



Class: Year 1	Topic Title: Houses and Homes			Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Changes within living memory-used, where appropriate, to reveal changes in national life.</p> <p>Significant people and places in their own locality.</p>	<ul style="list-style-type: none"> <li>• Use terms such as today, tomorrow, yesterday, before, after, later etc. each day.</li> <li>• Use activities such as, multilink or toilet roll pieces to compare ages of adults to their own age to ensure they have a visual representation of the passage of time.</li> <li>• Sequence events within their own lives through activities such as, comparing photographs of themselves as a baby and now.</li> <li>• Know that they now live in the present and anything that happened before this is the past.</li> <li>• Conduct research on the ages of living family members from the oldest to youngest, this will be modelled first by the class teacher.</li> <li>• Bring in a selection of photographs from different stages of a chosen family members life, as a second-hand source. The class teacher will also have photographs available from their own life.</li> <li>• Discuss differences within the photographs such as hairstyles, clothes, objects and decoration.</li> <li>• Recognise a range of house types such as, detached, semi-detached, bungalow, flat etc.</li> <li>• Recognise how the layout of houses and the building of houses has changed over time, to know that houses are designed and then built.</li> <li>• Sort photographs of houses in to old and new.</li> <li>• Conduct a chronology walk in the local area, and from work done in class will be able to recognise the features of older houses and newer houses.</li> <li>• Focus on a child's bedroom now and from the 1980's and 1950's, comparing and contrasting decorations, toys, clothes and furniture.</li> <li>• Describe the differences between toys now and then</li> <li>• Order and sequence objects from different time periods, adding them to a timeline.</li> <li>• Interview adults from the local area, as a first-hand source, about their childhood home in the 1950s and 1980s.</li> <li>• Share what they have learnt orally, visually and in writing.</li> </ul>			<p>Today/Tomorrow/ Yesterday Before/After Later Last week/This week/Next week Time Present/Past Oldest/Youngest Newest Similarities Differences Compare/Contrast Detached/Semi-detached Bungalow/Flat/Apartment House/Home Lifestyle Features Local Time periods Now/Then Decade Chronology Floorplans Layout Source Timeline Sequence</p>
<p><b>Possible Community Links:</b></p> <ul style="list-style-type: none"> <li>• Keepmoat housing development</li> <li>• Kier housing development</li> <li>• Skelmersdale Historical Society</li> <li>• Local residents with an association with the school e.g. Mrs Tedford (past staff member)</li> </ul>	<p><b>Previous Learning Experiences:</b></p> <p>All about me- EYFS Our amazing world- EYFS</p>	<p><b>Future Learning Experiences:</b></p> <p>Local History studies- Year 1-6</p>	<p><b>Cross curricular links:</b></p> <p>Maths- Time sequencing English- Orally retelling and writing about key information</p>	<p><b>British Values:</b></p>



