## Read All About It!

Main Subject Focus	Intent: Why?	Links to prior and wider learning
History	This unit aims to develop pupil understanding of key	This unit gives opportunity to learn about
	historical events and the impact of these historically and	famous events in history and consider their
Key Concepts Taught	today.	influence on life today.
Cause and Consequence	They will draw comparisons between the eras studied and	Voyagers, Castles, Crowns and Coronations,
	today and will begin to identify causes and effects of these	Trains, Planes and Automobiles, Goodnight Mr
	significant events.	Tom, Out of This World

#### Knowledge

Pupils will learn about:

- 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:

- Great Fire of London
- Discovery of America by Columbus
- Guy Fawkes
- Great Exhibition
- Advances in technology (Tim Berners Lee)

Year 1	Year 2
Sequence some events or 2 related objects in order	Recount changes in own life over time
Uses words and phrases: old, new, young, days, months	Puts 3 people, events or objects in order using a given scale.
<ul> <li>Remembers parts of stories and memories about the past</li> </ul>	Uses words and phrases such as recently, before, after, now, later.
	Uses past and present when telling others about an event.
• Tell the difference between past and present in own and other people's lives	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.
• Begins to identify and recount some details from the past from sources (e.g.	• Looks at books and pictures (and eye-witness accounts, photos, artefacts,
pictures, stories)	buildings and visits, internet).
	Understands why some people in the past did
• Finds answers to simple questions about the past from sources of	• Looks carefully at pictures or objects to find information about the past.
information (e.g. pictures, stories)	• Asks and answers questions such as: 'what was it like for a?', 'what
	happened in the past?', 'how long ago didhappen?'
	<ul> <li>Estimates the ages of people by studying and describing their features.</li> </ul>
• Shows knowledge and understanding about the past in different ways (e.g.	Describes objects, people and events.
role play, drawing, writing, talking).	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