


Year 1 Long Term Plan

	Remembrance	Were Grandad's Toys Better than Mine?	Who Were the Greatest Explorers?	Why Were Castles Built and who lived there?
	Autumn 2 (During week of Remembrance)	Autumn 2	Spring 2	Summer 1
Key Vocabulary	Commemoration Remembrance Armed Forces World War Poppies Royal British Legion	Past, Present, Today, Now, Future History Timeline Old, New, Same, Different Victorian Batteries Technology	Beyond Living Memory (introduce on timeline) Within Living Memory (introduce on timeline) Explorer Equipment Polar region Silk Road Expedition Significant Same, Different	Significant Monarchy Invasion Norman Mediaeval Motte and Bailey Stone Keep Feudal system Lords, Knights, Peasants
Previous Knowledge	Nursery Annual events – birthdays, Christmas etc Reception Understanding the world - children begin to make sense of their own family history. We celebrate anniversaries / birthdays every year – why? ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling. Why we wear poppies.	Nursery Understanding the world – children begin to make sense of their own family history. Reception Understanding the world – children begin to make sense of their own family history. Comment on pictures of familiar toys from the past. Compare and contrast pictures and stories. ELG – Understand Past and Present – talk about the lives of people around them. Know some similarities and differences when comparing things in the past and now.	Nursery Understanding the world – children begin to make sense of their own life story – holidays / travelling to a different country. Reception Understanding the world – children begin to make sense of their own life story – holidays / travelling to a different country. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Nursery Understanding the world - Role play different characters and their roles. Reception Understanding the world - Compare and contrast characters from stories, including figures from the past. Building castles through Lego and building block exploration.
NC Objectives Lesson sequence	NC – Events beyond living memory – commemorated through anniversaries. <ul style="list-style-type: none"> Assemblies in school Poppies activity 	NC – Changes within living memory. <ul style="list-style-type: none"> How can we find out about the past? What are our toys like now? What were your favourite toys when you were a baby? What were our parent's toys like and how do we know? What were our grandparent's toys like and how do we know? How have children's toys changed since our older relatives were children? Were older toys better? 	NC – Lives of significant individuals in the past and significant people in their own locality. <ul style="list-style-type: none"> What is an explorer? Are all explorers famous? Who are significant explorers and what did they do? How has exploration changed over time? 	NC – Significant places in their own locality. Provides a foundation for NC links in KS2 (Iron Age introduces the need for fortifications due to threat of invasion and KS3 history - Normans & Tudors) <ul style="list-style-type: none"> When were castles built? Are castles always homes to Kings and Queens? What were castles built for? How have castles changed over time?

