

Toys Past and Present : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to describe the characteristics of toys.	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.	<ul style="list-style-type: none"> • Can children describe toys by their characteristics? • Can children use appropriate vocabulary to describe their toys? • Can children make suggestions for how they could find out about what toys were like in the past? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Feely bag • Selection of Toys • Riddle Cards (FSD? activity only) • Picture Cards (FSD? activity only)
Lesson 2	To find out what toys our parents and grandparents played with.	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.	<ul style="list-style-type: none"> • Do children know that toys in the past were different to toys today? • Can children describe toys of the past? • Can children discuss toys and ask questions about them? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B • Picture Cards
Lesson 3	To find out what toys were like at different times in the past.	Children will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.	<ul style="list-style-type: none"> • Do children understand the term 'decade'? • Can children order decades chronologically? • Can children identify some of the toys that were popular in particular decades? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • A4 paper • Information Sheets • Poster Templates (FSD? activity only) • Books, CD ROMs, etc. (FSD? activity only)
Lesson 4	To be able to identify toys that are old and toys that are new.	Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.	<ul style="list-style-type: none"> • Can children recognise differences between old toys and new toys? • Can children describe old and new toys using appropriate vocabulary? • Can children sort old and new toys into categories? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A • Adjective Cards • Selection of old and new toys (FSD? activity only) • Hoops (FSD? activity only)
Lesson 5	To be able to describe how toys are different and how they are the same.	Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> • Do children know that some of the types of toys they play with were played with by children in the past too? • Can children identify similarities between old and new toys? • Can children identify differences between old and new toys? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Picture Sheets • A3 paper (FSD? activity only)
Lesson 6	To be able to create a toy museum.	Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.	<ul style="list-style-type: none"> • Can children organise toys into categories? • Can children order toys chronologically? • Can children use a timeline to organise toys? 	<ul style="list-style-type: none"> • Slides • Picture Sheets • Poster Templates • Books, CD ROMs, internet, etc. • Variety of toys (FSD? activity only)

Intrepid Explorers : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out when Christopher Columbus lived and what he was trying to achieve.	Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.	<ul style="list-style-type: none"> Do children know that Christopher Columbus lived a long time ago? Do children know that Christopher Columbus was an explorer? Can children identify ways in which life was different when Christopher Columbus was alive? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Picture Cards Sentence Cards Information Sheet A/B (FSD? activity only) Fact Sheet A/B (FSD? activity only)
Lesson 2	To find out about Christopher Columbus's journey and what he discovered.	Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.	<ul style="list-style-type: none"> Can children describe what a sea journey in the 15th century might have been like? Can children compare a modern sea journey with a sea journey in the 15th century? Do children know what Columbus discovered and why this was significant? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Sentence Cards A/B Information Sheet (FSD? activity only)
Lesson 3	To explore the impact of Columbus's voyages and what he brought back to Europe.	Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.	<ul style="list-style-type: none"> Do children know that Columbus bought new things to Europe from the Americas? Do children know that Columbus did not discover what he thought he discovered? Can children ask and answer questions about the life and achievements of Columbus? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Clothes/props for hot seating (optional) Columbus Board Game (FSD? activity only) True or False Cards (FSD? activity only) Counters (FSD? activity only)
Lesson 4	To find out who Neil Armstrong is and why he is remembered today.	Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.	<ul style="list-style-type: none"> Can children find out and describe facts about Neil Armstrong? Can children describe some of the aspects of life in the 1960s? Can children compare life in different time periods? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Fact Cards Picture Cards (FSD? activity only)
Lesson 5	To find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.	<ul style="list-style-type: none"> Can children describe the events surrounding the first landing on the moon? Can children express how the astronauts might have felt during the Apollo 11 mission? Can children describe some of the ways in which space exploration has had an impact on our lives today? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Costumes/props for role-play (FSD? activity only) Video cameras - optional (FSD? activity only)
Lesson 6	To be able to compare the lives and achievements of Columbus and Armstrong.	Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.	<ul style="list-style-type: none"> Do children understand how to compare two individuals? Can children identify and describe ways in which Armstrong and Columbus were similar to each other? Can children identify and describe ways in which Armstrong and Columbus were different from each other? 	<ul style="list-style-type: none"> Slides Worksheet 6A Sentence Cards A/B Question Cards (FSD? activity only) Fact Cards (plenary)
Lesson 7	To use what they have learnt about Columbus and Armstrong to evaluate their achievements.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices.	<ul style="list-style-type: none"> Can the children state what they have learnt about Armstrong and Columbus? Can the children recall differences between the two explorers? Can the children choose who they think the greater explorer was, giving reasons for their choice? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D Prompt Card Hat Templates (FSD? activity only) Flag Templates (FSD? activity only) Spinner Templates (FSD? activity only)

