

KS 1 Cycle B

<p>Events beyond living memory that are significant - Great Fire of London.</p>	<p>Place London</p>	<p>People and problem/event <u>Literacy link</u> - Nibbles the Book Monster has read about ‘The Great Fire of London’. We want to investigate what happened in this story from history. <u>People</u> - Some builders in London have found artefacts buried underground next to the Thames in London and we want to investigate where they are from and how they got there... Are these things important? <u>Samuel Pepys</u> – recorded the events of the fire and helped to begin improvements in fire safety. <u>Problem / possibility</u>– if we could turn back the clock and blow out the flame in the bakers shop – would we?</p>
	<p>Purpose To recall the main events from the Fire of London</p>	<p>Aims To recall the key events of the Great Fire of London and create a timeline of events/diary</p> <p>Can they use words and phrases such as old, new and a long time ago in the future, past and present?</p> <p>Can they recognise that a story that was read to them may have happened a long time ago?</p> <p>Can they understand that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p>Can they say how some famous people have helped our lives to be better today?</p> <p>Can they begin to identify the main differences between old and new objects discussing materials and design? (e.g. firefighting equipment)</p>
	<p>Historical concepts/ Language/ Chronological language Event beyond living memory that was significant nationally Disaster Archaeologist Escaping</p>	<p>Research skills Reading information from books / internet Analysing photographs of artefacts and diaries from the time Considering validity of information – e.g. some images are sketches / paintings completed after the event Videos depicting events (Magic Grandad)</p> <p>Can they ask and answer questions about old and new objects?</p>

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	<p>Burning Destroyed Samuel Pepys River Thames Pudding lane Diary 17th Century (1666)</p>	<p>Can they answer questions using an artefact/ photograph/ eye witness account ?(Pepys)</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p> <p>Can they use the internet to find out about the past?</p>
<p>Other links/information: Geography- locate on a simple map of the UK (link to Map work showing the countries of the UK - Highlight London as the capital city/ use basic geographical vocabulary e.g. river/city Art- Create pictures based on Rita Greer. (NC links- To use a range of materials creatively to design and make products. To use drawing , painting to develop and share their ideas experiences and imagination)</p>		
<p>The lives of significant individuals in the past- The Living Natural Museum/Mary Anning</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Place- The Natural Museum</p>	<p>People and problem/event Imagine this room was a Museum that had all the creatures that had ever been on earth. Have you ever been to a museum? Where did you go? What did you see/do there?</p>
	<p>Purpose To research animals especially Dinosaurs/Mammoths. Research the life of Mary Anning and her impact on national achievements</p>	<p>Aims To create a living natural museum To create a simple information booklet based on the life of Mary Anning To question what we find out – how do we know these events happened?</p> <p>Can they use their knowledge of time and age to estimate the ages of people in photographs</p> <p>Can they use words and phrases such as old, new and a long time ago in the future, past and present?</p> <p>Can they recognise that a story that was read to them may have happened a long time ago?</p> <p>Can they understand that some objects belonged to the past?</p>
	<p>Historical concepts/ Language/ Chronological language Events beyond living memory Archaeologist Fossils</p>	<p>Research skills Reading, recounting events Questioning sources: Internet- Google kids, Videos based on the life of Mary Anning, Books Can they use the internet to find out about the past?</p>

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	<p>Past Dinosaurs Extinct Museum Long ago</p>	
<p>Changes within living memory – Toys.</p> <p>Changes within living memory. Which reveal aspects of change in national life</p> <p>Can they use a simple timeline of their lives and their parents lives showing key dates such as birth dates etc</p>	<p>Place Home and Space</p> <p>Purpose To find toys that are lost - compare toys from the past to toys from the present</p>	<p>People and problem/event Toys are lost around the classroom- what toys can you find?</p> <p>Aims To compare toys from the past with toys the children play with now and to label key features e.g. teddy bears.</p> <p>Can they use a simple timeline of their lives and their parents lives showing key dates such as birth dates etc - consider how the toys they play with change as they grow.</p> <p>Can they explain how they have changed since they were born?</p> <p>Can they tell others about things that happened when they were little?</p> <p>Can they put up to three toys in chronological order?</p> <p>Can they use words and phrases such as old, new and a long time ago in the future, past and present?</p> <p>Can they understand that some objects belonged to the past?</p> <p>Can they ask questions of family members about key dates for their own personal timelines?</p> <p>Can they begin to identify the main differences between old and new objects discussing materials and design?</p>
	<p>Other links/information: Geography- Map of the UK showing where Mary Anning found fossils / Compass/ Directions for the Museum (NC links- Geographical skills /mapping. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Art- Dinosaur/Fossil art- Ammonite art and Modroc fossils (NC links- To learn about a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines, and making links in their own work To use a range of materials creatively to design and make products.)</p>	

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		<p>Can they identify objects from the past e.g.toys</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p>
	<p>Historical concepts/ Language/ Chronological language? Toys, Birthday date Favourite Today Modern New Present Now 21st century Century Describe Question Source Evidence Compare Similarities Differences Same Different Oldest Newer newest.</p>	<p>Research skills Develop questioning skills in order to Interview people who played with toys they have found from the past (send questions home as a HW task) Read key facts about toys from : the Toy museum online, books, Internet- Google kids Investigate Artefacts- toys from grandparents/parents</p> <p>Can they ask and answer questions about old and new objects?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p> <p>Can they use the internet to find out about the past?</p>
	<p>Other links/information: DT- design and make an alien toy/glove puppet (NC links- Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology)</p>	

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	<p>Moving pictures using sliders/levers- create a moving picture based on 'Toys in Space'. (NC links- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.)</p> <p>Art: to use a range of materials creatively to design and make products</p>	
<p>Significant historical places in our locality – Houses and Homes</p> <p>Outing – Boat Museum -</p>	<p>Place Ellesmere Port – woodlands school</p>	<p>People and problem/event Goldilocks is visiting a home in the past- what will she find? How is it different to the bears house?</p>
	<p>Purpose To compare houses today with Victorian homes – Put this onto a timeline and consider Victorian time in relation to different times studied in Year 1 so far How does this time compare to modern day Ellesmere port?</p>	<p>Aims To compare homes and objects from the past (Victorian times)</p> <p>Can they use words and phrases such as old, new and a long time ago in the future, past and present?</p> <p>Can they understand that some objects belonged to the past?</p> <p>Can they begin to identify the main differences between old and new objects discussing materials and design etc?</p> <p>Can they give examples of things which that are different in their life from that of their grandparents when they were young?</p>
	<p>Historical concepts/ Language/ Chronological language? Queen Victoria Victorian Empire Past Present Same / similarities Different / differences Timeline Objects/artefacts Stove Range</p>	<p>Research skills Ask and answer questions from reading, and observing. Use ICT resources to examine images of houses from the past and objects found in the home. Ask questions about what how they were used Read information from History books/Internet- Google kids</p> <p>Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture such as buildings in the locality?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p> <p>Can they use the internet to find out about the past?</p>

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	Washboard Mangle Gas lamp	
	<p>Other links/information: Geography- homes in the local area - plan of the local area (link to previous work on the local area) – can they locate themselves on it? (NC links- Use aerial photos to recognise and locate local landmarks e.g. Church, school, shops)</p> <p>Art- Shapes in buildings/rubbings/viewfinders/ tiles (NC links- To use a range of materials to creatively design and make products. To use sculpture to develop and share their ideas, experiences and imagination)</p>	