

## History planning

This document sets out an overview of the key sticky knowledge/skills taught through each history unit



### Childhood - Monet - Year 1/2

#### NC link – Changes within living memory

##### How am I different now to in the past?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>- I can place photographs of myself into chronological order on a timeline.</li> <li>- I can recognise how I have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</li> </ul>	Sequence significant information about the past in chronological order and place on a timeline. (Chronology)

##### How are things from childhood different now to in the past?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can use common words and phrases to describe the passing of time.</li> <li>I can recognise some similarities and differences between historical artefacts and the equivalent item today.</li> </ul>	<ul style="list-style-type: none"> <li>- Common words and phrases, can be used to describe the passing of time.</li> <li>- Historical artefacts are objects that were made and used in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use sequencing words such as first, next, finally, then and after that, to order information chronologically (Chronology)</li> <li>Identify similarities and differences between ways of life within or beyond living memory. (Similarity and difference)</li> </ul>

##### What is a significant event?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can describe a significant event in my life including why it is important to me.</li> <li>I can consider how long ago the event happened and describe this using time-related words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Significant means important.</li> </ul>	<ul style="list-style-type: none"> <li>Use sequencing words such as first, next, finally, then and after that, to order information chronologically (Chronology)</li> <li>- Understand the term significant and explain why an event from the past is significant. (Significance)</li> </ul>

##### What is a family tree?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can place people in a family in chronological order using a family tree.</li> </ul>	<ul style="list-style-type: none"> <li>A family tree is a diagram that shows the relationship between people in several generations of a family.</li> </ul>	Sequence significant information about the past in chronological order (Chronology)

##### How long ago was the 1950s?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can place significant events in chronological order on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>A decade is 10 years.</li> <li>A timeline is used to place historical events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence significant information about the past in chronological order and place on a timeline. (Chronology)</li> <li>Understand the term significant and explain why an event from the past is significant. (Significance)</li> </ul>

##### What was everyday life like in the 1950s?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify similarities and differences between life in the 1950s and today.	Everyday life can include houses, jobs, objects, transport and entertainment. There are some similarities and some differences between life in the 1950s and today.	- Understand that similarities and differences help us to make comparisons between life now and in the past. (Similarity and difference) - Describe changes within living memory. (Continuity and change) Express an opinion about a historical source. (Sources and evidence)
<b>What was childhood like in the 1950s?</b>		
I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can find clues in old photographs to find out about the past.	Childhood was different in many ways in the 1950s including the games played by the children, toys, shops and school.	Use historical sources to find out about the past. Express an opinion about a historical source. Use a range of historical artefacts to find out about the past. (Sources and evidence)
<b>Why was Queen Elizabeth II's coronation so significant?</b>		
I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain the words coronation, reign & monarch. I can give some reasons why the coronation and the Queen were significant.	- The coronation (start of her reign) of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. - Elizabeth II was a significant Queen because she reigned for so many years ( <i>from 1953 to 2022</i> ).	Describe a significant historical event/person in British history. (Significance)
<b>Assessment</b>		
<b>Respond to the enquiry question: Do you think it was better to be a child in the 1950s than today?</b>		

## School days - Monet - Year 1/2

### NC links – Changes within living memory and significant historical events and places in the locality

#### What is our school's history?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe some key events in the school's history. I can place these events in chronological order.	- A timeline is used to place historical events in chronological order. - Some facts about the school e.g. when it opened and/or some important events in the school's history.	Sequence significant information about the school's history in chronological order and place on a timeline. (Chronology)

## When was the Victorian era and what was life like?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain that the Victorian era was when Queen Victoria was the monarch (1837 to 1901) I can describe some similarities and differences with life then and now.	<ul style="list-style-type: none"> <li>- The Victorian era was when Queen Victoria was the monarch (1837 to 1901)</li> <li>- Everyday life in the Victorian era was very different for rich and poor people.</li> </ul>	To place a period of time (the Victorian era) in chronological order and place on a timeline. (Chronology)

## What was school like in the Victorian era?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can recall some facts about Victorian school life.	<ul style="list-style-type: none"> <li>- In Victorian schools, boys and girls were separated.</li> <li>- Children sat in rows and copied from a blackboard onto slate boards.</li> <li>- Teachers in Victorian classrooms were very strict.</li> </ul>	Understand that similarities and differences help us to make comparisons between life now and in the past. (Similarities and Difference)

## How do we know about Victorian school life? (first hand sources)

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can use different sources ( <i>first hand accounts</i> ) to find out about the past but they may not always have the same viewpoint.	<ul style="list-style-type: none"> <li>- Historical sources and artefacts can be used to tell us about the past.</li> <li>- First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</li> </ul>	Express an opinion about a historical source. Use a range of historical artefacts to find out about the past (Sources and Evidence)

