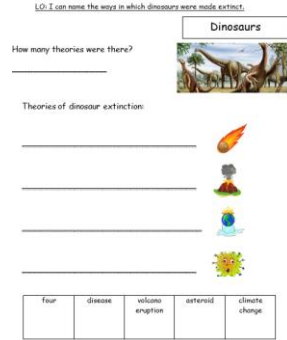


Year 1 History overview



Topic and term	Knowledge - Children will learn	Children will be able to...	Prior Knowledge	Key Vocabulary						
Dinosaurs	To name significant historical events, people and places. To Know events beyond living memory that are significant nationally or globally.	- To know the theories of how dinosaurs became extinct (asteroid, volcano, climate change, disease). To know when the dinosaurs lived. To name different dinosaurs. - Theory 1: Scientists believe that 65 million years ago the Earth was hit by an asteroid/meteorite that caused violent winds which created a tsunami (huge tidal waves) that covered the land with water, drowning the dinosaurs and plants. - Theory 2: A volcanic eruption caused poisonous gases in the atmosphere which then caused the dinosaurs to struggle breathing or stop breathing which meant they died. - Theory 3: Climate change meant that temperatures dropped very low so that the plants could no longer grow. This meant that herbivore dinosaurs died out as there were no plants growing for them to eat. Then, carnivore dinosaurs died as there were no herbivores to eat. - Theory 4: A change in hot weather meant that there was an increase in the number of insects which spread illnesses and diseases among the dinosaurs. Biting insects spread new diseases to dinosaurs which caused them to die. Bugs/ insects fed off dinosaur dung and then spread the germs and diseases onto the dinosaur's food which made them ill and led them to die. - To name the key features of a prehistoric landscape. - Mountains: An elevated portion of the Earth's crust, generally with steep sides. A mountain is larger than a hill, typically rising at least 300 metres above the surrounding land. - River: A natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river. - Volcano: A volcano is a rupture in the crust of a planetary-mass object, such as Earth, that allows hot lava, volcanic ash, and gases to escape from a magma chamber below the surface. - Trees - A perennial plant with an elongated stem, or trunk, supporting branches and leaves in most species - Dinosaurs - They are prehistoric reptiles. They are a diverse group of reptiles of the clade Dinosauria.	LO: I can name the ways in which dinosaurs were made extinct. How many theories were there? Theories of dinosaur extinction: <table><tr><td>four</td><td>disease</td><td>volcano eruption</td><td>asteroid</td><td>climate change</td></tr></table> 	four	disease	volcano eruption	asteroid	climate change	Children can name different dinosaurs- T-Rex, Pterodactyl, Stegosaurus, Triceratops and Velociraptor. Children will know dinosaurs are extinct. Children will be able to talk about some features of dinosaurs.	past, fossil, bones, skeleton, discovery, dinosaurs, extinct, prehistoric, million years, old, new, long time ago, before, past, present, future, cave men, landscape, herbivore, carnivore, omnivore, T-Rex, Pterodactyl, Stegosaurus, Triceratops and Velociraptor, compare, contrast, asteroid, volcano, climate, disease, Mary Anning
four	disease	volcano eruption	asteroid	climate change						

Year 1 History overview



- To compare and contrast the prehistoric era.
(Children will use words like: old, new and a long time ago)
 - Period before writing was introduced
 - No written records
 - Humans have only existed about 190,000 years
 - People lived in caves
 - Walls of protected caves has pre-historic painting made from dirt or charcoal mixed with spit or animal fat (made by blowing paint through hollow bones)
 - Had to hunt to get food
 - Lived in tribes
 - Made own stone tools for hunting

- To sort animals according to whether they are extinct, endangered and alive. (Children will use words and phrases like: before, after, past, present, then and now).

Extinct- Dinosaurs about 65 million years ago, Dodo 1690, Woolly Mammoth (around 4,000 years ago) 1979, Sabre-toothed tiger about 12,000 years ago,

Not extinct- Rhino, Tiger, Panda



LO: I can sort animals according to whether they are extinct or not extinct.

