

Homes in the Past : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and identify a variety of homes today.	Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.	<ul style="list-style-type: none"> • Can children recognise and name different kinds of homes? • Can children describe features common to all modern homes? • Can children talk about their homes using appropriate vocabulary? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards • Word Cards
Lesson 2	To investigate similarities and differences between homes.	Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.	<ul style="list-style-type: none"> • Can children identify key external features of homes? • Can children describe and draw details of different features of a home? • Can children record their observations appropriately? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Picture Cards • Clipboards (FSD? activity only)
Lesson 3	To explore homes built a long time ago and identify their features.	Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.	<ul style="list-style-type: none"> • Can children describe the features of homes built a long time ago? • Can children use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)? • Can children identify similarities and differences between modern houses and houses built a long time ago? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Picture Cards • Art materials (FSD? activity only)
Lesson 4	To find out what Victorian homes were like inside.	Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.	<ul style="list-style-type: none"> • Do children understand what is meant by 'Victorian' and that it was a long time ago? • Can children describe some of the features of Victorian houses? • Can children identify differences between modern homes and Victorian homes? 	<ul style="list-style-type: none"> • Slides • Picture Cards A to H • Worksheet 4A/4B • Question Sheet • Help Sheet (FSD? activity only) • Plain paper (FSD? activity only)
Lesson 5	To identify and explore objects in a Victorian home and their uses.	Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.	<ul style="list-style-type: none"> • Do children know that most homes in Victorian times did not have electricity? • Can children recognise some objects found in Victorian homes? • Can children identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past? 	<ul style="list-style-type: none"> • Slides • Victorian Living Room and Modern Living Room sheets • Victorian Kitchen and Modern Kitchen sheets • Worksheet 5A/5B/5C/5D/5E/5F • Objects Cards (FSD? activity only)
Lesson 6	To summarise and consolidate what we have found out about Victorian homes.	Children will identify some objects found in a typical Victorian home before consolidating what they have learnt about Victorian homes. They will communicate their knowledge in a variety of ways.	<ul style="list-style-type: none"> • Can children recall what they have learnt about homes in the past? • Can children use appropriate vocabulary when talking about Victorian homes? • Can children communicate their knowledge and understanding in a variety of ways? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Question Cards (FSD? activity only) • True or False sheet

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

Famous Queens : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what a monarch is and where monarchs live.	Children will learn about the three most famous queens in England's history: Elizabeth I, Victoria and Elizabeth II. They will explore what a palace is and why queens and kings live in them.	<ul style="list-style-type: none"> Can children explain what a monarch is? Do children know the difference between a palace and a normal house? Can children name three queens of England? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Queens of England Fact Sheet Captions and Images Palace Discussion Cards (for FSD? activity only)
Lesson 2	To explore Tudor life and Queen Elizabeth I.	Children will look at what life was like in the Tudor times. They will learn about Elizabeth I and the changes she made during her reign. They will consider ways in which life is different today to life in Tudor times.	<ul style="list-style-type: none"> Can children explain who Queen Elizabeth I was? Do children understand who the Tudors were? Can children see the difference between Tudor times and life now? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Word Cards Tudor Picture Cards Mask Templates (for FSD? activity only) Character Profile Cards (for FSD? activity only) Craft materials (for FSD? activity only)
Lesson 3	To explore who Queen Victoria was.	Children will explore who the Hanover family was and find out how Queen Victoria came to power. They will find out about Victoria's marriage to Prince Albert and look at how they used Buckingham Palace.	<ul style="list-style-type: none"> Can children explain who Queen Victoria was? Do children understand how Buckingham Palace was used? Can children read information and answer questions based on the facts given? 	<ul style="list-style-type: none"> Slides Queen Victoria's Diary Worksheet 3A/3B/3C Scenario Cards (for FSD? activity only)
