

Objectives	Historical Skills. National Curriculum Objectives.	Vocabulary and Curriculum Links
Autumn What are we remembering on Remembrance Day? (Event beyond living memory) - Reflecting on children's memories – importance of remembering/celebrating etc. What is a memory? - Soldiers - What are soldiers? What jobs do soldiers do? Why are soldiers important? How do soldiers dress? - Walter Tull – How did Walter Tull live? How does this compare to day? Why do we remember Walter Tull? - Life on the front line – How was life for soldiers? - Importance of symbols – why is a poppy used? What does it represent? - Memorials/Parades (The Cenotaph/Menin Gate) – Use sources to explore how people/events are represented. How does UK commemorate Remembrance Day? Why are memorials important? Why might someone visit? *Possible opportunity to visit local memorial.	KS1 Areas of study - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - Significant historical events, people and places in their own locality. Knowledge and understanding of events, people and changes in the past - Recall some facts about people/events before living memory - Say why people may have acted the way they did. Historical enquiry - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" - Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. Chronological understanding - Understand the difference between things that happened in the past and the present.	Links to Art, PSHE and Geography. <i>Compare events significant individual France reflect past/present Flanders Field WW1 Walter Tull Memories helmet Cenotaph Remember uniform wreath Armistice Day soldier care package Poppy memorial weapons (bayonet, bomb) War trench officer hero Fighting first aid veteran commemorate Symbol parade army silence Represent hope front line</i> Links to Science, Geography, PSHE, Art. <i>Timeline hospital ingredients nurse Conditions similarities care sources Achievements differences Crimean War Compare Red Cross herbal remedies Florence Nightingale medal Victorian Mary Seacole lamp Britain past/present Injury Jamaica wounded London Technology Hygiene periods</i>
Spring Why do we remember Florence Nightingale and Mary Seacole? (Comparing two significant individuals in the past) Similarities and differences – use a variety of sources (photographs, books etc) and compare the two females – What is similar? What is different? Look at the origin (map skills) of where the two nurses (Jamaica/ Britain) compare lifestyles/backgrounds.		

• What makes the two females special? (Crimean War) How did the lives of soldiers improve? • How did Florence and Mary improve the lives of others/their achievements? • Compare people's attitudes (newspaper sources) of Florence and Mary. Debate and reason. What did people actually think of Florence and Mary? • Compare Florence and Mary to a modern day nurse. How has nursing changed? How has medicine changed (use of herbal remedies) Summer Who were the Beatles? (Local study) • Who was John Lennon? What was his lifestyle like? Everyday life in the 1950's. • How did John Lennon become famous? Why are The Beatles so popular? • Why was the music The Beatles produced so important? How did it impact music today? • How did The Beatles promote themselves? (marketing) How did this change overtime (radio, tv etc)? • What impact did John Lennon have? (timeline) • What was John Lennon known for after The Beatles? • How did art in the 1960's impact representation of The Beatles? *Possible opportunity to visit various dedicated sights (museum, Yellow Submarine, childhood homes etc).	• Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Historical interpretation • Look at books, videos, photographs, pictures and artefacts to find out about the past. Organisation and communication • Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past.	Links to Music, Art and Geography. <i>Music musician impact museum Liverpool produce records album Culture genre of music legacy Pop Art Influence radio John Lennon Sergeant Pepper Paul McCartney Superlambanana George Harrison Yellow Submarine Ringo Starr instrument Strawberry Fields The Cavern Club Penny Lane</i>
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