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<div>Key knowledge</div>		<ul style="list-style-type: none"> Remembrance Day commemorates people (armed forces) who have died during the World Wars. The Poppy is the symbol of Remembrance. 	<ul style="list-style-type: none"> This unit looks at the changes in toys over the past 60 years. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Children are told that people have made toys for children for thousands of years. The children will begin by looking at modern day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were s similar age to them and concludes with them looking at the toys that their grandparents had when they were younger. Children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions 	<ul style="list-style-type: none"> Explorers make journeys into the unknown and record their travels. The way explorers have travelled has changed over time due to developments in transport and technology. Ibn Battuta, a muslim, spent 30 years travelling. It was unusual as not many people then travelled so far. Ibn Battuta’s stories allowed people to learn about different places in the world. Captain Oates lived in Leeds and was part of the Terra Nova expedition to the South Pole with Robert Scott. There is a memorial to him in Meanwood Park 	<ul style="list-style-type: none"> Castles were a type of home which were built to protect the people inside Castles changed over time – Motte and Bailey castles were replaced by Stone walls as there was an increased threat of invasion. The first castles in England were built by the Normans. Skipton Castle was built in 1090. It is a stone keep castle. Many people lived in the castles. Life in a castle wasn’t all about fighting battles, banquets were held in Great Halls. Castles stopped being built due to advances in technology and weapons.
		CHRONOLOGICAL UNDERSTANDING Significance Invasion	CHRONOLOGICAL UNDERSTANDING Similarity and Difference Continuity and change Childhood	CHRONOLOGICAL UNDERSTANDING Significance Similarity and difference Trade, Transport	CHRONOLOGICAL UNDERSTANDING Significance Cause and consequence Change over time Monarchy, invasion
		Soldiers who were on the side of the Allies came from many parts of the world. Show pictures of soldiers from Commonwealth countries.	Difference between rich and poor childhood in Victorian times. Consider the exhibition on Disability toys – Toys Like Me and discuss why these toys are important to children today.	Captain Tom Oates - from Leeds Isabella Bird – Harrogate (Victorian) Ibn Battuta (14 th c Silk Road) Ellen McArthur DBE – fastest solo sailor	Social structure of the feudal system and the different roles people had.
			Toys made in the past were not as good as nine. Children in the past did not have toys. Toys which move must be modern. Children may think that their parents and grandparents played with completely different toys to them, however there are many similarities between the toys of now and 60 years ago.	All Explorers in the past were men. All Explorers in the past were white. There are no explorers today.	Castles were all made from stone They were cold Only Royalty lived in them They could be built wherever people wanted them All castles have dungeons.
<div>What does this look like at Bramhope?</div>	Resources	Story books Resources to make poppies Pictures of the Bramhope War Memorial	Timeline constructed in class Examples of toys past and present to handle Samples of pictures of toys past and present	Timeline constructed in class World map (link to Geography) Selection of images to compare and contrast	Timeline constructed in class Resources to construct their own (historically accurate) castles Images to make observations Costumes for role play
	Enrichment	N/A	Family members to talk to children in school to talk about their childhood toys.	To be confirmed.	Visit to Skipton Castle – a 900 year Mediaeval Castle which is one of the best-preserved examples in the country.

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	Cross Curricular links/Texts	<ul style="list-style-type: none">Flo of the Somme	<ul style="list-style-type: none">DT – Design and make a toyScience – Everyday materials (links to DT)	<ul style="list-style-type: none">Geography – Continents and OceansGeography – UKScience – Everyday materials	Art links – Paul Klee
Outdoor Learning		Find a special place within the school grounds and plant poppies. Take part in an outdoor 2 min silence with KS1/KS2	Play traditional outdoor games from the past – skipping, hopscotch, stick and hoop, cricket.	Explore the school grounds and make observations	Construct a fortified den outside Re-enactments
Assessments / Curriculum End points		<p>I can explain that we commemorate special anniversaries (Significance).</p> <p>I can explain that Remembrance is to remember soldiers who have died in war (Significance).</p> <p>I understand that Bramhope has a memorial because some soldiers who fought in the wars came from the village (Significance).</p> <p>I can explain that we wear poppies as a sign of Remembrance (Significance).</p>	<p>I can explain now, today, present, past, future when talking about things which have happened (Chronology).</p> <p>I can sequence photos of toys based on which they think are old or new (Chronology).</p> <p>I can understand that toys given to rich Victorian children would have been different to those given to poor Victorian children (diversity) (Historical Interpretation).</p> <p>I can identify that some toys from the past are very similar to toys of today (Similarity and Difference, Change and Continuity).</p> <p>I understand that toys have changed due to electronics, technology and the development of Apps but some toys are the same (Change and Continuity).</p>	<p>I can explain what an explorer is and that people have explored the world at different times in history (Chronology).</p> <p>I can explain that Beyond Living Memory means no-one is still alive to tell their story (Chronology).</p> <p>I can explain that significant does not always mean famous (Significance).</p> <p>I can sequence dates about the different explorers and their achievements (Chronology).</p> <p>I can explain similarities and differences between different time periods in history (Similarity and Difference).</p> <p>I can extract information from sources such as pictures / photos (Historical Interpretation).</p> <p>Greater Depth – children can begin to construct their own simple questions relevant to their learning.</p>	<p>I can explain what a castle is and why they were built (Significance).</p> <p>I can sequence castles in terms of when they were built (Chronology).</p> <p>I can explain similarities and differences between different time periods in history (Similarity and Difference).</p> <p>I can extract information from sources such as pictures in books / photos of castles (Historical Interpretation).</p> <p>Greater Depth – children can begin to construct their own questions relevant to their learning.</p>