

**History - Changes within living memory**

Year R	Year 1	Year 2
<p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"><li>•Remembers and talks about significant events in their own experience.</li><li>•Recognises and describes special times or events for family or friends.</li><li>•Shows interest in different occupations and ways of life.</li><li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li></ul> <p>Enjoys joining in with family customs and routines. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"><li>• Creates simple timelines to sequence processes, events, objects within their own experience.</li><li>• Confidently use vocabulary associated with the past e.g. 'old and new, then and now'</li><li>• Recognises that buildings, clothing, transport or technology could be different in the past.</li><li>• Shows awareness of significant features not seen today.</li><li>• Can describe how some aspects of life today differ from the past using simple historical vocabulary</li></ul>	<b>N/A</b>

Week beg: 25.12.1

History- looking at the history of sending/receiving messages

(pigeons, telegram, letter, email, text etc)

My mum has  
this kind of phone.  
You open the phone  
with your finger in a  
straight line (swipe)  
and you find the  
numbers. This you  
just press buttons.

you can't play  
games on - those are  
no screen. You  
can't do video  
calls.

40-60m-Looks closely at similarities, differences, patterns  
and change.

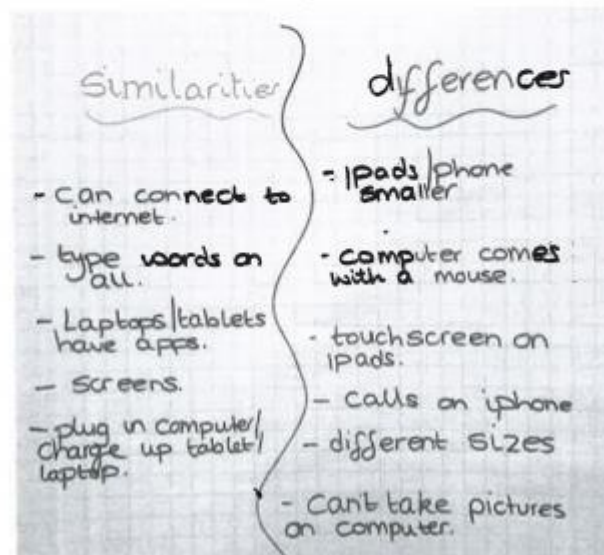
Early Learning Goal: Children know about similarities and  
differences in relation to places, objects, materials and  
living things.

w.b. 2.11.2020

We looked at pictures of computers throughout time and  
discussed which we ones we thought were old/new and why.

We recognised some of them from our own lives so knew that  
they must be quite new.

We realised that the old computers were a lot bigger and  
heavier, whereas new ones can be moved a lot easier and some  
even fit into a bag.





History - Events beyond living memory (National or Global)		
Year	Year 1 – Titanic	Year 2 – Great Fire of London
N/A	<ul style="list-style-type: none"> <li>Creates simple timelines to sequence processes, events, objects within their own experience.</li> </ul>	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></p> <p>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</p> <p>Can recognise and talk about who was important e.g. in a simple historical account.</p>

	<ul style="list-style-type: none"> <li>• Confidently use vocabulary associated with the past e.g. 'old and new, then and now'</li> <li>• Can match old objects to people or situations from the past.</li> <li>• Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</li> <li>• Can identify and talk about different accounts of real historical situations.</li> <li>• Can talk about similarities and differences between two or more historical sources using simple historical terms.</li> </ul>	<p>Can identify and talk about differences in accounts relating to people or events both from the time (Contemporary source) and from the present (interpretative source)</p> <p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>
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w.b. 15.3.21 - Who was to blame for the sinking of the Titanic?

We looked at the different reasons why the Titanic might have sunk decision based on all the information we heard.

We wrote our name on a post-it note and stuck it next to the person were to blame:



Year 1 History - Who was to blame for the sinking of the Titanic?

Step 1

- © We are learning to identify important features of picture sources
- © We are learning to explain our ideas and make connections

I think number 1 is the odd one out because the Titanic sank to the bottom of the ocean.

05/11/20

Step 3 - We are learning about how and why the fire spread so quickly.

Context: Great Fire of London

because the baker left the oven off  
The fire spread so quick and easily because the Baker left the oven on all night and caused the fire and set London on fire and the wind made the fire blow so quick up people that turn w very quickly.

w.b. 2.11.20 Why did the Great Fire of London cause so much damage and what happened as a result?

