



New Invention Whole School Overview— History



	Autumn	Spring	Summer
Nursery	<p>Routines</p> <ul style="list-style-type: none"> -understanding the language of now, next and later. -follows a simple routine supported by an adult e.g name on box, water bottle in box, sit on cushion, -talks about night time routines e.g story then sleep, brush teeth then sleep. <p>Talking about the past</p> <ul style="list-style-type: none"> -talks about a toy they have played with during the session -talks about a picture in their scrapbook with support -talks about what they did in half term with support of a picture 	<p>Ordering events</p> <ul style="list-style-type: none"> -order the key events in a daily routine (have breakfast, come to nursery, bed) -understanding the term first, next and then (brushing teeth, going to the toilet, getting dressed etc) -ordering the events of a trip -retell of a trip 	<p>Children to understand what is meant by the 'past'</p> <ul style="list-style-type: none"> -talk about key events in their past -look at how animals have changed. -talk about what they were like when they started nursery and what they are like now. -look at farm in the past and farm now. Look at photographs and videos.
Reception	<p>Me and my life</p> <p>Looking at the children's scrapbooks using language of the past and knowing what is meant by the past (I went...I was...)</p> <p>2)Sharing weekend news without pictures using the correct language.</p> <p>3) Look at baby pictures and talk about them as babies what they could/couldn't do (book—The Baby's Catalogue)</p> <p>4) Ordering three pictures baby, nursery, now (book- Once there were Giants)</p> <p>5) Comparing themselves as baby, start of nursery and now. (book- Once there were Giants)</p>	<p>Me and my family</p> <p>Talk about family members. Look back at the children's scrapbooks this time focus on who is in their family.</p> <p>Pick one family member. What do you like to do with them? Children to draw a picture and write a sentence. Here is my... I like to...</p> <p>Granddads Island. Focus on attic page of the book. Looking at artefacts (spinning wheel, gramophone, record player, chest, teapot, easel, sailboat. What are they, what are they used for, what would we have now.</p> <p>Create a list of questions children would like to ask grandparents—using ideas from the story Grandpas Island and the artefacts the children looked at.</p> <p>Invite Grandparents into school to ask questions created in previous lesson. Grandparents to bring in toys/clothes/photos/videos/tapes from their childhood.</p> <p>Maths week 6—time links to ordering and sequencing the day.</p>	<p>Changes in homes (Peepo book)</p> <p>Children to explore looking at different types of houses modern, houses from the 50s, old houses, their house. Comparing what is similar and what is different.</p> <p>Over the next four lessons children will make a fact booklet about homes using ICT and writing.</p> <p>Children to focus on looking at their bedrooms and bring in a photo of their bedroom and what objects are in there. Children to then make comparisons between their bedroom and the bedroom in Peepo. Children to look at a range of artefacts within the lesson.</p> <p>3) Children to focus on looking at their living room and bring in a photo of their bedroom and what objects are in there. Children to then make comparisons between their bedroom and the bedroom in Peepo. Children to look at a range of artefacts within the lesson.</p> <p>4) Mrs Mopple washing line. Time machine lesson focusing on Mrs Mopple kitchen and comparing it to our kitchen.</p> <p>5) Children to focus on looking at their garden and bring in a photo of their bedroom and what objects are in there. Children to then make comparisons between their bedroom and the bedroom in Peepo.</p> <p>6) Children will look at a range of artefacts and photos they have seen throughout the topic and sort them into past and now as part of the introduction. Children will then create a fact video about what they have found out.</p>
Year One	<p>How have toys changed ?</p> <p>Children will develop their knowledge of the past by talking about toys from their living memory from baby toys—toys they play with now.</p> <p>Timeline children will order baby toys—teenage toys.</p> <p>Toys - Children will practically explore toys from the past using a range of artefacts. Children will be encouraged to ask enquiry questions about toys in the past</p> <p>4. Research - toys from the past and asking enquiry toys.</p> <p>5. Comparing toys from the past to toys we have now Compare how these are different and analyse how they have changed over time. Which materials were used to make the toys my great-grandparents and grandparents might have played with? Which materials are used to make the toys that I play with now?</p> <p>6. Sort toys into electronic and non-electronic—Compare how these toys have changed overtime. How has modern technology changed the ways in which children play?</p> <p>Whole School commemoration</p> <p>Why do we celebrate bonfire night? The gunpowder plot—order events and find out about Guy Fawkes</p> <p>Remembrance Day How and why do we celebrate Remembrance Day? —Research remembrance day and meaning behind it . .</p>	<p>1. What are the parts of a castle?</p> <p>Research—Parts of a castle, book living in a castle</p> <p>2. What is a knight?</p> <p>Job role, what they wear, dressing a knight.</p> <p>3. How do you become a knight?</p> <p>The life of a knight, timeline of their life, page, squire, knight</p> <p>4. What are the jobs roles in a castle?</p> <p>The Lord and Lady of the castle, The soldiers, The Servants, Cook, Jester.