## How do we know about Victorian school life? (artefacts)

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can use historical artefacts to find out about the past. I can compare classroom objects from the Victorian era with those in my classroom.	<ul style="list-style-type: none"> <li>- Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</li> <li>- Some objects in a Victorian classroom are still used today but look very different.</li> </ul>	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source. (Sources and Evidence)

## What were lessons like in a Victorian classroom?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can role play about historical events, people and periods. I can identify differences between Victorian and modern lessons and say what I like/dislike about both, giving reasons.	<ul style="list-style-type: none"> <li>- In Victorian schools, boys and girls were separated.</li> <li>- Children sat in rows and copied from a blackboard onto slate boards.</li> <li>- Teachers in Victorian classrooms were very strict.</li> </ul>	Describe changes within or beyond living memory. Describe how an aspect of life has changed over time. (Continuity and Change)

## Who was Samuel Wilderspin and why is he significant?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill

- I can explain what significant means. - I can recall some facts about Samuel Wilderspin including how he changed schools to be more like mine.	- Samuel Wilderspin was a teacher who is known as the founder of infant education. - His views about teaching were very different for the time; he believed that children should enjoy school and be happy. He invented the playground so children could play outside.	Understand the term significant and explain why a significant individual is important. (Significance)
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### Assessment

Would you prefer to be in school today or in the Victorian era and give reasons why.

## Celebrations and Commemorations - Monet - Year 1/2

**NC links – events beyond living memory that are significant nationally or globally**

What is a celebration and when have I celebrated?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can name some events that I have celebrated in the past e.g. my birthday, Christmas. I can name some celebrations within my community and some which are celebrated just within my family.	- Throughout the year different communities celebrate events and special days. - Within families special events are celebrated.	Explain why an event from the past is significant.(Significance)

What is a commemoration?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain what an anniversary is. I can explain what a commemoration is.	- When events or people from the past are remembered we call this a commemoration. Sometimes this is on the anniversary of the event.	Understand the term significant and explain why a significant individual or event is important. (Significance)

Why do we wear poppies?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can say when people wear poppies. I can begin to describe the event that people are remembering by wearing poppies.	- Poppies are worn around a special time in November called Remembrance Day. - Remembrance Day is for remembering people who have died in past wars, in particular, WWI. Not all things we choose to remember are happy events, some are very sad and serious.	Sequence significant information about the past in chronological order and place on a timeline. (Chronology)

Who do we remember on Remembrance Day?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
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<p>I can describe some of the features of a photo of soldier from WWI. I can begin to describe what the trenches were like in WWI. I can describe how the trenches have changed over time.</p>	<ul style="list-style-type: none"> <li>- WWI happened more than 100 years ago and lasted for 4 years.</li> <li>- The war was against another country who wanted to take our country away from us.</li> <li>- Many soldiers were killed.</li> </ul>	<p>Use a range of historical artefacts to find out about the past. (Sources and Evidence)</p>
<b>Why do we have Remembrance Day?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
<p>I can explain who we are remembering on Remembrance day. I can begin to explain how so many people were affected by the war.</p>	<ul style="list-style-type: none"> <li>- Many people were affected by the war including men, woman and children.</li> <li>- Woman did lots of jobs that used be done by men.</li> </ul>	<p>Understand that significant historical events include those that cause great change for large numbers of people. (Cause and consequence)</p>
<b>What happens on Remembrance Day?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
<p>I can begin to describe some of the features of a WWI memorial or monument. I can recognise some of these features on the Abbots Ripton war memorial.</p>	<ul style="list-style-type: none"> <li>- A memorial or monument is a statue or structure built to remember (commemorate) a person or event.</li> <li>- On Remembrance Sunday people go to memorial services to remember people who have died fighting for our country.</li> <li>- Most memorials/monuments have: names, dates, pictures, steps, crosses, statues, flowers, wreathes and grass on or around them.</li> </ul>	<p>Use historical models to make judgements about significance and describe the impact of a significant historical individual. (Significance)</p>
<b>Why do we remember Bonfire Night?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
<p>I can explain that Bonfire Night is remembering something that happened in the past – over 400 years ago. I can describe the various stages in Guy Fawkes’ life leading to the discovery of the plot and his subsequent execution.</p>	<ul style="list-style-type: none"> <li>- Bonfire Night is commemorating the capture of a man called Guy Fawkes.</li> <li>- Guy Fawkes had a secret plan - ‘plot’ - to blow up the King and parliament in 1605.</li> </ul>	<p>Sequence significant events in the past in chronological order and place on a timeline. Use sequencing words such as first, next, finally, then and after that, to order information chronologically. (Chronology)</p>
<b>Why did Guy Fawkes want to blow up the King and Parliament?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
<p>I can explain some reasons why some people in England were unhappy (catholic people). I can sequence of events that led to the Gunpowder Plot.</p>	<ul style="list-style-type: none"> <li>- The King at the time (James I) did not like Catholics.</li> <li>- Catholic people were treated badly.</li> <li>- Guy Fawkes plot was to kill the King to make life better for Catholic people.</li> </ul>	<p>Understand that significant historical events include those that cause great change for large numbers of people. (Cause and consequence) Sequence significant events in the past in chronological order and place on a timeline. (Chronology)</p>
<b>How do we know what happened in 1605?</b>		

