



KS1 History Autumn 1 Houses and Homes through time - How has Easington changed over time?	
Previous learning: Children revisit learning from Early Years about significant events, including birthdays and celebrations. They will be able to draw on their previous learning to describe the differences between their life now and their families in the past. Children will further their understanding of chronology.	
Sticky Knowledge	
1. Some houses in Easington have changed but some houses still look like they did in the past. 2. Houses in the past used to be made of wood but houses now are made of brick. 3. We have electricity in our houses today but in the past they didn't. 4. In the past, Easington had a street with shops and a post office.	
Lesson 1 History Driver	I can recognise that houses have changed over time.
	• To be able to use historical vocabulary similar to: old, new and a long time ago. • To be able to describe changes within or beyond living memory. • To recognise that houses are made from different materials.
Lesson 2 History Driver	To order houses from the past on a timeline.
	• To order information on a timeline. • To recognise how houses have changed over time
Lesson 3 History Driver	I can recognise that the Victorian period happened a long time ago.
	• To be able to use historical vocabulary similar to: old, new and a long time ago. • To be able to describe changes within or beyond living memory. • To be able to use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). • To look at the Victorian houses in Easington and compare them to modern houses.
Lesson 4	What was everyday life like in Victorian times



History Driver	• To know that everyday life includes houses, jobs, objects, transport and entertainment. • To be able to describe an aspect of everyday life within or beyond living memory. • To be able to use a range of historical artefacts to find out about the past.
Lesson 5 History Driver	I can describe items found in a Victorian home.
	• To be able to identify similarities and differences between ways of life within or beyond living memory. • To know that identifying similarities and differences helps us to make comparisons between life now and in the past. • To be able to use a range of historical artefacts to find out about the past. • To Identify similarities and differences between Victorian and modern kitchens and living rooms
Lesson 6	Journalling week
Vocabulary	
Near, far, house, school, street, shop, Past, present, now, then, today, tomorrow, yesterday, last week, timeline, Victorian.	
Local Connection / Lyfta links	
Local Area walk (links with English)	



KS1
History
Spring 1
How has nursing changed? (Florence Nightingale and Mary Seacole)

Previous learning:

Children revisit learning from Early Years about significant events and people, including significant people within their own life, and some famous significant figures such as Guy Fawkes.
In Cycle A, pupils learn about significant people such as William Wilberforce, Christopher Columbus and Neil Armstrong.
Pupils have developed a good understanding of chronology and how things change over time. Pupils have previously learnt about historical changes in toys, and homes/houses in their local area.

Sticky Knowledge

1. Florence Nightingale was a famous nurse who lived in the 1800s.
2. Florence Nightingale improved hospitals by making them clean and safe.
3. She started the Nightingale Training School for nurses.
4. Edith Cavell was a nurse during World War I who helped soldiers escape.
5. Cavell would help any injured soldier, no matter where they came from.
6. Cavell was arrested for helping soldiers escape Belgium.

**Lesson 1
History Driver**

Modern nursing

- To understand the role of modern nurses
- To know what makes a person significant

**Lesson 2
History Driver**

Florence Nightingale

- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements

**Lesson 3
History Driver**

Legacy of Florence Nightingale

- To know and give examples of how Florence Nightingale changed nursing.

**Lesson 4
History Driver**

Edith Cavell

- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
- To give examples of how Edith Cavell improved nursing.



Lesson 5 History Driver	Timeline of Nurses
	• Record on a timeline a sequence of historical events. • Develop an awareness of the past, using common words and phrases relating to the passing of time.
Lesson 6	Journalling Week
Vocabulary	
Nurse, patient, clean, safe, brave, change, before, after, similar, different, past, present	
Local Connection / Lyfta links	
People who help us Day (Nurses, Police, Firefighters etc.)	



KS1 History Summer How have seaside holidays changed?	
Previous learning: Pupils will build upon their understanding of comparison and difference as they compare a Victorian seaside town with Withernsea now. Pupils will have developed some prior knowledge of what life was like in the Victorian times from their work on homes and houses in Cycle B, Autumn 1.	
Sticky Knowledge	
1. People went to the beach on trains - station in Patrington so they could go to Withernsea. 2. More people could go to the beach as more railways were built. 3. Children liked to watch punch and judy, have donkey rides and enjoy picnics 4. They had different clothing in the past for the beach.	
Lesson 1 History Driver	Going to the seaside over 100 years ago.
	• To be able to use common words and phrases relating to the passing of time to communicate ideas and observations - such as: here, now, then, yesterday, last week, last year, years ago and a long time ago • To identify at least three period-specific features of a Victorian seaside holiday
Lesson 2 History Driver	What did people do at the seaside?
	• To be able to describe an aspect of everyday life within the Victorian era
Lesson 3 History Driver	How do we know what holidays were like over 100 years ago
	• To know that historical artefacts are objects that were made and used in the past. • To know historical sources include artefacts, written accounts, photographs and paintings • To be able to use artefacts that were made and used in the



	past. • To be able to talk about how the shape and material of the object can give clues about when and how it was made and used.
Lesson 4 History Driver	Do people go to the seaside for the same reasons they did 100 years ago?
	• To be able to use a range of historical artefacts to find out about the past. • To be able to identify how similarities and differences helps us to make comparisons between life now and in the past.
Lesson 5 History Driver	How have seaside holidays changed?
	• To be able to Identify similarities and differences to make comparisons between life now and in the Victorian era • To be able to express an opinion about a historical source. • To know that stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.
Lesson 6	Journaling week
Vocabulary	
photographs, memories, Punch and Judy show, amusement arcade, steam train, pier donkey rides, sunbathing machines	
Local Connection	Lyfta links
Visit to Withernsea beach from Easington Or Visit to Spurn Lighthouse	<u>The beachcomber</u>