</p> <p>Create a job advert based on information found out about.</p> <p>3. Research diets of rich and poor people in Tudor times and why they had this diet?</p> <p>4. Research modern diets and begin to verbally compare how life is different</p> <p>6. Research Elizabeth I and Elizabeth II and compare the two queens—Famous Event—Queen Elizabeth II's coronation</p>	<p>1. What is the seaside like today? Children will develop their knowledge of the seaside by researching the seaside of today—children will be encouraged to bring in any photos of their visits to the seaside—use a range of videos, photos, books, websites.</p> <p>2. How has the seaside changed?</p> <p>Identifying artefacts and sources to find out how the seaside has changed, making comparisons between the seaside now and in the past.</p> <p>3. Who was Grace Darling?</p> <p>Grace Darling Fact finding about her life, life at sea, why she is famous.</p> <p>4. Chronological ordering of famous events/stories. Ordering Grace Darling life on a timeline.</p> <p>5. Comparing the life of Grace Darling to their life and how it has changed?</p> <p>Local history week—to celebrate 130 years of the installation of the clock in Willenhall town centre. Children will focus on the history of the canals and why canals they were imported. How things were transported?/why canals were important/needed? Children will use artefacts to look back at who the canals used to be and go on a walk to see how they have changed overtime.</p>
Year Two	<p>What is a Pirate? - key facts, general life of a pirate, use of artefacts/sources, asking enquiry questions</p> <p>Recap—key facts about Pirates. What was a Pirates diet? Cross-curricular link to P.O.M/science. What do you think a Pirate might of eaten and why? What main food groups were they eating from? Use their knowledge of Pirates to create a healthy meal for a Pirate.</p> <p>How was a Pirate's life different to our life?</p> <p>Look more in depth about four aspects of Pirates life—life onboard ships, treasure, rules and punishment. Children will create a scroll with key facts on each aspect of Pirates life, make comparisons between a pirates life and our life.</p> <p>4. Who was Blackbeard?</p> <p>Historical figure, use of sources to retrieve facts about Blackbeard, use of a range of sources and artefacts. Fact Find about his life, his ship, how he sailed etc.</p> <p>5. Who was Ellen MacArthur?</p> <p>Research Ellen MacArthur and compared how she sailed to Blackbeard—How life has changed</p> <p>6. Significant individual Research Christopher Columbus and why he is famous</p> <p>Whole School commemoration</p> <p>Why do we celebrate bonfire night? Whole school commemoration The gunpowder plot—order events and find out about Guy Fawkes</p> <p>Remembrance Day How and why do we celebrate Remembrance Day? Whole school commemoration—Research remembrance day and meaning behind it</p>	<p>What is a pioneer? /Who was Neil Armstrong?</p> <p>Recap what a pioneer is- why is he Neil Armstrong a significant individual, what did he discover, important dates and events, explore a range of sources photos, videos</p> <p>2. What was Neil's Armstrong's life like?</p> <p>Recap who Neil Armstrong is -Create a timeline of Neil Armstrong's life, chronological order, events, importance of dates, childhood, training.</p> <p>3. What was the Moon Landing?</p> <p>Recap timeline of Neil Armstrong's life, Significant event, children will use a range of sources (newspaper articles, videos, photos etc) to answer a set of questions this event.</p> <p>4. Recap what we know about the 1969 moon landing -What was the impact of Moon Landing on life today?</p> <p>Significant event, first humans to understand the composition of the moon, gave first perspective of Earth from Space, advances in technology—Children will create a mind map of the significant impact of this event on life.</p> <p>6. Who was Catherine Johnson? - started university in 1939, started working for NASA in 1953.</p> <p>5. Who was Amelia Earhart?</p> <p>Recap Neil Armstrong/Katherine Johnson, today we are going to learn about a new significant individual Amelia Earhart. Why is she a significant individual?</p> <p>6. What was Amelia Earhart's life like?</p> <p>Children to draw a timeline of Amelia Earhart's life, chronological order, events, important dates.</p> <p>7. What was the significant impact of Amelia Earhart on life today and comparisons between the impact of Neil Armstrong and Amelia Earhart—comparisons, similarities, differences. What is a pioneer? /Who Neil Armstrong?</p>	<p>How have schools changed?</p> <p>Children will expand on their knowledge of the past by thinking about their school life and how it has changed Nursery, Reception, Year One, Year Two.</p> <p>What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their parents?</p> <p>What were schools like in the past? Children will use a range of artefacts to find out about what schools were like in the past. What it was like for their grandparents?</p> <p>Comparison of schools now and schools in the past.</p> <p>Children will research what schools are like in India. How are schools different to our schools?</p> <p>Comparison of similarities and differences between schools in Britain and Schools in India.</p> <p>Local history week—to celebrate 130 years of the installation of the clock in Willenhall town centre. Children will focus on the history of the canals and why canals they were imported. How things were transported compared to how we transport things now?/why canals were important and the impact they had? What is the importance of industry.</p>