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain that evidence from the past can help us to understand what happened despite it being a long time ago.	<ul style="list-style-type: none"> <li>- There is evidence in letters, artefacts and paintings that help us to understand what happened.</li> <li>- Some evidence has survived from the time.</li> </ul>	<p>Express an opinion about a historical source.</p> <p>Use a range of historical artefacts to find out about the past.</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. (Sources and evidence)</p>

### Assessment

What would we include (and why) in a class museum to help others learn about Remembrance Day and/or Bonfire Night?

## The three nurses (Edith Cavell, Florence Nightingale & Mary Seacole) - Monet - Year 1/2

NC links – the lives of significant individuals in the past who have contributed to national and International achievements & significant historical events, people and places in their own locality.

### Who was Edith Cavell?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can place the main events in Edith Cavell's life in chronological order.</p> <p>I can explain why we remember Edith Cavell.</p>	<ul style="list-style-type: none"> <li>- Edith Cavell was a nurse who was born in England in 1865.</li> <li>- During WWI, Edith's hospital treated injured people from both sides of the fighting and she helped soldiers to escape the war.</li> <li>- After the war, many statues were built to remember how brave Edith had been.</li> </ul>	<p>Sequence significant information about the life of Edith Cavell in chronological order and place on a timeline.</p> <p>Use sequencing words such as first, next, finally, then and after that, to order information chronologically. To place in a chronological framework. (Chronology)</p>

### Who was Florence Nightingale?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can place the main events in Florence Nightingale's life in chronological order.</p> <p>I can explain why we remember Florence Nightingale.</p>	<ul style="list-style-type: none"> <li>- Florence Nightingale was a nurse who was born in Italy in 1820. Her family were British and she mostly lived in England.</li> <li>- Florence went to Crimea where there was a war happening, to be a nurse to soldiers.</li> <li>- Florence made the hospital better by making them cleaner. She started a school, teaching people how to be nurses.</li> </ul>	<p>Sequence significant information about the life of Florence Nightingale in chronological order and place on a timeline.</p> <p>Use sequencing words such as first, next, finally, then and after that, to order information chronologically. To place in a chronological framework. (Chronology)</p>

### Who was Mary Seacole?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
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<p>I can place the main events in Mary Seacole's life in chronological order.</p> <p>I can explain why we remember Mary Seacole.</p>	<ul style="list-style-type: none"> <li>- Mary Seacole was a nurse, born in Jamaica in 1805.</li> <li>- Like Florence, she wanted to go to the Crimea to nurse injured soldiers. Because she was black she wasn't allowed to go.</li> <li>- She paid for herself to go and opened a hospital.</li> <li>- After the war, no one remembered her until much later.</li> </ul>	<p>Sequence significant information about the life of Mary Seacole in chronological order and place on a timeline.</p> <p>Use sequencing words such as first, next, finally, then and after that, to order information chronologically. To place in a chronological framework. (Chronology)</p>
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**Why do we remember these three nurses today?**

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can identify the significance of each nurse.</p>	<ul style="list-style-type: none"> <li>- Each of these nurses made an impact on hospitals and how we nurse today.</li> </ul>	<p>Understand that significant historical events include those that cause great change for large numbers of people. (Cause and consequence)</p> <p>Describe how an aspect of life has changed over time. (Continuity and change)</p> <p>Understand that similarities and differences help us to make comparisons between life now and in the past. (Similarity and difference)</p>

**What local links are there with these nurses?**

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can compare life in the past with life today (in a real context in Peterborough Museum)</p> <p>I can explain that there are some local links with these nurses.</p>	<ul style="list-style-type: none"> <li>- There is a hospital in Peterborough called The Edith Cavell Hospital.</li> <li>- There is a Nightingale wing at Addenbrookes Hospital in Cambridge.</li> </ul>	<p>Use a range of historical artefacts to find out about the past. (Sources and evidence)</p>

**Assessment**

**You are planning a new statue to commemorate one of the nurses, who would you build a statue of and why?**