


## LSP History Curriculum Overview: Year 1

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
1	Mary Anning (1799-1847)	<i>EYFS: <u>Listening and Attention-</u> Children listen to stories... and respond to what they hear with relevant comments, questions or actions. <u>Speaking-</u> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>	<b>NC: significant historical events, people and places in their own locality</b> <ol style="list-style-type: none"> <li>Who was Mary Anning and when and where did she live?</li> <li>What key events happened in the early life of Mary Anning?</li> <li>What did Mary Anning discover?</li> <li>What is Mary Anning's legacy?</li> </ol>	century coast dinosaur discovery extinct existed fossil influential Jurassic coast palaeontology prehistorical reptile skeleton scientist	<ul style="list-style-type: none"> <li>Using historical sources and evidence</li> <li>Observing and describing</li> <li>Sequencing</li> <li>Asking and answering questions</li> <li>Summarising</li> </ul>	Educational Visit: Bristol Museum & palaeontologist workshop  WOW DAY – Dinosaur Discoveries
1	The Great Fire of London	<i>EYFS: <u>Listening and Attention-</u> Children listen to stories... and respond to what they hear with relevant</i>	<b>NC: events beyond living memory that are significant nationally or globally</b> <ol style="list-style-type: none"> <li>Where and when did the Great fire of London take place?</li> </ol>	History Historian chronological order Year Timeline Long ago past	<ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Significance</li> <li>Evidence</li> </ul>	Book: 

		<p><i>comments, questions or actions.</i></p> <p><u>Understanding-</u> <i>Children answer 'how' and 'why' questions about their experiences and in response to stories and events.</i></p> <p><u>Speaking-</u> <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></p>	<ol style="list-style-type: none"> <li>2. Why did the fire spread so quickly?</li> <li>3. How did the people try to put out the fire?</li> <li>4. How long did the fire last?</li> <li>5. Who was Samuel Pepys and what can we learn from him?</li> <li>6. How has the Great Fire of London affected life today?</li> </ol>	<p>Significant event Beyond living memory Primary source Secondary source 2<sup>nd</sup> September 1666 Samuel Pepys Pudding Lane Bakery Thomas Farriner drought Fiver Thames Fire service diary wooden spread fire appliances</p>		<p>Create a collaborative model of Pudding Lane- Each child can make a building and explore how close the houses were to each other, design of the houses, materials used, etc. Create a timeline of events.</p> <p>Role play- think of questions to ask various characters from the time- children or adults can role play these characters and answer the questions.</p> <p>Compare the Fire Service then and now- invite local crew to school to share some of the modern equipment and its uses.</p> <p>Create and film a news report on the events of the fire.</p> <p>Singing: 'London's Burning' to perform.</p> <p>Role play area as a fire station- first as a modern fire station, then as one from the time of the Great Fire.</p> <p>In English, write diary extracts as Samuel Pepys.</p>

1	Victorian Seaside Holidays	<p>EYFS:  <u>Speaking-</u>          Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<ol style="list-style-type: none"> <li>1. Who were the Victorians and where did they go on holiday?</li> <li>2. What did Victorians do on holiday compared to today?</li> <li>3. Did Victorians travel on holiday in the same way we do?</li> <li>4. Was Victorian holiday clothing the same as today?</li> <li>5. How have seaside holidays changed over time?</li> </ol>	<p>timeline          then/Now          Victorian seaside holidays          food          entertainment          past          long ago          transport/travel          steam train          bathing machine</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	<p>WOW DAY-Victorian seaside holiday</p>
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