

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Nicky Nook Class
Autumn 2
Year A

N.C. LINKS:

Pupils should be taught about:
The lives of significant individuals in the past who have contributed to national and international achievements. (Queen Victoria, Prince Albert and the Christmas tree.)

Etymology – Tradition - a belief, custom or way of doing something that has existed for a long time among a particular group of people; a set of these beliefs or customs

Vocabulary:



Victorians – Ladybird Histories

Subject Specific:

Chronological Understanding

Knowledge & Interpretation

Historical Enquiry

Key Concept: CHILDHOOD

A Victorian Christmas

Key Question: How was a Victorian Christmas different to our Christmas today?

Queen Victoria, Prince Philip, traditions, Christmas tree, childhood

Century, Before I was born, past, similar, different, era, timeline

Old, new, Queen, rule, important figures

Artefact, explain, who? Why? What? When? Where? Source, events, newspapers, evidence, historians, experts

Unit Overview:

The Victorian era was when Queen Victoria was on the throne. The Christmas tree was introduced as tradition by Prince Albert. Compare Christmas traditions then and now.

Chronological Context:

Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

<p>Queen Victoria crowned in 1838</p> <p>Victorian Era – 1837-1901</p>				
<p>New Knowledge Progression:</p> <p>Understand what a significant person in history is</p> <p>Learn about Queen Victoria and how she has contributed to national and international achievements.</p> <p>Compare Christmas traditions between the past and present.</p>	<p>Building on Prior learning from EYFS:</p> <p>Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons</p> <p>Research – find out about people, places, events, objects, ask questions, use different sources to find answers.</p> <p>Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences.</p> <p>Vocabulary – language of time when talking about past/present events in their own lives.</p>	<p>Building on Prior learning when B follow A:</p> <p>Make comparisons and identify changes between the seaside now and then (Blackpool Seaside – 100 years ago)</p> <p>Explain what life was in a seaside town 100 years ago compared to now (food, clothing, games/entertainment)</p> <ul style="list-style-type: none"> • 		

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

Key Skills (Disciplinary)

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.
- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.

- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.
- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.
-

Sequence of Lessons:

- 1. LO: To learn about the Victorian Era**
- 2. LO: To understand the importance of Queen Victoria within history**

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

- 3. LO: To learn about Christmas in the past**
- 4. LO: To explore Christmas traditions**
- 5. LO: To compare Christmas traditions between then and now**

Enhancements:

Judges Lodgings – A Victorian Christmas

End of Unit Outcome:

Oral - Role play area annotated photos.

Oral Assessments:

How was a Victorian Christmas different to our Christmas today?

What do you know about the Victorian Era

Why was Queen Victoria important within history?

What do you know about Christmas in the past?

Can you explain some Christmas traditions?

Can you compare Christmas traditions between then and now?