Lesson 4	To explore the Victorian period.	Children will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their reading and writing skills to describe the impact Queen Victoria had on Britain.	<ul style="list-style-type: none"> Can children explain what the Victorian period was? Do children recognise that changes occur in history? Can children explain some of the changes that occurred while Victoria ruled? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Poster Challenge Statement Cards Victorian Fact Sheet Freeze Frame Cards (for FSD? activity only)
Lesson 5	To explore the life of Queen Elizabeth II.	Children will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Children will learn the life and achievements of Elizabeth II.	<ul style="list-style-type: none"> Can children explain who Queen Elizabeth II is and the royal family? Do children know what a jubilee is and why it is celebrated? Can children explain how events were celebrated in the past? 	<ul style="list-style-type: none"> Slides Worksheet 5B/5C Badge Templates Symbol Sheet Jubilee Fact Sheet Royal Family Picture Cards (for FSD? activity only) Royal Family Name Cards (for FSD? activity only) Royal Family Tree (for FSD? activity only)
Lesson 6	To compare three major time periods.	Children will use what they have found about the three queens to compare three different time periods. They will describe the difference between the Tudor period, the Victorian period and life today. They will discuss what has changed over time.	<ul style="list-style-type: none"> Can children explain what life was like in different time periods? Can children see similarities and differences between time periods? Do children understand that things change over time? 	<ul style="list-style-type: none"> Slides Worksheet 6A Image Cards Speech Bubbles Topic Cards Fact Templates (for FSD? activity only) Date and Event Cards (for FSD? activity only)
Lesson 7	To compare the three significant queens.	Children will use images to compare the appearance of the three famous queens, thinking about what we can learn from these images. They will describe the similarities and differences between the three queens and compare their roles and achievements.	<ul style="list-style-type: none"> Can children recall facts about the queens of England? Can children describe what is similar and different about the three queens? Can children use their knowledge to create a written piece of work? 	<ul style="list-style-type: none"> Slides Elizabeth I, Queen Victoria and Elizabeth II Image Sheets Worksheet 7A/7B Poetry Adjectives (for FSD? activity only) Poem Posters (for FSD? activity only)

Communication Then and Now : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about early writing systems.	Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time.	<ul style="list-style-type: none"> • Can children name a variety of forms of communication? • Do children know that forms of communication have developed over time? • Do children know that early writing systems used symbols instead of letters? 	<ul style="list-style-type: none"> • Slides • Word Cards 1A/1B/1C • Hieroglyphics Alphabet sheet (FSD? activity only) • Ancient Egypt Frames (FSD? activity only) • Picture Cards (FSD? activity only)
Lesson 2	To find out who William Caxton was and what he introduced to Britain.	Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information.	<ul style="list-style-type: none"> • Do children know that William Caxton brought the first printing press to Britain? • Do children understand what a printing press is and how it works? • Can children describe some of the ways in which the printing press changed people's lives? 	<ul style="list-style-type: none"> • Slides • Fact Sheet 2A • Worksheet 2A/2B/2C • Challenge Sheet 2A/2B (FSD? activity only) • Typesetter Letters (FSD? activity only)
Lesson 3	To find out about the invention of telegraphs and Morse code.	Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words. They will consider why telegrams are no longer sent today.	<ul style="list-style-type: none"> • Do children know what a telegraph is? • Do children understand how Morse code was used to send messages? • Do children know that telegrams are now obsolete? 	<ul style="list-style-type: none"> • Slides • Morse Code Alphabet video mp4 • Worksheet 3A/3B/3C • Morse Code Alphabet • Morse Code Word Cards • Word Cards • Role-Play Cards (FSD? activity only)
Lesson 4	To find out who Alexander Graham Bell was and what he invented.	Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked. They will explore the differing ways in which the telephone was received by the public and think about how phones have developed over the years.	<ul style="list-style-type: none"> • Do children know who Alexander Graham Bell was? • Can children describe what the first telephones were like? • Can children describe some of the ways in which telephones have developed? 	<ul style="list-style-type: none"> • Slides • Diary Entry sheet • Question Cards • Worksheet 4A/4B • Help Sheet (FSD? activity only) • Plastic cups, string, sharp pencils (FSD? activity only)