Extinct	Alive

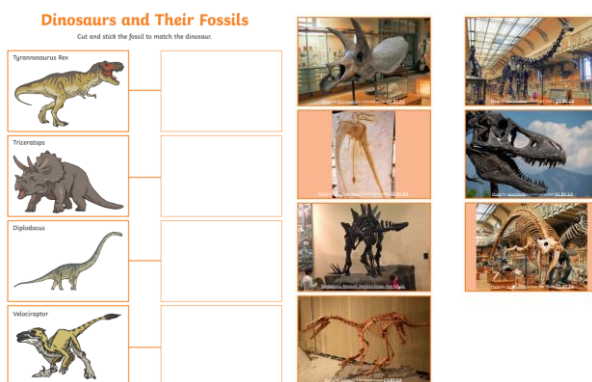
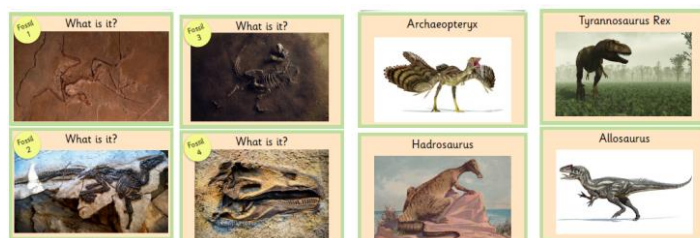
 Dinosaur	 Tiger	 Rhino
 Woolly mammoth	 Panda	

Year 1 History overview



- To identify the dinosaur from the fossil remains (primary sources). To match the fossils to the dinosaur.

In groups practically match the photos of fossil to dinosaur



- To create a fact file Mary Anning dinosaur fossil discovery (Plesiosaurus)
 - 1799 Mary Anning was born in Lyme Regis
 - 1804-1805 Mary Anning began looking for fossils with her father
 - 1810-1811 Anning discovers the first complete Ichthyosaur
 - 1823 Anning becomes a palaeontologist
 - (A palaeontologist is a person who studies fossils and life from early geologic periods)
 - 1823 Anning makes the discovery of Plesiosaurus
 - 1826 Mary opens a shop called 'Anning's Fossil Depot' from her house
 - 1828 Anning makes the discovery of Pterodactylus
 - 1847 Anning died

Year 1 History overview



Bright Lights, Big City.	To be taught about the life of significant individuals. - Thomas Farriner - Samuel Pepys - Queen Elizabeth - Charles 11	• To Sequence the time line for the Great Fire of London. - Early Sunday morning 2nd September 1666: Thomas Farriner's who baked for the King forgot to put out the fire after baking bread at his bakery in Pudding Lane - Mid Sunday morning 2nd September 1666: the fire started and spread from building to building people run to escape its path. - Sunday 2nd September 1666: Samuel Pepys records the unfolding events in his diary. - Monday 3 September 1666: People carry their possessions to safety on the River Thames, carts are banned from going near the fire, it spreads very close to the Tower of London - Tuesday 4th September 1666: St. Paul's Cathedral is destroyed by the fire - Wednesday 5th September 1666: the fire started burning more slowly as the wind died down - Thursday 6th September 1666: the fire is finally under control and put out. - 1667 Fire service was set up to make sure that it did not happen again - 1671 and 1677 a statue monument was created to commemorate the Great Fire of London and to celebrate the rebuilding of the City. • To label features of a house from 1666. • To compare the houses from 1666 to now. (2 tasks 1 lesson) The houses in London in 1666 were mainly made of wood and had thatched roofs. The floors were covered in straw. The houses were built very close together and this helped the fire to spread from house to house. A strong wind also meant that the fire spread quickly. The houses now are made from brick, tiled rooves, high ceilings, glass for windows, plastic or glass window frames and doors. Thatch Black and white Wooden beams/frames Tall roof	Children will be able to name different people who help us such as fire fighters and know about their job and equipment.	timeline, order, next, sequence, date, London, Queen Elizabeth, Thomas Farriner, Samuel Pepys, Pudding Lane, baker, fire, diary, escape, burn, Great Fire of London, 1666, Charles 11, axe, leather bucket, horse and cart, smoke, River Thames, bakers, buns, fireman
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Year 1 History overview



- To explain how London has changed following the 1666 fire.

In October 1666, King Charles appointed **architects**, including Sir Christopher Wren, to plan how to rebuild London.

Some streets were made wider or straighter

Wider streets help to space out houses for safety and allow people and transport to move around more easily

Houses began to be made mainly of brick, though some use of wood was allowed. The grander houses sometimes had doorways and windows made out of stone

Brick and stone are not flammable materials (they cannot catch fire easily like wood can) so they are much safer building materials for houses.

Rebuilding London

To explain how London changed after the Great Fire.

Can you complete the table to explain what should be changed and why?

Before 1666	After 1666	Why?
Many houses made from wood and straw		
Houses close together		
Streets very narrow		
Wooden water pipes that were difficult to open		

- To answer comprehension questions about the GFOL.
- To know the significant individuals linked to the Great Fire of London.

(2 tasks 1 lesson)

- Thomas Farriner was the baker, and it was in his bakery where the fire first started.
- The King that Farriner was a baker for was King Charles 11.
- Samuel Pepys wrote a diary about what he witnessed during the fire.