Step 4 - drawing our own conclusions and making meaning

© We are learning to talk about past events and use annotations or captions

Circle those pictures that you think best represent why the fire spread so quickly:



Why do you think the fire spread so quickly and easily?  
Explain your ideas based on the pictures you have circled above.

I chose this one because the fire is going straight up and shows the wind.





It was Captain Smith because he ignored the warning about the + icebergs and Bruce telling him to go faster.



~~The great fire of London started on pudd~~

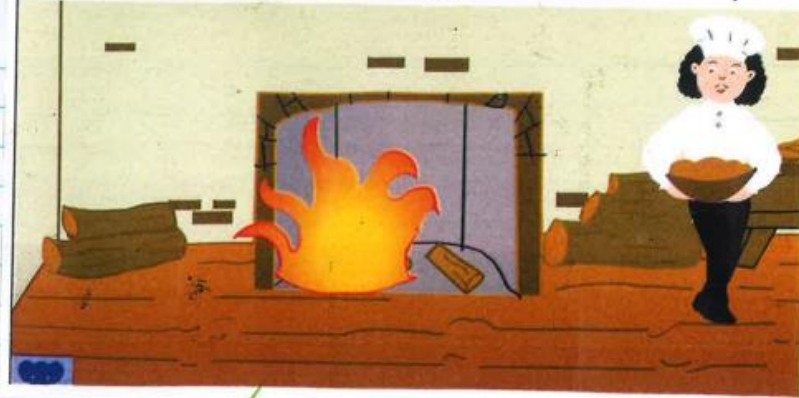
~~The great~~

X

The great fire of London started on pudding lane, (2nd of September at Sunday am, 1666). On Pudding Lane there was a bakery belonging to Thomas (who baked for the king). Thomas didn't use enough water to put out the fire in the oven. (It Before the fire there was a hot, dry all summer).

15th April 1912 The Great Fire of London started in a bakery on the south side of the city.	15th April 1912 The fire spread to the houses on either side of the street.	15th April 1912 The fire spread to the houses on either side of the street.	15th April 1912 The fire spread to the houses on either side of the street.
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We looked at the events that led to the Titanic sinking and then order the events by date and time.



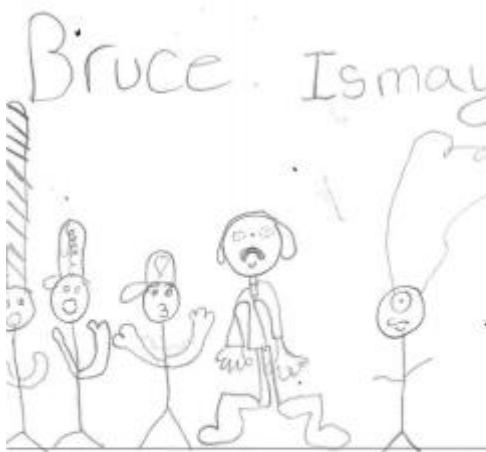
This is Thomas Farringer as you know he bakes for the king. At the end of the day Thomas lost a little spark in his oven and went to bed! (He should of checked the fire was out). At 1 o'clock in the morning (The 3rd of September Monday) the tiny spark (Thomas didn't put out). Leapt out of the oven and landed on Thomas's fuel. Luckily Thomas's son woke up early because he smelt smoke and saved the entire family from dying. Sadly the maid (who helped the family cook with them) died... Poor Thomas and his family now was homeless. they also missed their lovely maid. Even they lost all their most special possessions! They would starve! Oh no! Poor, poor Farringer family all going to starve and smell like a rotten bin. Yuck! I'm so hungry! You stink! Night! They will have to sleep in a old, rusty and dirty tent with no change of clothes or boxes of food. What a terrible life they had. And the great, orange, red, boiling fire of London carried on. 13,000 houses burnt so 13,000 families were homeless and six people died. Some people think 10,000 people died but it was only 6.



The wattle and daub houses were old and had catch on fire. (But St Paul's church was not helped a bit of London. Wood house because the house wildly and



1 History - Who was to blame for the sinking of the Titanic?  
 4 - drawing our own conclusions and making meaning  
 e are learning to talk about past events and use annotations or captions



10 or what do you think was to blame for the  
 anic and why?