Castles : Cross-Curricular Topic : Year 1/2

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who built the first castles in the UK and why.	Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.	<ul style="list-style-type: none"> • Can the children say who invaded England? • Can the children say where the main battle between William and Harold took place? • Can the children ask questions to find out more information? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D • Fact Cards • Fact Sheet • Statement Cards (FSD? activity only)
Lesson 2	To find out about UK castles that were built by the Normans.	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.	<ul style="list-style-type: none"> • Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles? • Can the children find similarities and differences between the castles? • Can the children say why castles were important for the Norman invaders? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D/2E • Fact Cards • Information Sheet (FSD? activity only)
Lesson 3	To find out about the structure of medieval castles.	Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.	<ul style="list-style-type: none"> • Can the children describe the features of a castle? • Can the children find similarities and differences between the castles? • Can the children say why castles were important? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C/3D/3E • Word Bank • Function Cards (FSD? activity only)
Lesson 4	To find out about the people living in medieval castles.	Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.	<ul style="list-style-type: none"> • Can the children say some of the people who lived in a medieval castle? • Can the children name some of the different jobs in a medieval castle? • Can the children say who was powerful in medieval times? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Timeline Cards A/B • Information Sheet • Domino Cards A/B (FSD? activity only)
Lesson 5	To find out about how the common people were treated in medieval times.	Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasants' Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.	<ul style="list-style-type: none"> • Can the children say why the peasants did not think the tax was fair? • Can the children explain what the taxes were used for? • Can the children compare how taxes were spent in medieval times and how they are spent now? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Sentence Cards • Fact Sheet A • Fact Sheet B (FSD? activity only)
Lesson 6	To find out about how the Tower of London's use has changed over time.	Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.	<ul style="list-style-type: none"> • Do the children know the Normans started building the Tower of London? • Can the children say how the Tower of London has changed over time? • Can the children say what the Tower was used for in the past and what it is used for now? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Fact Sheet • Picture Cards (FSD? activity only) • Information Cards (FSD? activity only) • End of Unit Quiz

Guy Fawkes and the Gunpowder Plot : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explain what Bonfire Night is.	Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with your class listening to firework sounds and discussing and describing the sounds they make.	<ul style="list-style-type: none"> • Can the children talk about a time they saw a bonfire or fireworks? • Can the children use the past tense when talking about historical events? • Can the children ask questions to find out more information? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards (FSD? activity only) • Clue Cards (FSD? activity only) • Blank Cards (FSD? activity only) • Firework Sounds MP3 - plenary
Lesson 2	To find out about King James I of England	Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.	<ul style="list-style-type: none"> • Can the children name King James I and Queen Elizabeth I? • Can the children use the past tense when talking about historical events? • Can the children explain why Catholics were unhappy? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D • Scenario Cards (FSD? activity only)
Lesson 3	To find out who Guy Fawkes was.	Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.	<ul style="list-style-type: none"> • Can children explain who Guy Fawkes was? • Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot? • Can children think of relevant arguments to influence Guy Fawkes' decision? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C/3D • Sentence Cards • Task Cards (FSD? activity only)
Lesson 4	To find out what happened next in the Gunpowder Plot.	Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.	<ul style="list-style-type: none"> • Can children explain who Guy Fawkes was? • Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? • Can children say how Guy Fawkes and his conspirators would be feeling on the day of the plot? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C/4D • Task Cards (FSD? activity only)
Lesson 5	To think about why fireworks are lit on November 5th.	Children will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.	<ul style="list-style-type: none"> • Can children explain why Guy Fawkes is famous? • Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? • Can children retell the events of the Gunpowder plot? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Booklet A/B (FSD? activity only) • Word Bank (FSD? activity only) • Story Mountain (FSD? activity only) • Booklet Guide (FSD? activity only)