Lesson 5	To find out about Tim Berners-Lee and what he invented.	Children will recap the developments in communication up to the invention of the telephone, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information.	<ul style="list-style-type: none"> • Do children know who Tim Berners-Lee is and what he invented? • Do children understand ways in which the internet has changed how people access information? • Do children understand ways in which the internet has changed how people communicate? 	<ul style="list-style-type: none"> • Slides • Access to the internet • Worksheet 5A/5B/5C/5D
Lesson 6	To compare the lives of William Caxton and Tim Berners-Lee.	Children will place the major events in the history of communication on a timeline before comparing the lives and achievements of William Caxton and Tim Berners-Lee. They will think about how the way of life for both of these men is different and identify ways in which life is different today from the fifteenth century.	<ul style="list-style-type: none"> • Can children remember key facts about William Caxton and Tim Berners-Lee? • Can children identify similarities between the lives of Caxton and Berners-Lee? • Can children identify ways in which life has changed since the fifteenth century? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Speech Bubble Cards A/B/C • Question Cards (FSD? activity only)
Lesson 7	To summarise the history of communication.	Children will order the major events in the history of communication chronologically on a timeline. They will consider which invention or development they think was most important, giving reasons for their choices. They can express their understanding of the history of communication in a variety of different ways.	<ul style="list-style-type: none"> • Do children understand that people have communicated in different ways in the past? • Can children describe some of the key developments in the history of communication? • Can children describe some of the significant people involved in the development of modern communication? 	<ul style="list-style-type: none"> • Slides • Worksheet 7A/7B/7C • Timeline Cards 7A/7B • Information Book Sheets (FSD? activity only) • End of Unit Quiz

The Great Fire of London : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand where and when the Great Fire of London started.	Children will identify when the Great Fire of London took place and place it on a timeline. They will use a variety of different sources to help them identify ways in which London was different in 1666 to London today. They will be introduced to Samuel Pepys and his diary.	<ul style="list-style-type: none"> • Can the children say where the Great Fire took place? • Can the children say when it took place? • Can children explain how London was different in the 17th century? 	<ul style="list-style-type: none"> • Slides • Picture Cards • Large sheets of paper • Worksheet 1A/1B/1C • Timeline Cards (FSD? activity only)
Lesson 2	To understand the events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	<ul style="list-style-type: none"> • Do children know how the Great Fire started? • Do children know how much of London was destroyed by the fire? • Do children know how the fire ended? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A • Story Cards • Story Sheet • Challenge Cards (FSD? activity only) • Costumes and props - optional (FSD? activity only)
Lesson 3	To find out why the fire spread so quickly and stayed alight for so long.	Children will investigate some of the reasons why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. They will also look at some of the things that were changed to make sure a fire on such a large scale could never happen again.	<ul style="list-style-type: none"> • Can children explain some of the reasons why the fire spread so quickly? • Can children explain why the fire went on for so long? • Can children describe how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Brown and white play-doh or similar, lolly sticks, clean straw, building blocks, mosaic tiles, etc. (FSD? activity only)
Lesson 4	To find out about Samuel Pepys and his diary.	Children will think about how we know about the Great Fire of London, focusing specifically on the diary of Samuel Pepys. It then goes on to look at other sources, such as pictures, objects and newspapers, and encourages your class to consider what kind of information we can find out from each source.	<ul style="list-style-type: none"> • Can children describe how we know about the Great Fire of London? • Do children know what an eyewitness is? • Can children describe which sources they think are most useful? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C/4D • Picture Cards
