

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;">Nicky Nook Class Spring 1 Year A</p>	<p>N.C. LINKS: Pupils should be taught about: Significant historical events, people and places in their own locality.</p>			
<p>Etymology – transport - from <i>trans</i> "beyond, across" (see trans-) + <i>portare</i> "to carry"</p>	<p>Vocabulary:</p>			
<p> The Story of Our Canals by Carolyn Hutchings</p>	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
<p>Key Concept: TRANSPORT/TRADE – <u>Our Local Canal</u></p> <p>Key Question: Why are canals an important part of our local history?</p>	<p>Canal Transport Travel Trade Industrial Revolution Tow path Lock barge</p>	<p>Year, decade, century, modern, new, similar, different, before I was born, timeline</p>	<p>Old, new, facts, explain, compare, similarities</p>	<p>Old, artefact, Who? Why? What? Where?</p>
<p>Unit Overview: Why canals originally built. What travelled on them and why. Who lived on them and why. What are canals used for today.</p>	<p>Objects newspapers, websites, books,</p>			

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<p>Chronological Context:</p> <p>Industrial Revolution 1760-1840</p>				<p>historians, experts</p>
<p>New Knowledge Progression:</p> <p>Learn about significant historical events in their own locality, Understand the purpose of canals in the past.</p> <p>Understand what canals are used for today.</p> <p>Understand why canals are an important part of local history.</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. Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members. Describe – features of objects, people, places at different times, make comparisons Research – find out about people, places, events, objects, ask questions, use different sources to find answers. Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences. 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 transport then and now (1800s to now – focus on bikes and cars)</p> <p>Sequence the changes in transport over the years</p> <p>Explain when the first airplane flight took place</p> <p>Explain the significance of the changes the Wright brothers made to the aviation world</p> <ul style="list-style-type: none"> • 		

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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 locate our local canal.**
2. **LO: To understand why canals were built.**
3. **LO: To understand the purpose of canals in the past.**

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4. LO: To explore the use of canals today.

5. LO: To understand why canals are an important part of local history.

Enhancements:

Local canal walk

End of Unit Outcome:

Poster showing information about our local canal and changes over time.

Oral Assessment:

Why are canals an important part of our local history?

Where is our local canal?

Why were canals were built

What is the purpose of canals in the past?