

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>
<b>Enquiry Questions</b>		
What are the changes in my life?	Why do we remember the 5th of November?	
<b>Outcomes</b>		
To complete a family tree. A timeline of my life with specific dates (born, starting nursery, reception, started Year 1).	To sequence the main events of the Gunpowder plot.	
<b>Linked Texts</b>		
Super Duper You	Beginning history-The Gunpowder plot Gunpowder Plot-Gillian Clements	
<b>Linked Experiences</b>		
N/A	N/A	
<b>Overview</b>		
Within this topic children will gain an understanding of changes within living memory for their own lives. The children will gather information from home and carry out a family tree using the information that they gather. Children will have questionnaires to interview their parents and grandparents to gain more of an understanding of what life was like for their family. For example, questions such as; what was life like for my grandparents when they were 5? What was life like for my parents when they were 5? Children will gain more of an understanding of their own family unit through questioning their own family members-interviews and family tree information.	Children to gain an understanding of a significant historical event- The Gunpowder Plot. Children have an awareness of the story and vocabulary linked with the Gunpowder plot, and gain understanding of why it is celebrated each year with fireworks. Children know when the event is held and how people celebrate.	
<b>Knowledge and/or Skills Covered</b>		
Ask and answer simple questions about what they have heard. Recognise the difference between past and present. Use common words and phrases or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'. Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events.	Ask and answer simple questions about what they have heard. Recognise the difference between past and present. Use common words and phrases or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'. Explain the difference between fiction and non-fiction. Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events.	

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).		
<b>National Curriculum Attainment Targets</b>		
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	
<b>Important Vocabulary</b>		
When, family, now, then, born, days, months, future, important, date, life, family, grow, future, timeline, reception, nursery, lived.	old, new, tradition, even, long ago, then, when, now, last, next, before/after, day, month, years, past, before I was born, changes to now, nowadays, using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important', 5th November, Remember, Guy Fawkes, Gunpowder, Houses of Parliament, Barrels.	

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>Enquiry Questions</b>		
How have toys changed over time?		How have seaside holidays changed?
<b>Outcomes</b>		
<b>Linked Texts</b>		
Old bear by Jane Hissey.		
<b>Linked Experiences</b>		
Educational visit to Abbey House Toy Museum. The children will gain understanding and hands on experience of different toys from days gone past. The children will experience how they work, what they are made from and what they were used for. The children will be able to experience playing with these toys for themselves too. They will gain understanding of how they have changed over time and how they have been adapted.		Educational visit to Filey. The children will experience the Yorkshire coast and identify features of the seaside-geography links.
<b>Overview</b>		
<p>Changes over time – toys. The children will be able to recognise the difference between past and present.</p> <p>In this unit the children will identify similarities and differences of different time periods using simple sources and artefacts.</p> <p>Children will focus on the Teddy bear and the background to how the bear got his name. Looking at Theodore Roosevelt and his connection to the bear. They will look at how a teddy looked in its early days what it was made from etc and compare to teddies nowadays.</p> <p>The children will put different toys on a timeline and discuss what toys were popular when their grandparents and parents were children.</p> <p>The children will look at what they are made from and discuss how materials of toys has changed over time.</p>		<p>In this unit the children will identify similarities and differences of different time periods using simple sources and artefacts.</p> <p>They will identify what kinds of features were involved in Victorian seaside resorts – in this section the children can look at travel to the seaside in the past. Discuss George Stephenson and focus part of the unit on train travel and its importance. The development of railways and how they helped to speed up transport. Discuss nearby seaside resorts including Saltburn and how they were made accessible because of train networks. Explore what people did in the past -eating ice creams, fish and chips, Punch and Judy shows, riding donkeys, paddling in the sea, listening to music and seeing shows, sunbathing and building sandcastles. Show pictures of ‘bathing machines’ and explain that people might use these to go and change into. Show pictures of bathing costumes. Highlight the use of piers and how they originated in Victorian times too (show picture of the Saltburn pier). Some of the bigger resorts may have also had funfairs with merry-go-rounds and other small rides too. Ask the children to think about how many of</p>

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

those things still happen today and how they might have changed over time. Are they exactly the same today as they were in Victorian times?

They will identify the features of local Victorian seaside resorts- talk about what the children think of when they think of the seaside – explain that some of these things were around a long time ago when it became popular to go to the seaside. Look at how seaside towns have changed over time – focus on Saltburn - The railway was added to in 1861 to go to Saltburn and a pier was built at Saltburn in 1868. Show Saltburn around 1893 (with the lift). Lots of people then wanted to go to Saltburn but they found it too hard going up and down the cliff from the town to the pier, so the lift was built around 1884 and is one of the oldest lifts in the world!

They will identify the changes within living memory of seaside holidays – discuss that although seascides are still pretty busy today, less and less people are choosing to go to them for holidays and are now going to them more for day trips. What do they think has caused this? (cause and effect). Discuss the holidays that we might have been on – how did we get there? If lots of people started going on holidays to other countries on planes, what did that mean for the seascides? (cause and effect) Has anybody been on holiday on a boat before or know someone that has been on a cruise? Brief link to the Titanic and how big ships became popular for holidays as people could spend all of their time on the boat and be entertained.

To identify changes within living memory of local seaside resorts - Ask who has been on holiday and what kind of holiday they went on? Was it a 'seaside holiday' where most of it was spent at the beach? Did you go abroad? Did you go somewhere and then visit lots of other places using the car/bus/train? Highlight that there are lots of different types of holidays now, whereas back in Victorian times and in the 1950s, there was only really one type of holiday for most people – the seaside.

To identify the similarities, differences, changes and impacts of seaside holidays throughout time.

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

		<p>Do THEY think that holidays have changed all that much and have those changes affected our area in any way? Decide whether they think holidays have changed or have stayed the same – list some of the ways that they have changed.</p> <p>Then ask if this has affected our area – list some ways that it has affected our area.</p> <p>Ask children if they agree with this or not. If possible, can they explain why they agree or disagree?</p>
<b>Knowledge and/or Skills Covered</b>		
<p>Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'. Make simple historical comparisons (eg spot the difference between pictures). Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology). Recognise the difference between past and present. Ask and answer simple questions about what they have heard.</p>		<p>Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'. Make simple historical comparisons (eg spot the difference between pictures). Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology). Recognise the difference between past and present. Ask and answer simple questions about what they have heard.</p>
<b>National Curriculum Attainment Targets</b>		
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>
<b>Important Vocabulary</b>		
<p>long ago yesterday then when future now last next before/after first/second (etc) days</p>		<p>long ago yesterday then when future now last next before/after first/second (etc) days</p>

# Pudsey Bolton Royd Primary School History Long-Term Plan

## Year 1

<p>months years past before I was born changes to now nowadays</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'</p> <p>old new tradition event artefact museum</p>		<p>months years past before I was born changes to now nowadays</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'</p> <p>old new tradition event artefact museum travel train transport different bathing machines holiday rich</p>
---	--	--