Florence Nightingale : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Florence Nightingale was and when she lived.	Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.	<ul style="list-style-type: none"> Do children know when Florence Nightingale lived? Do children understand the expectations on a rich woman in Victorian times? Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E Information Sheet Treasure Hunt Cards (FSD? activity only)
Lesson 2	To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	Children will learn why Florence went to the hospital in Scutari and what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the Scutari hospital were like.	<ul style="list-style-type: none"> Do children know why Florence Nightingale travelled to the Scutari hospital? Can children explain what the journey would have been like and why? Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari? 	<ul style="list-style-type: none"> Slides Interview Sheets Picture Cards Worksheet 2A/2B/2C Checklist Card (FSD? activity only) Art materials (FSD? activity only)
Lesson 3	To find out how Florence Nightingale improved the conditions at the Scutari hospital.	Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence's intervention.	<ul style="list-style-type: none"> Can children identify some of the changes Florence Nightingale made at the Scutari hospital? Can children explain how these changes helped the patients at the hospital? Can children compare the Scutari hospital before and after Florence Nightingale's arrival? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Help Sheet (FSD? activity only)
Lesson 4	To find out about Florence Nightingale's later life.	Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. It also compares Florence to some of your class' favourite celebrities.	<ul style="list-style-type: none"> Do children recognise why Florence Nightingale became famous? Can children describe some of the things Florence Nightingale contributed to nursing in her later life? Can children compare famous people today to Florence Nightingale? 	<ul style="list-style-type: none"> Slides Worksheet 4A True or False Cards Template Sheet (FSD? activity only)
Lesson 5	To identify similarities and differences between medical care now and in Victorian times.	Children will identify similarities and differences between medical care now and in Victorian times. They will look at the differences between nurses' outfits then and now as well as hospital wards, using pictures as prompts. They will also think about how treatments were different and have the opportunity to find out some first aid rules.	<ul style="list-style-type: none"> Can children identify similarities and differences between nurses today and in the time of Florence Nightingale? Can children identify differences in general medical care today and in Victorian times? Can children describe some basic first aid? 	<ul style="list-style-type: none"> Slides Picture Sheets Worksheet 5A/5B Scenario Cards Books, leaflets, internet access, etc. (FSD? activity only)
Lesson 6	To be able to order and summarise events in the life of Florence Nightingale.	Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.	<ul style="list-style-type: none"> Can children recall and describe the main events in Florence Nightingale's life? Can children use words relating to the passing of time, e.g. before, after, next, etc.? Can children order events chronologically? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Information Book Template sheets Story Template sheets (FSD? activity only) End of Unit Quiz

What were seaside holidays like in the past? : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify features of a seaside holiday.	Children will think about different holidays they have during the year. They will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday.	<ul style="list-style-type: none"> Do children know in which parts of the year key holidays take place? Can children identify features associated with seaside holidays? Can children discuss activities that people might do at the seaside? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Seaside Vocabulary sheet (FSD? activity only)
Lesson 2	To use photographs to find clues as to what seaside holidays were like in the past.	Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. They will also start to order photographs chronologically.	<ul style="list-style-type: none"> Do children know that they can find out information about the past from photographs? Can children use photographs to find out clues about what seaside holidays were like in the past? Can children order photographs chronologically? 	<ul style="list-style-type: none"> Slides Worksheet 2A Picture Cards A Picture Cards B (FSD? activity only) Paints (FSD? activity only)
Lesson 3	To find out when and how seaside holidays became popular.	Children will find out why seaside holidays were initially only enjoyed by the rich. It then goes on to look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach.	<ul style="list-style-type: none"> Do children know that seaside holidays have not always been popular? Do children know when seaside holidays started to become popular? Can children give reasons why seaside holidays became popular in the 19th century? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Information Sheet Puppet Access to computers (FSD? activity only)
Lesson 4	To find out what seaside holidays were like 100 years ago.	Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. They will discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today.	<ul style="list-style-type: none"> Can children use photos to find out facts about the past? Can children describe some of the features of seaside holidays 100 years ago? Can children display knowledge of Victorian seaside holidays in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Postcard Sheet Song Sheet (FSD? activity only) Beside the Seaside song (FSD? activity only) Beside the Seaside backing track (FSD? activity only)
Lesson 5	To be able to order seaside holidays in chronological order.	Children will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and identify similarities and differences between them.	<ul style="list-style-type: none"> Can children organise photographs chronologically? Can children identify features of seaside holidays from three different eras? Can children discuss differences between seaside holidays in different eras? 	<ul style="list-style-type: none"> Slides Picture Cards Worksheet 5A/5B (FSD? activity only)
Lesson 6	To be able to identify similarities and differences between seaside holidays now and in the past.	Children will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years.	<ul style="list-style-type: none"> Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children make deductions about the past from a variety of sources? 	<ul style="list-style-type: none"> Slides Statement Cards Worksheet 6A Large hoops Question Cards (FSD? activity only)