stories, and handling resources • Look at pictures of old and new toys and respond with simple comments • Begin to understand that things change over time (e.g. toys used by parents or grandparents) • Use simple language linked to time and change (e.g. old, new, before, after) • Ask simple questions about toys and objects they see <u>Reception</u> • Begin to recognise differences between old and new toys through observation and discussion • Compare their own toys with toys from the past (e.g. Victorian toys) • Talk about similarities and differences between past and present in simple terms



	● Look at artefacts, pictures, and stories to learn about toys and Queen Victoria ● Begin to sequence simple events or objects from past to present with support ● Ask simple questions about historical people and objects (e.g. what was it like? how is it different?) ● Use simple historical vocabulary (e.g. old, new, past, present, Victorian, toy) ● Begin to understand that children in the past lived differently and had different experiences
Skills to be Covered KS1	<u>Understanding Chronology</u> ● Place events and artefacts in order on a time line. ● Label time lines with words or phrases such as: past, present, older and newer. <u>Investigating and Interpreting the Past</u> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as: What was it like for people? What happened? How long ago? ● Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Building an Overview of History</u> ● Describe historical events. <u>Communicating Historically 'Being a Historian'</u> ● Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Suggested Learning Experiences	- Set up a "toy museum" in the classroom. Children sort toys into old and new and take turns being a museum guide, explaining what each toy is and who might have played with it. - Children bring in or talk about a favourite toy from home. Discuss: Is it new or old? How does it work? How is it different from toys in the past? - Create a hands-on investigation table with images or replicas of Victorian toys (e.g. spinning tops, hoops, dolls). Children explore, draw, and describe what they notice. - Create a large floor timeline from "Victorian times" to "today." Children physically place toy pictures in the correct order and walk along it to understand time passing. - Provide a range of toy images or real objects. Children sort them into categories such as old/new, electronic/non-electronic, wooden/plastic and explain their thinking. - Children invent and design a toy for the future. They can draw it, build it, and explain: What does it do? Who is it for? How is it different from toys today?
End of Assessment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What materials were many old toys made from? 2. Who was Queen Victoria? 3. Name one toy from the Victorian era. 4. What is a timeline used for? 5. Name one way Victorian childhood was different from today. 6. Which word means something happened a long time ago: present or past?

Title	<u>Significant events, people and places in the local area</u> We will be learning about Charles Burrell and his local work on using steam transport.
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Overview of Unit	In this unit, children will explore the history of their local area by learning about the life and work of Charles Burrell, who played an important role in developing steam transport locally. Children will investigate how steam engines and transport changed the way people lived and worked, and how this has influenced the local area today.
Key Vocabulary	local, history, past, present, long ago, recent, change, same, different, timeline, transport, steam, engine, locomotive, railway, engineer, invention, industry, work, job, factory, town, area, Norfolk, significance, important, evidence, artefact, photograph, source, compare, investigate, Charles Burrell
Key Learning Objectives	- I am learning to find out about the life and work of Charles Burrell and why he is important locally. - I am learning to understand how steam transport was used in the past and how it helped people in the local area. - I am learning about what steam transport was like and how it changed people's lives. - I am learning to describe how transport and work in my local area has changed over time.
Key Knowledge	1. Charles Burrell was an important local engineer linked to steam transport. 2. Steam engines helped people and goods travel more quickly in the past. 3. Steam transport changed the way people lived and worked. 4. Transport has changed over time from steam-powered vehicles to modern transport. 5. Historical sources such as photographs and artefacts can help us learn about the past. 6. Charles Burrell's work is an important part of local history in Norfolk.
Skills to be covered EYFS	<u>Nursery</u> • Talk about familiar places in their local environment (home, school, local transport, streets) • Begin to notice different types of transport and how they are used • Explore vehicles and transport through play and stories (including trains, steam engines, etc.) • Look at images of old and new transport and respond with simple comments • Begin to understand that transport and places can change over time • Use simple language linked to time and change (e.g. old, new, fast, slow) • Ask simple questions about transport and things they see in their local area <u>Reception</u> • Talk about their local area and begin to recognise features of it. • Begin to notice differences between modern transport and historical transport (e.g. steam trains) • Look at images and stories about Charles Burrell and local steam transport • Begin to understand that transport in the past was different from today • Ask simple questions about historical transport and local history (e.g. what was it like? how did it move?) • Use simple historical vocabulary (e.g. old, new, past, present, train, steam, transport) • Begin to sequence simple ideas about change over time with support • Begin to understand that people in the past (e.g. engineers like Burrell) helped change how we live today