			
Who?	Samuel Pepys	Thomas Farriner	King Charles 2nd
What did they do? and Why were they significant?	Wrote a diary	His bakery was the source of the fire. He escaped the fire with his daughter through the window	Charles II ordered that 10 October 1666 be a day of fasting on account of the fire. He told the Lord Mayor of London to support collections for victims of the fire. Later, close to Pudding Lane, a monument was built so that people would not forget the fire.

Year 1 History overview



- To name some jobs from 1666. To discuss the job cards and class discussion what it would have been like to have one of these jobs. (Evidence in year group book)
- To understand the key difference between the modern fire service and what was available in 1666.

(2 tasks- 1 lesson)

Jobs from 1666: chimney sweep, blacksmith, rat-catcher, gong farmer, spinner, chandler, musician, cook, carpenter, maid, fire-fighter

Fire service then and now:

1966:

- Leather buckets filled with river water
- Axes
- Water squirts
- Hoses were attached to
- No fire brigade - local people had to tackle the fire
- No uniform originally - after the fire Blue woollen trousers, blue woollen tunic and brass helmet
- Fire hooks
- Fire trailers pulled by horses

Now:

- Hoses/ Fire engines
- Fire brigade/ fire fighters
- Uniform - correct personal, protective equipment, heat proof suits
- Helmets with torch
- Radios to talk and communicate with each other
- Thermal imaging camera - indicates how warm something is
- 999 calling system

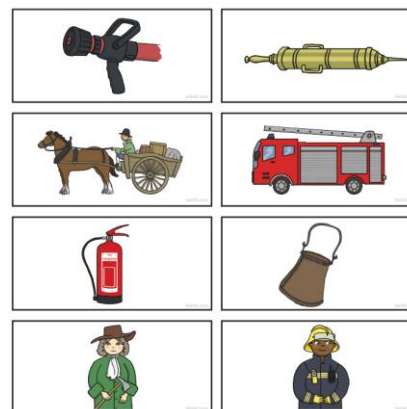
Chimney Sweep

Chimney sweeps cleaned chimneys and fireplaces. They often had children helping them because they were small.



Blacksmith

Blacksmiths made objects out of metals, such as iron or steel. They sharpened weapons and repaired cooking utensils.



Year 1 History overview



Memory Box	To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	- To know our grandparents played with different toys when they were children. To name pictures of common toys which children played with in the past. <u>yo yo, cup and ball, rocking horse, spinning top, skipping rope, jack in the box, wind up car, wind up robot</u> - To know about and can name many of the changes that have happened since they were born. I can look at photographs of me and my friends as babies and discuss how we have changed. I can name things I needed and played with as a baby. I can compare this to what I need and play with now. <u>Toys baby-</u> doll, teddy, rattle, blocks, senses mat, <u>Toys then</u> yo yo, cup and ball, rocking horse, spinning top, skipping rope, jack in the box, wind up car, wind up robot <u>Toys now-</u> book, bike, roller skates, lego, scooter, computer, X Box, computer, Ipad, Laptop, Playstation, electronic car track/cars, remote control cars, drone - To know toys of the past were mainly wooden or metal. To know metal toys of the past were painted with lead paint which was poisonous. To know how and why materials have changed over the years. To know how and why toys have changed. To label the materials toys are made from. I can write if they are old or new. <u>Old materials:</u> wooden toys, metal toys, paper toys, painted with lead paint that is dangerous <u>New materials:</u> hard plastic, fabric,	Children will be able to talk about their favourite toy. Children will know you can find out about the past by visiting a museum.	old, new, materials, past, museum, History, changed, different, compare, snout, paws, fur, bow, soft, hard, toys, cup and ball, rocking horse, yo-yo, spinning top, porcelain doll,
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Year 1 History overview



- To know when the Victorian era was. To know that in 1902 Richard Steiff designed the very first jointed teddy bear. To identify how teddy bears have changed over time. To label the features of the teddy now and from the past and write a comparison of both.

A teddy bear is a stuffed toy bear.

The name Teddy Bear comes from former United States President Theodore Roosevelt, whose nickname was "Teddy".

Early teddy bears were made to look like real bears, with big snouts and beady eyes. Today's teddy bears tend to have larger eyes and foreheads, smaller noses, and baby-like faces.

Richard Steiff was the first man to design a teddy bear.



- To compare schools now to Victorian times. (Venn Diagram- sort pictures then, now and both)

Schools then:

When Queen Victoria initially came to the throne schools were for the rich. Children of the wealthy would go to fee paying schools where they would learn classical subjects such as Latin and Greek, study classical history such as Greek mythology and classical literature about Roman Gods and Goddesses.