Lesson 5	To recap what we have found out about the Great Fire of London.	Children will recall key facts about the fire of London, placing the event on a timeline and retelling the events and causes of the fire. They will express their understanding in a variety of ways, such as through art, poetry or descriptive writing.	<ul style="list-style-type: none"> • Can children recall how and when the Great Fire started? • Can children describe why the fire was so destructive? • Can children present information about the Great Fire in a variety of ways? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B • Vocabulary Sheet • Picture Sheet • Challenge Cards (FSD? activity only) • Activity Sheets A/B (FSD? activity only) • Art materials, building materials, etc. (FSD? activity only)

Isaac Newton : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Isaac Newton was and when he lived.	Children will find out who Isaac Newton was and when he lived. They will be given a brief overview of his early life and consider some of the ways in which he encountered problems growing up. They will then find out how he went to university against his mother's wishes.	<ul style="list-style-type: none"> Do children know when Isaac Newton lived? Do the children understand that Isaac Newton had a difficult childhood? Do the children understand that very few people went to university in Newton's time? 	<ul style="list-style-type: none"> Slides Question and Answer Cards Information Sheet Worksheet 1A/1B/1C
Lesson 2	To find out about Isaac Newton's scientific discoveries.	Children will explore some of Isaac Newton's inventions and achievements. They will be given a brief overview of some of his most important finds in a simple and clear way, and will consider the impact each of these achievements.	<ul style="list-style-type: none"> Do children understand what Newton found out about light? Do children understand what Newton found out about gravity? Do children understand that Newton invented a better telescope? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Worksheet 2C Answer Sheet Experiment Sheet (FSD? activity only) Prisms, lenses, paper/card (FSD? activity only)
Lesson 3	To find out how Isaac Newton interacted with other people, and why this is important.	Children will consider some of the reasons why Isaac Newton found it difficult to make friends. They will then be introduced to some of his contemporaries and think about who helped and supported him and who disagreed with him or tried to take credit for his work. Children can use this as an opportunity to consider the importance of friendship.	<ul style="list-style-type: none"> Can the children explain why Isaac Newton was difficult to get on with? Can the children explain what Isaac Newton thought of other people, and what they thought of him? Can the children explain why friends were important to Isaac Newton? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet Character Cards (FSD? activity only) Puppet Outlines (FSD? activity only)
Lesson 4	To find out about how Isaac Newton let other people know about his work.	Children will investigate ways in which Isaac Newton told people about his ideas and inventions, from written articles to chats with friends. They will then compare this with more modern methods of communication and think about which is more effective.	<ul style="list-style-type: none"> Do children understand why communicating science is important? Do children understand there are different ways of communicating science? Do children have some ideas about how they could find out about scientists who are not on TV? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Ranking Cards Prism Experiment Sheet (FSD? activity only) Challenge Cards (FSD? activity only)
Lesson 5	To identify similarities and differences between science in the seventeenth century and science now.	Children will explore some of the ways in which modern scientists are similar to and different from scientists in the seventeenth century using a variety of sources. They will think about areas such as how technology has changed, how information is shared and how scientists work together.	<ul style="list-style-type: none"> Can the children identify similarities and differences between scientists in the past and today? Do children know that Newton was typical of scientists in his time? Can children explain how science is done differently or similarly to how Newton did it? 	<ul style="list-style-type: none"> Slides Picture Sheets Scenario Cards Worksheet 5A/5B Materials for experiments as needed (FSD? activity only)
Lesson 6	To find out about Isaac Newton's later life and re-cap what we have learnt about him.	Children will recap what they have learnt about Isaac Newton. They will find out about his later life, such as becoming Master of the Mint, and consider some of the ways in which future scientists built on his work. They will consolidate what they have learnt to order major life events chronologically and retell facts about his life and achievements.	<ul style="list-style-type: none"> Can the children recall and describe the main events in Isaac Newton's life? Can the children identify his main achievements and explain why they are important? Can children select the most important information to tell other people about Isaac Newton's life and achievements? 	<ul style="list-style-type: none"> Slides Timeline Sheet A/B/C Challenge Cards (FSD? activity only)