Skills to be Covered KS1	<u>Understanding Chronology</u> • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <u>Investigating and Interpreting the Past</u> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Building an Overview of History</u> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <u>Communicating Historically 'Being a Historian'</u> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.
Suggested Learning Experiences	- Visit Charles Burrell museum or Bressingham Steam Museum. - Introduce Charles Burrell through storytelling and images. Children create a simple fact file or explain who he was and why he is important. - Set up a discovery area with pictures, models, or videos of steam engines. Children label parts, draw what they see, and discuss how they might work. - Children sort images of transport (steam trains, horse carts, cars, buses, modern trains) into the past <i>and present</i> and explain their choices. - Create a role-play area where children act as engineers, workers or drivers in a steam workshop. Encourage vocabulary like engine, factory, steam, and transport. - Create a class timeline showing changes in transport from steam engines to modern vehicles. Children place pictures and events in order. - Provide photos or replicas of old tools, engine parts, and transport-related artefacts. Children ask questions such as "What is it?" and "What was it used for?" - Children use construction materials (Lego, junk modelling, blocks) to design and build their own steam engine or transport system. - Children draw a steam engine and a modern train or vehicle, then label differences and similarities.
End of Assessment Quiz	<i>Each quiz should also revisit two questions from previous units.</i> 1. <i>Who was Charles Burrell?</i> 2. <i>What did steam engines help people do?</i> 3. <i>Name one type of steam transport.</i> 4. <i>How has transport changed over time?</i> 5. <i>What can photographs and artefacts tell us about the past?</i> 6. <i>Why is Charles Burrell important to the local area?</i>

Title	Events beyond living memory/Significant people .We will be learning about Neil Armstrong and the first flight to the moon.
Overview of Unit	In this unit, children will explore events beyond living memory through the study of space exploration. They will learn about the first moon landing and the achievements of astronauts, focusing on Neil Armstrong and his role in the historic Apollo 11 Moon Landing.



	Children will develop an understanding of how this event changed our understanding of space and inspired people around the world.
Key Vocabulary	past, present, future, long ago, recently, years, decades, centuries, timeline, sequence, order, first, next, last, launch, land, return, space, astronaut, rocket, Moon, Earth, orbit, mission, explore, exploration, NASA, evidence, artefact, photograph, source, significant, event, achievement, compare, Neil Armstrong, Apollo 11
Key Learning Objectives	• I am learning to sequence key events from the Apollo 11 Moon Landing, such as launch, landing and return to Earth. • I am learning to observe and use pictures, videos, stories and artefacts to ask and answer questions about space exploration. • I am learning about significant people in history, including Neil Armstrong, and describing why he is important. • I am learning to understand why people in the past explored space and what they were trying to achieve. • I am learning about why this event is still significant.
Key Knowledge	1. Neil Armstrong was the first person to walk on the Moon. 2. The Apollo 11 Moon Landing happened in 1969. 3. Astronauts travelled to space in a rocket. 4. The Moon Landing was an important event in history. 5. Historical sources such as photographs, videos and artefacts help us learn about space exploration. 6. Space exploration helped people learn more about the Moon and space.
Skills to be covered EYFS	<u>Nursery</u> • Talk about space, the moon, and things they see in stories and non-fiction • Begin to understand that space exploration is something that happened in the past • Explore space themes through role play, stories, and imaginative play • Look at images of astronauts, rockets, and the moon and respond with simple comments • Begin to notice that people can travel and do things in different ways over time • Use simple language linked to time and exploration (e.g. up, far, space, rocket, moon) • Ask simple questions about space and what they can see in images or stories <u>Reception</u> • Talk about space, the moon, and astronauts using simple descriptive language • Begin to understand that Neil Armstrong was a significant person from the past • Look at images and stories of the moon landing and describe what they see • Begin to recognise that the moon landing happened a long time ago • Ask simple questions about space exploration (e.g. what was it like? how did they get there?) • Use simple historical vocabulary (e.g. past, present, astronaut, rocket, moon, space) • Begin to sequence simple ideas about exploration and events with support • Begin to understand that people in the past achieved important things that changed life today
Skills to be	<u>Understanding Chronology</u> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer.