Most children never went to school and struggled to read or write. Children from rich families were typically taught at home by governess until the age of 10 years old. Wealthy boys from the age of 10 would then go to Public schools such as Rugby. Girls on the other hand continued to be educated at home.

Schools were certainly different to the schools we have of today. Within poor inner city areas there could be anywhere between 70 and 80 pupils in one class!

The schools were imposing buildings with high up windows to prevent children from seeing out of. Furthermore the walls of the schools lacked creativity and were often bare or had merely text for the children to look at.

Village schools typically had smaller classes however the age groups would be varied. It wasn't uncommon to see a 6-year-old child working in the same classroom as a 10-year-old!

Teachers were mainly women who were very strict and scary. It wasn't uncommon for children to be beat by canes made from birch wood. Boys were typically caned on their backsides whereas Girls would take the punishment on their legs or hands.

School now:

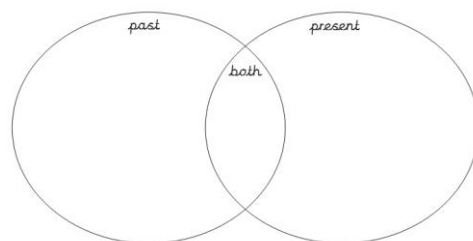
Year 1 History overview



Colourful displays, classrooms of 30 children, big schools, male and female teachers. Teachers need a degree. Compulsory for all children from age of 5. But children can start school from age of 2 years.

School Comparison: Past and Present

Think about all the things you have learnt about schools in the past and what they are like now in the present.



School Comparison: Past and Present

You may want to use some of these pictures to sort onto your Venn diagram.



- To explore how modern clothes and Victorian clothes and sort the pictures of clothes into modern and Victorian.
-

To describe what the children's clothes were like in both time periods. (e.g. Victorians - girls: knee length dress, blouse with high collar, socks, sandals or boots, coats or capes. Boys: short jackets, waistcoats, shorts, long socks, lace up shoes or boots)



Victorian Clothes	Modern Clothes



A collage of various historical and cultural icons. It includes the Great Sphinx of Giza, a round analog clock, a rolled-up scroll with a quill pen, a knight in armor riding a horse, a woman in a red medieval-style dress, a man in a brown tunic holding a torch, and a Roman chariot pulled by horses.

Moon Zoom	To be taught about the life of significant individuals. -Moon Landing -Neil Armstrong -Buzz Aldrin	- To know and recall the history of time travel. I can sequence in date order on a time line space expeditions. - 1926 the first liquid fuel rocket - 1958 Explorer 1 - 1969 Apollo 11 (Neil Armstrong walks on the moon) - 1986 Space Shuttle Challenger - 1998 International Space station is joined together - To answer comprehension questions about the moon landing. - Apollo 11 spacecraft launched from Kennedy Space Centre - Reported that Armstrong landed on the moon on 21st July 1969 - Armstrong was heard saying, "That's one small step for man, one giant leap for mankind" - Buzz Aldrin also walked on the Moon during this trip. - They collected Moon rocks and were on the Moon for over 21 hours. ----- While the lunar module, named the Eagle, was on the Moon, the third astronaut, Michael Collins, orbited the Moon in the command module. - Six hundred million people watched the first moon walk on TV. - The footprints made by Armstrong and Buzz Aldrin are still on the Moon. The dust is thick, but there isn't any wind to remove them. - To create a fact file on Neil Armstrong and his significance. - 1962 he was selected for the NASA Astronaut Corps - 1966 Armstrong's first trip into space aboard the Gemini 8 - 1968 offered the command of the Apollo 11 - July 16th, 1969 Apollo 11 spacecraft launched from Kennedy Space Centre - July 21st, 1969 First man to walk on the moon saying the famous words, "That's one small step for man, one giant leap for mankind" - July 24th, 1969 Amstrong and other astronauts landed in the Pacific Ocean and returned heroes - To answer questions about Buzz Aldrin and his significance. He was an American former astronaut, engineer and . He made three spacewalks as pilot of the 1966 Gemini 12 mission, and, as Lunar Module Eagle pilot on the 1969 Apollo 11 mission, he and mission commander Neil Armstrong were the first two people to land on the Moon. He is the last surviving crew member of Apollo 11. <u>Neil Armstrong Comprehension</u>  - What year was Neil Armstrong born? - What state in America was he born? - How old was he when he got his first pilot's license? - What is Neil Armstrong famous for? - What was the name of the first spacecraft he went to space in? <u>Buzz Aldrin</u> - How did Edwin Aldrin get the nickname Buzz? - In 1966, Buzz Aldrin took the first space 'selfie'. What does this mean? - How do you know the 1969 Moon landing was a popular televised broadcast? - How long did Buzz Aldrin and Neil Armstrong spend outside the spacecraft on the Moon? - Where did Apollo 11 land when it returned to Earth? - Do you think it is important for people to explore space? Why? - What does an astronaut wear?	Children will know that people travel to the moon in a rocket. Children will know that Earth is the planet we live on. Children will be able to name the sun, moon and stars.	Neil Armstrong, Buzz Aldrin, Apollo 11, Solar system, space, planets, NASA, rocket, moon buggy, travel, atmosphere, temperature, moon, sun, stars, distance, earth, planet
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Year 1 History overview



