

Read All About It!

Main Subject Focus History	Intent: Why? This unit aims to develop pupil understanding of key historical events and the impact of these historically and today. They will draw comparisons between the eras studied and today and will begin to identify causes and effects of these significant events.	Links to prior and wider learning This unit gives opportunity to learn about famous events in history and consider their influence on life today. <i>Voyagers, Castles, Crowns and Coronations, Trains, Planes and Automobiles, Goodnight Mr Tom, Out of This World</i>												
Knowledge Pupils will learn about: <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]Significant historical events, people and places in their own locality.														
By the end of this unit, pupils will learn: <ul style="list-style-type: none">Great Fire of LondonDiscovery of America by ColumbusGuy FawkesGreat ExhibitionAdvances in technology (Tim Berners Lee)														
<table><tr><th>Year 1</th><th>Year 2</th></tr><tr><td><ul style="list-style-type: none">Sequence some events or 2 related objects in orderUses words and phrases: old, new, young, days, monthsRemembers parts of stories and memories about the past</td><td><ul style="list-style-type: none">Recount changes in own life over timePuts 3 people, events or objects in order using a given scale.Uses words and phrases such as recently, before, after, now, later.Uses past and present when telling others about an event.</td></tr><tr><td><ul style="list-style-type: none">Tell the difference between past and present in own and other people’s lives</td><td><ul style="list-style-type: none">Uses information to describe the past.Uses information to describe differences between then and now.Recounts main events from a significant in history.Uses evidence to explain reasons why people in past acted as they did.</td></tr><tr><td><ul style="list-style-type: none">Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</td><td><ul style="list-style-type: none">Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).Understands why some people in the past did</td></tr><tr><td><ul style="list-style-type: none">Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</td><td><ul style="list-style-type: none">Looks carefully at pictures or objects to find information about the past.Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago didhappen?’Estimates the ages of people by studying and describing their features.</td></tr><tr><td><ul style="list-style-type: none">Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</td><td><ul style="list-style-type: none">Describes objects, people and events.Writes own date of birth.Writes simple stories and recounts about the past.Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</td></tr></table>			Year 1	Year 2	<ul style="list-style-type: none">Sequence some events or 2 related objects in orderUses words and phrases: old, new, young, days, monthsRemembers parts of stories and memories about the past	<ul style="list-style-type: none">Recount changes in own life over timePuts 3 people, events or objects in order using a given scale.Uses words and phrases such as recently, before, after, now, later.Uses past and present when telling others about an event.	<ul style="list-style-type: none">Tell the difference between past and present in own and other people’s lives	<ul style="list-style-type: none">Uses information to describe the past.Uses information to describe differences between then and now.Recounts main events from a significant in history.Uses evidence to explain reasons why people in past acted as they did.	<ul style="list-style-type: none">Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	<ul style="list-style-type: none">Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).Understands why some people in the past did	<ul style="list-style-type: none">Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	<ul style="list-style-type: none">Looks carefully at pictures or objects to find information about the past.Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago didhappen?’Estimates the ages of people by studying and describing their features.	<ul style="list-style-type: none">Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	<ul style="list-style-type: none">Describes objects, people and events.Writes own date of birth.Writes simple stories and recounts about the past.Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.
Year 1	Year 2													
<ul style="list-style-type: none">Sequence some events or 2 related objects in orderUses words and phrases: old, new, young, days, monthsRemembers parts of stories and memories about the past	<ul style="list-style-type: none">Recount changes in own life over timePuts 3 people, events or objects in order using a given scale.Uses words and phrases such as recently, before, after, now, later.Uses past and present when telling others about an event.													
<ul style="list-style-type: none">Tell the difference between past and present in own and other people’s lives	<ul style="list-style-type: none">Uses information to describe the past.Uses information to describe differences between then and now.Recounts main events from a significant in history.Uses evidence to explain reasons why people in past acted as they did.													
<ul style="list-style-type: none">Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	<ul style="list-style-type: none">Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).Understands why some people in the past did													
<ul style="list-style-type: none">Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	<ul style="list-style-type: none">Looks carefully at pictures or objects to find information about the past.Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago didhappen?’Estimates the ages of people by studying and describing their features.													
<ul style="list-style-type: none">Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	<ul style="list-style-type: none">Describes objects, people and events.Writes own date of birth.Writes simple stories and recounts about the past.Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.													
Wider curriculum links: Art- look at art work from times studied DT- look at architecture and design from the periods studied Science- link scientific discoveries to key events in history														
Key Texts: Timelines, A Street Through Time (Anne Millard), A journey Through: Space (Steve Parker), Man on the Moon (Simon Bartram), Hidden Figures: The True Story of Four Black Women and the Space Race (Margot Lee Shetterly and Winifred Conkling), Where the Poppies Grow Now (Hilary Robinson), Escape From Pompeii (Christina Balit)														
Key Vocabulary/ Etymology Impact, cause, consequence, significance, global, commemoration, legacy														
Wow moment Create own Great Exhibition for parents to showcase learning														
School Values- Determination- shown by people throughout history British Values- Democracy- different types of rule- Kings, Queens, Government														