Covered KS1	• Use dates where appropriate. • Understand how to sequence events and artefacts such as objects or photographs. <u>Investigating and Interpreting the Past</u> • Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Building an Overview of History</u> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <u>Communicating Historically 'Being a Historian'</u> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Suggest ed Learnin g Experie nces	- Create a "Mission Control" area where children act as astronauts and engineers. They use walkie-talkies and follow a simple sequence of a space mission. - Children create a timeline showing key events leading up to and including the Apollo 11 Moon Landing. They place pictures in order and use time vocabulary. - Children retell the event in drama and written form. - Introduce Neil Armstrong through storytelling, videos and images. Children create fact files or draw portraits with captions. - Children order pictures of the moon landing (rocket launch, travelling to Moon, landing, walking on Moon, return to Earth) and retell the story. - Create a sensory "moon surface" with sand, foil, or white materials. Children explore like astronauts and describe what they can see and feel. - Children design and build rockets using junk modelling, blocks or construction toys. They explain how their rocket would travel to the Moon. - One child becomes Neil Armstrong or another astronaut. Others ask questions such as "What did you see on the Moon?" or "How did it feel?" - Children imagine they are astronauts and create simple diary entries or drawings describing what they see on the Moon. - Children listen to rocket launch sounds and move like astronauts in space, exploring slow motion movement in low gravity.
End of Assess ment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Who was Neil Armstrong? 2. What was Apollo 11? 3. In what year did people first land on the Moon? 4. How did astronauts travel to space? 5. Name one source historians can use to learn about the Moon Landing. 6. Why was the Moon Landing an important achievement?

Title	<u>The lives of significant individuals in the past who have contributed to national and international achievements, which a comparison of lives in different periods</u> Florence Nightingale and Mary Seacole
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Overview of Unit	In this unit, children will learn about the lives and achievements of significant individuals who have contributed to national and international history. They will focus on Florence Nightingale and Mary Seacole and understand their important roles during the Crimean War. Children will explore how both women helped to improve nursing and healthcare, and how their actions changed hospitals and patient care. They will compare life in the past with life today, particularly focusing on hospitals, hygiene and nursing practices. Using a range of sources such as pictures, stories and artefacts, children will develop their understanding of chronology, ask and answer historical questions, and begin to understand why these individuals are remembered today.
Key Vocabulary	past, present, timeline, sequence, order, first, next, last, old, new, Victorian, years, compare, difference, similarity, hospital, nurse, medicine, care, soldier, war, injured, patient, infection, hygiene, change, improve, important, significant, achievement, evidence, artefact, photograph, source, biography, Florence Nightingale, Mary Seacole, Crimea, Crimean War
Key Learning Objectives	- I am learning to sequence key events in the lives of Florence Nightingale and Mary Seacole. - I am learning to use pictures, stories and artefacts to find out about the past and ask questions about what life was like. - I am learning to describe the lives and achievements of significant individuals such as Florence Nightingale and Mary Seacole, and explain why they are important. - I am learning to compare the lives of people in the past and recognise similarities and differences between different time periods. - I am learning to use historical vocabulary such as a long time ago, years, decades and centuries to describe events and changes over time.
Key Knowledge	1. Florence Nightingale and Mary Seacole were important nurses during the Crimean War. 2. Florence Nightingale helped improve cleanliness and hygiene in hospitals. 3. Mary Seacole cared for injured soldiers and travelled to Crimea to help people. 4. Hospitals in the past were often dirty and unsafe. 5. Nursing and healthcare have improved over time. 6. Historical sources such as photographs, artefacts and stories help us learn about the past.
Skills to be covered EYFS	<u>Nursery</u> • Talk about people who help us (e.g. doctors, nurses, carers) in their own experiences and stories • Begin to understand that people in the past helped others in different ways • Explore hospital and helping roles through role play and imaginative play • Look at images of nurses, hospitals, and historical figures and respond with simple comments • Begin to notice differences between past and present through stories and images • Use simple language linked to care and time (e.g. help, kind, doctor, nurse, old, new)



	- Ask simple questions about people who help us and what they do Reception - Talk about people who help us and begin to compare with historical nurses (Florence Nightingale, Mary Seacole) - Begin to understand that Nightingale and Seacole are significant people from the past - Look at pictures, stories, and artefacts linked to hospitals in the past and present - Begin to recognise simple differences between healthcare in the past and today - Ask simple questions about historical figures (e.g. what did they do? why were they important?) - Use simple historical vocabulary (e.g. past, present, nurse, hospital, help, care) - Begin to understand that people in the past made important changes that help us today - Begin to retell simple stories about historical figures in order
Skills to be Covered KS1	Understanding Chronology - Recount changes that have occurred in their own lives. - Label time lines with words or phrases such as: past, present, older and newer. - Use dates where appropriate. Investigating and Interpreting the Past - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented. Building an Overview of History - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. Communicating Historically 'Being a Historian' - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history.
Suggested Learning Experiences	- Create a class timeline showing key events in the lives of Florence Nightingale and Mary Seacole. Children place events in order and compare their lifespans. - Share stories about Florence Nightingale and Mary Seacole. Children retell key events using pictures or role-play. - Children compare Victorian hospitals with modern hospitals using images and discuss differences in cleanliness, equipment and care. - Children explore images or replicas of medical tools, uniforms and hospital items from the past. They ask and answer questions about what they were used for. - One child takes on the role of Florence Nightingale or Mary Seacole while others ask questions about their life and work. - Children create simple charts showing similarities and differences between Florence Nightingale and Mary Seacole, or between past and present nursing. - Set up a Victorian hospital role-play area. Children act as nurses, doctors and patients to explore how care was given in the past. - Children create simple fact files or booklets about Florence Nightingale or Mary Seacole, including drawings and captions. - Use glitter or powder to show how germs spread and discuss why cleanliness was important in hospitals in the past.