Superheroes	To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To name significant historical events, people and places in their own locality.	- To compare a hospital and its equipment from the past to now. <u>Past:</u> beds, tools, poor hygiene, no gloves or masks, rats, smelly, poor uniform No hospitals to begin with people had to go to places of worship for help, Candles for lighting, seats for people to watch operations  <u>Present:</u> comfy, clean beds, special equipment, gloves, aprons and masks worn, hand hygiene, theatres only for surgeons and team, correct uniform and PPE, qualified professionals with a degree, medicine knowledge,   - To create a timeline of Sister Dora's life. - 16th January 1832 was born as Dorothy Wyndlow Pattison - 8th January 1865 moved to Walsall and became a nurse - 1868, the new Cottage Hospital opened and she was put in charge of nursing. - 14th November 1872, the first accident happened at Pelsall Hall Colliery she helped family and those injured - 1875, a disease called smallpox was spreading quickly in Walsall Dora has to stay at the hospital for 6 months to help with the epidemic - 15th October 1875, at Birchills Ironworks another accident took place and Dora nursed them both day and night for several weeks but sadly ten still died. - 24th December 1878 she died in Walsall. - 28th December was her funeral  <table border="1" data-bbox="548 1340 1612 1492"> <tr> <td>Moved to Walsall in 1865</td> <td>Died in 1878 aged 46</td> <td>Born in 1832</td> <td>Helped with Pelsall Colliery accident in 1872</td> <td>Helped with Birchills Ironworks accident in 1875</td> </tr> </table>	Moved to Walsall in 1865	Died in 1878 aged 46	Born in 1832	Helped with Pelsall Colliery accident in 1872	Helped with Birchills Ironworks accident in 1875	Children have been taught to name people who help us - doctors, police, paramedics, fire fighters, teachers, nurse, dentist, vet, lollipop lady etc.	Sister Dora, nurse, equipment, hospital. past, clean, dirty, help, support, care, doctors, police, paramedics, fire fighters, teachers, nurse, dentist, vet, lollipop lady, past, now, timeline, order, sequence, date order, significant individual, fact file, monument, famous
Moved to Walsall in 1865	Died in 1878 aged 46	Born in 1832	Helped with Pelsall Colliery accident in 1872	Helped with Birchills Ironworks accident in 1875					

Year 1 History overview



- To learn about significant individuals and complete a fact file on Sister Dora.

- Born - 16th January 1832
- Place of Birth Yorkshire
- Occupation: Nurse
- She lived in Walsall
- She was a nurse at Walsall Manor Hospital
- 1878 she died
- She was 46 when she died
- Died a significant individual

- To know why there is a monument to a famous person or event in the town centre (Sister Dora). Children will know about someone famous who was born or lived near our town (Sister Dora). I can write about the impact Sister Dora had on nursing in Walsall.

- Was built in October 1886
- Made in memory of Sister Dora and her work
- Put in Walsall because that's where she lived and worked as a nurse
- Statue represents her legacy
- In honour of her devotion to nursing
- She was a living legend and this honours her service

- To give examples of things that were different when my grandparents were children. Children will sort and label photographs of things then and now.

Sorting:

- Old money (shillings, threepenny piece, six pence)
- New money (pounds, pence and notes)
- Old TVs (black and white and box TVs)
- New TVs (flat screen, colour)

The monument of Sister Dora and the impact she had on nursing.



This is a famous person. It is the monument of _____ and was built in _____.

She was born in Yorkshire but moved to _____ to become a nurse.

The statue represents her _____ as she was dedicated to helping the sick people in the local area. Her nursing and medical skills and _____ to the welfare of her patients made her a _____. She helped people who had _____ and _____ accidents.

legacy	October 1886
Sister Dora	Walsall
devotion	legend
factory	mining