Class: Year 1	Topic Title: The Great Fire of London				Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Events beyond living memory that are significant Nationally.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys and Sir Christopher Wren)</p> <p>To compare aspects of life now and then.</p>	<ul style="list-style-type: none"> <li>• Know The Great fire of London initially started in the early hours of the morning at Thomas Farriner’s Pudding Lane bakery on Sunday 2nd September 1666 and ended on Wednesday 5<sup>th</sup> September 1666.</li> <li>• Know that Thomas Farriner was the baker to the monarch of the time, King Charles II.</li> <li>• Know that the fire spread quickly due to the layout of the houses (Closely packed together) and the materials they were made from (wood/thatched roofs made of straw). Streets were very narrow - no equipment could be transported to the scene to help.</li> <li>• Know that the fire spread quickly because London was very dry after a long, hot summer, and strong wind on that day.</li> <li>• Know that St Paul’s Cathedral was damaged in the fire, but it is still standing to this day.</li> <li>• Know that the fire was stopped from reaching the South side of river because a section of a bridge was missing.</li> <li>• Know that the fire was eventually put out by the residents refilling buckets of water from the Thames and throwing it on to the fire. The buckets were made from leather with a metal hook.</li> <li>• Know that residents whose homes were destroyed, were carried away from the scene in boats on the River Thames and were housed around London in tents.</li> <li>• Know that 70, 000 of the 80,000 homes in that section of London were destroyed in the fire, but only 6 people died.</li> <li>• Know that Samuel Pepys kept a diary which gave clues to events.</li> <li>• Know the architect, Sir Christopher Wren helped to redesign and rebuild the section of the city destroyed.</li> <li>• Know that Samuel Pepys buried his valuable items such as cheese and wine.</li> <li>• Know that Sir Christopher Wren designed and built a monument to remember The Great Fire of London which still stands today.</li> <li>• Ask and answer questions about key events in The Great fire of London.</li> <li>• Access and use a range of secondary sources to understand the events in The Great Fire of London, including letters, stories, videos, pictures and artwork by artists of the time etc.</li> <li>• Know that the people of the time started to consider fire safety. They will be given an opportunity to compare and contrast with the fire service today.</li> <li>• Know the changes to housing that was implemented due to the fire such as, brick houses, narrow alleys forbidden, thicker walls to separate houses.</li> <li>• Liaise with fire officers within the local community and will have first-hand experience of how a fire is dealt with today.</li> <li>• Be aware of fire safety today, fire alarms, fire blankets, fire plans, fire doors, extinguishers, electrical cut offs, heat detectors.</li> </ul>				<p>Fire</p> <p>London</p> <p>Bakery</p> <p>Embers</p> <p>Thomas Farriner</p> <p>Pudding Lane</p> <p>King Charles II</p> <p>Monarchy/Monarch</p> <p>Thatched roofs</p> <p>Narrow</p> <p>Transported</p> <p>Spread</p> <p>St Paul’s Cathedral</p> <p>Fire service</p> <p>Fire safety</p> <p>River Thames</p> <p>Residents</p> <p>Destroyed</p> <p>Diary</p> <p>Sir Christopher Wren</p> <p>Samuel Pepys</p> <p>Architect</p> <p>Buried</p> <p>Valuable</p> <p>Monument</p> <p>Sources</p> <p>Narrow</p> <p>Forbidden</p> <p>Alley</p>
<p><b>Possible Community Links:</b> Fire service in the local community. Staircase House, Stockport.</p>	<p><b>Previous Learning Experiences:</b> Through the Keyhole Autumn term, children will have knowledge of houses today. Links with EYFS- People who help us.</p>	<p><b>Future Learning Experiences:</b> Year 2- The Victorians (British History)</p>	<p><b>Cross curricular links:</b> Science- how fire spreads</p>	<p><b>British Values:</b> Rule of Law</p>	



Year 1	Topic Title: Florence Nightingale				Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Significant individuals from the past who have contributed to national and international achievements.</p> <p>To compare aspects of life now and then.</p>	<ul style="list-style-type: none"> <li>• Know that Florence Nightingale is famous for her nursing work during the Crimean war (1854-1856).</li> <li>• Know that Florence Nightingale was born in Victorian times and the monarch was Queen Victoria.</li> <li>• Know that Florence Nightingale was born in Florence, Italy on 12<sup>th</sup> May 1820 and died 1910.</li> <li>• Know that she was known as the “Lady with the lamp” because she was so dedicated to her job that she would visit wounded soldiers at night when everyone else was asleep, using her lamp to guide her.</li> <li>• Know that Florence Nightingale used a gas lamp. Suggested activity, to compare gas lamps to electrical lamps and torches we use today.</li> <li>• Know that she came from a wealthy affluent family on a huge estate, who would not normally work for a living.</li> <li>• Know that rich girls of the time were not normally educated or expected to work, but Florence’s father William, believed that women should be given an education.</li> <li>• Know that Florence Nightingale believed that she was called by God to do His work</li> <li>• Know that Florence’s parents did not want her to become a nurse as they believed that this was not a suitable profession.</li> <li>• Know that Florence Nightingale found that hospitals of the time were in a very poor state, such as, the wounded were unwashed and were sleeping in overcrowded dirty rooms without blankets or food. Diseases spread quickly due to this and 5 in 6 people died. Suggested activity- children to be practically shown how many people this would affect using their class as an example.</li> <li>• Know that Florence Nightingale changed conditions and sanitation in the hospital which reduced the death rate among soldiers.</li> <li>• Know that she was classed as a true hero of the time and today.</li> <li>• Compare modern hospitals to those in Victorian times.</li> <li>• Know that there are monuments dedicated to Florence Nightingale in London and also Derby.</li> <li>• Know that some of the first nurses trained by Florence Nightingale worked in Liverpool.</li> <li>• Know that Florence influenced the design of the wards at St Thomas’ hospital to by proposing full height windows to provide better light and ventilation. In the basement of the hospital there is a museum dedicated to her opened in 1989.</li> </ul>				<p>Nursing Monarch Wounded Florence Italy Victorians Lamp Gas/Electrical Estate Education Suitable Profession Hospital Suffering Miserable Trained Disease Wounded Overcrowded Sanitation Death rate Hero Nurse Influenced Reputation Ventilation Museum Monument</p>
<p>Possible Community Links: Local nurse to visit the school.</p>	<p>Previous Learning Experiences: EYFS- People who help us Autumn term- Chronological narrative</p>	<p>Future Learning Experiences: Year 4- The Plague</p>	<p>Cross curricular links: Science- how germs spread/staying well</p>	<p><b>British Values:</b></p>	