

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>	NC: significant historical events, people and places in their own locality 1. Who was Mary Anning and when and where did she live? 2. What key events happened in the early life of Mary Anning? 3. What did Mary Anning discover? 4. What is Mary Anning's legacy?	century coast dinosaur discovery extinct existed fossil influential Jurassic coast palaeontology prehistorical reptile skeleton scientist	- Using historical sources and evidence - Observing and describing - Sequencing - Asking and answering questions - Summarising	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>	NC: events beyond living memory that are significant nationally or globally 1. Where and when did the Great fire of London take place?	History Historian chronological order Year Timeline Long ago past	- Cause and consequence - Significance - Evidence	Book: 

		comments, questions or actions. <u>Understanding-</u> Children answer 'how' and 'why' questions about their experiences and in response to stories and events. <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.	2. Why did the fire spread so quickly? 3. How did the people try to put out the fire? 4. How long did the fire last? 5. Who was Samuel Pepys and what can we learn from him? 6. How has the Great Fire of London affected life today?	Significant event Beyond living memory Primary source Secondary source 2nd September 1666 Samuel Pepys Pudding Lane Bakery Thomas Farriner drought Fiver Thames Fire service diary wooden spread fire appliances	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. Role play- think of questions to ask various characters from the time- children or adults can role play these characters and answer the questions. Compare the Fire Service then and now- invite local crew to school to share some of the modern equipment and its uses. Create and film a news report on the events of the fire. Singing: 'London's Burning' to perform. Role play area as a fire station- first as a modern fire station, then as one from the time of the Great Fire. In English, write diary extracts as Samuel Pepys.
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1	Victorian Seaside Holidays	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.	1. Who were the Victorians and where did they go on holiday? 2. What did Victorians do on holiday compared to today? 3. Did Victorians travel on holiday in the same way we do? 4. Was Victorian holiday clothing the same as today? 5. How have seaside holidays changed over time?	timeline then/Now Victorian seaside holidays food entertainment past long ago transport/travel steam train bathing machine	• Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance	WOW DAY-Victorian seaside holiday
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