I think the person to bla  
 Bruce Ismay because he  
 pressure on captain sm



The wicked, a ball fire, three brave men used  
 tules to pextinguish the fire but it didn't  
 WORKING, WORK at all. Two men used a water  
 Squirt and filled up with River Thames water,  
 one person used 2 leather buckets at  
 the same time as the water squirts.



Two brave bold men  
 from the top of  
 "It didn't work, try  
 commanded King Charles  
 King Charles the II.  
 to protect the gr  
 the wind died down





In the great fire of London, at the end,  
 Smoke was working around London. The streets  
 were covered in ash also 13,000 houses burnt  
 87 churches burnt. And 65,000 people were homeless.  
 London was rebuilt and the new rule <sup>are</sup> -

- No wattle and daub
- No wood for houses
- No Jettying the houses
- Make a <sup>new</sup> fire brigade

finished...

*Handwritten notes in red ink:*  
 "I declare we Re-build London carefully" started  
 King Charles II the II  
 "with no wood" he

**History** Why did The Great Fire of London cause so much damage and what happened as a result?

Using different sources (photos, maps, artefacts, texts, historical websites), and thinking about how reliable and accurate each source is, will help us to find out about the Great Fire of London. We will discover when, where and why the fire started, how and why it spread so quickly, how it was tackled and what changed in London because of the fire.

- ③ Can you tell me when the fire happened and where it started?
- ③ Can you tell me the names of some individuals linked to the event?
- ③ Can you tell me about the causes of the widespread damage?
- ③ Can you tell me what some consequences of the fire were?



Step 2- Collect information in interesting and varied ways

Context: Great Fire of London



The squirt  
fire. the ba  
is you nee  
use it and  
enough wa  
It is good  
small fires

They were for small fires.  
It is bad because they  
could only carry a certain  
amount of water.  
It is bad because the leather  
bucket was hard to break.



gun powder  
up house ho  
thing is  
the bad +  
that & sa

It could pull down  
buildings. It is good because  
they stop the fire from leaping  
to the next house by pulling  
house homes down. It also  
created fire breaks. It is bad  
because it would take a long  
time to pull a building down.



**History** - Nationally/internationally significant people including comparison of significant people to compare life at different times

Year R	Year 1 – Mary Anning	Year 2 – Florence Nightingale+ Mary Seacole comparison
N/A	<ul style="list-style-type: none"> <li>• Creates simple timelines to sequence events</li> <li>• Recognises that buildings, clothing, transport or technology could be different in the past.</li> <li>• Shows awareness of significant features not seen today.</li> <li>• Can match old objects to people or situations from the past.</li> <li>• Can describe how some aspects of life today differ from the past using simple historical vocabulary.</li> <li>• Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</li> <li>• Can identify and talk about different accounts of real historical situations.</li> <li>• Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Realises that historians use dates to describe events.</li> <li>• Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></li> <li>• Recognises and describes in simple terms, some characteristic features of a person or period studied.</li> <li>• Can talk about similarities, differences not just between <i>then and now</i> but between <i>then</i> and <i>another then</i>.</li> <li>• Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results</li> <li>• Can recognise and talk about who was important e.g. in a simple historical account.</li> <li>• Can gather information from simple sources to ask and answer questions about the past.</li> <li>• Can explain events and actions rather than just retell the story.</li> </ul>



w.b. 26.4.21

We looked at the front cover of 'Stone Girl Bone Girl' and thought of any questions we had about the book:



Why does she have a dog?  
 Why is she looking at dinosaurs?  
 Why is there a volcano?  
 Does she turn to stone?  
 Why is there a Stegosaurus?  
 Why is there a boat?  
 What is she doing?  
 Is it a dream?  
 Why is it called Stone Girl Bone Girl?

Then we read the story and watched a video about Mary Anning. We thought about why Mary Anning and what she did was important to remember:

Why is Mary Anning important to remember?

