

**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

<p style="text-align: center;"><b>Nicky Nook Class</b> <b>Summer 2</b> <b>Year A</b></p>	<p><b>N.C. LINKS:</b> Pupils should be taught about: Significant historical events, people and places in their own locality.</p>			
<p style="text-align: center;"><b>Etymology -</b> [place of instruction] Middle English <i>scole</i></p>	<p><b>Vocabulary:</b></p>			
<p style="text-align: center;"> <b>School Log Books</b></p>	<p><b>Subject Specific</b></p>	<p><b>Chronological Understanding</b></p>	<p><b>Knowledge and Interpretation</b></p>	<p><b>Historical Enquiry</b></p>
<p><b>Key Concept: SIGNIFICANT PLACE</b> <b><u>Forton School Old/New</u></b></p> <p><b>Key Question: How has Forton School changed over time?</b></p>	<p>School Log book Old New</p>	<p>Chronology, decade, century, time order, before I was born, when I was little</p>	<p>Different, similar, events, recount, compare</p>	<p>Explain, artefacts, log book, source, evidence, why? who? where? when?</p>
<p><b>Unit Overview:</b> Where was the old school. What evidence can we find on the building that it was a school and what does it tell us about how the school was run. What do the old photos and log book tell us. How has the new school changed. -</p>	<p>Comparison Photographs</p>			
<p><b>Chronological Context:</b></p>				

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<p><b>Victorian Era – 1837-1901</b></p> <p><b>Old School built in</b></p> <p><b>New School built in</b></p>				
<p><b>New Knowledge Progression:</b>          Explain what living memory means (changes within their parents, grandparents and great-grandparents lives).</p> <p>Understand where the children in Forton used to attend school (when the building was built, how it was used and who it was used by).</p> <p>Make comparisons between the Forton school now and in the 1900s (building, school day, uniform).</p> <p>Explain the changes that have happened to the geography of Forton over the last 80 years.</p>	<p><b>Building on Prior learning from EYFS:</b></p> <p><b>Key Learning linked to Historical Development</b></p> <p><b>Communication</b> – talk about key events in own lives, about family, friends, other people including significant people.</p> <p><b>Observe</b> – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p><b>Describe</b> – features of objects, people, places at different times, make comparisons</p> <p><b>Research</b> – find out about people, places, events, objects, ask questions, use different sources to find answers.</p> <p><b>Chronology</b> – order simple experiences in relation to themselves and others, including stories, events, experiences.</p>	<p><b>Building on Prior learning when B follow A:</b></p> <p>Understand when and why Lancaster castle was built.</p> <p>To learn about how the structure of the castle made it successful throughout the centuries.</p> <p>To learn about the different uses of the castle over the centuries.</p>		

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**Vocabulary** – language of time when talking about past/present events in their own lives.

### **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.
- Recognise the distinction between past and present.
- Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.
- Identify some similarities and differences between ways of life at different times.

#### **Events, People and Changes**

- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- Develop awareness of significant historical events, people and places in their own locality.
- Retell some events from beyond their living memory which are significant nationally or globally.

#### **Interpretation, Enquiry and Using Sources**

- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- Choose parts of stories and other sources to show what they know about the past.

#### **Communication**

- Talk about what / who was significant in simple historical accounts.

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- 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.
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**Sequence of Lessons:**

1. **LO: To understand where Forton School fits into the chronology of history.**
2. **LO: To learn about changes within living memory.**
3. **LO: To find out about the old Forton School using primary sources.**
4. **LO: To make comparisons of Forton school between the 1900's and now.**
5. **LO: To understand the changes that have happened to the geography of Forton.**

**Enhancements:**

Visitor from the local community  
Walk to see the old school building.

**End of Unit Outcome:**

Discussion/annotated pictures to show comparison between old and new school.

**Oral Assessment:**

**How has Forton School changed over time?**

**Where does Forton School fit into the chronology of history?**

**What can you remember about changes within living memory at Forton School?**

**What did the primary sources tell you about the old Forton School?**

**Can you make comparisons of Forton school between the 1900's and now?**

**Can you explain some of the changes that have happened to the geography of Forton?**