End of Assessment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Who was Florence Nightingale? 2. Who was Mary Seacole? 3. What war did Florence Nightingale and Mary Seacole help in? 4. Why was cleanliness important in hospitals? 5. Name one way hospitals today are different from hospitals in the past. 6. What sources can historians use to learn about the past?
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Title	<u>Events beyond living memory that are significant nationally or globally</u> The Great Fire of London
Overview of Unit	The aim of this unit is to study a significant event beyond living memory: the Great Fire of London. Children will learn about the key features of this event using a range of historical sources, including pictures, stories and simple accounts. They will learn about the significant individuals Samuel Pepys and Christopher Wren and understand their roles in recording and rebuilding after the fire. Children will develop their understanding of time by sequencing events and using vocabulary linked to the passing of time. They will also ask and answer questions to show their understanding of what happened and why it was important.
Key Vocabulary	fire, diary, smoke, London, baker, bread, oven, narrow, river, water, bucket, leather bucket, burning, spread, escape, rebuild, destroyed, damage, past, present, old, new, timeline, sequence, cause, significant, event, historian, source
Key Learning Objectives	- I am learning about the Great Fire of London, including its causes and why it spread so quickly. - I am learning to use historical sources such as pictures and diaries to answer questions about the past. - I am learning about how the fire was fought and how London was rebuilt afterwards. - I am learning to sequence the key events of the Great Fire of London on a timeline. - I am learning to retell what happened in the Great Fire of London through a story or newspaper report. -
Key Knowledge	1. The Great Fire of London happened in 1666. 2. The fire started in a bakery on Pudding Lane. 3. The fire spread quickly because buildings were made of wood and built close together. 4. Samuel Pepys wrote diary entries that help us learn about the fire today. 5. Christopher Wren helped rebuild London after the fire. 6. The Great Fire of London changed how buildings were made in London.
Skills to be	<u>Nursery</u> • Talk about fire, safety, and familiar experiences linked to heat and fire (e.g. bonfire night,



covered EYFS	candles) • Begin to understand that the Great Fire of London happened a long time ago • Explore stories, images, and role play linked to fire and the past • Look at pictures of London and the Great Fire and respond with simple comments • Begin to notice differences between past and present (e.g. houses, transport, materials) • Use simple language linked to fire and time (e.g. fire, hot, burn, old, new, before, after) • Ask simple questions about fire, houses, and stories from the past Reception • Talk about the Great Fire of London using simple historical language • Begin to understand that it was a significant event that happened in the past • Look at pictures, stories, and artefacts linked to the Great Fire and describe what they see • Begin to recognise differences between London in 1666 and today • Ask simple questions about the event (e.g. what happened? why did it spread?) • Use simple historical vocabulary (e.g. past, present, fire, city, London, old, new) • Begin to understand that events in the past changed how people lived today • Begin to retell simple parts of the story in sequence
Skills to be Covered KS1	<u>Understanding Chronology</u> • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <u>Investigating and Interpreting the Past</u> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <u>Building an Overview of History</u> • Describe historical events. <u>Communicating Historically 'Being a Historian'</u> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.
Suggest ed Learnin g Experie nces	- Watch the 'Magic Grandad' Clip - https://www.youtube.com/watch?v=VarSSAwiiimU - Watch the animated clip of London in the past - https://www.literacyshed.com/puddinglane.html - Use pictures of houses from then and now and talk about the differences and similarities between homes then and now. - Build a Tudor Home - Read Vlad the Rat and The Great Fire of London - Explore diary entries from Samuel Pepys and support children in provision to access writing diaries. - Set up a 1666 London Scene and recreate the GFOL - Children to demonstrate their knowledge and understanding through role playing the event, drawing pictures of what happened, being able to talk about this event and writing about what happened as a story/newspaper report.
End of Assess ment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. In what year did the Great Fire of London happen? 2. Where did the fire start? 3. Why did the fire spread so quickly? 4. Who wrote a diary about the Great Fire?



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| | <ol style="list-style-type: none">5. Who helped rebuild London after the fire?6. Name one way London changed after the fire. |
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