- She dug up fossils - sold them
- She found a big dinosaur skull
- She got struck by lightning once
- She never stopped looking
- She was the first person to find a massive fossil
- She was a woman in history

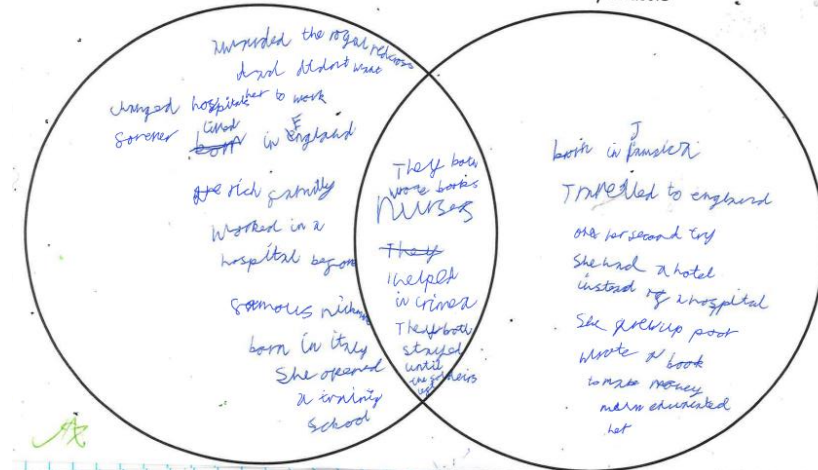
w/b 03/05/21 © We are learning to make comparisons between Mary Seacole and Florence Nightingale.

class discussion

Florence Nightingale

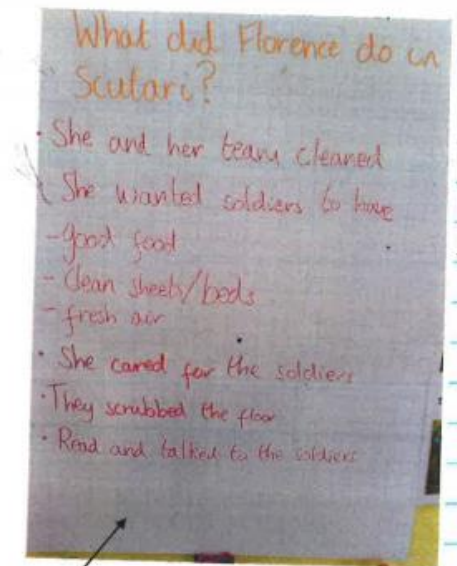
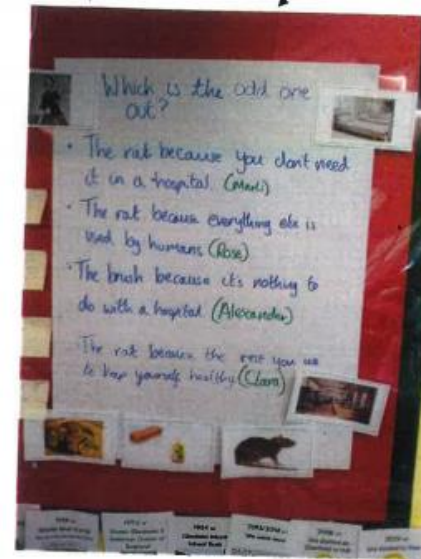
Both

Mary Seacole



w/c 26/4/21 Was Florence Nightingale the greatest nurse ever?

For our history topic this half term we are looking at Florence Nightingale and finding out what she did that was so important. To start with we analysed some pictures and decided which picture was the odd one out. Most of Ducks class decided that the rat was the odd one out as the rest were to do with hospitals.



Following this, we watched an informative video and found out about Florence and the amazing things that she did in Scutari's hospital. We noted down the tasks Florence wanted achieved in order for the hospital to be hygienic and clean.



Finally, we used a post-it note relay and wrote down a fact that we could remember (without the help of our class sheet) and stuck it to our topic wall to use later. We made sure to choose what we thought was the most important fact that made Florence so great.

History - significant events, people or places from the school's locality		
Year R	Year 1 –	Year 2 – Southampton
N/A	N/A	<ul style="list-style-type: none"> <li>Realises that historians use dates to describe events.</li> <li>Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></li> <li>Recognises and describes in simple terms, some characteristic features of a person or period studied.</li> <li>Increasingly uses period specific language in explanations.</li> <li>Can talk about similarities, differences not just between <i>then and now</i> but between <i>then and another then</i>.</li> <li>Can gather information from simple sources to ask and answer questions about the past.</li> </ul>