

Objectives	Historical Skills. National Curriculum.	Vocabulary and Curriculum Links
Autumn How did Kitty Wilkinson change sanitation for Liverpool slums during the cholera outbreak? (Significant historical events, people and places in their own locality.) - Who was Kitty Wilkinson? Why was she important? - Identifying other historical events using a timeline (who was Queen during Kitty's life) - Compare the sanitation levels and living conditions of a slum court and compare this to a modern terrace. - How is Cholera spread and treated? - How Did Kitty make a significant change to our lives (wash-houses, laundrettes)	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 - Use information to describe the past. - Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history. Historical enquiry - Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions.	Saint slums Victorian Liverpool significant old 'Beyond Living Memory' local past Ireland England cholera disease boiler soap clothes identify epidemic bacteria germs migrant labourer wash-house domestic service mangle porter pandemic chloride lime poverty poor rich widow sick water sanitation hospital cleanliness terraced legacy Science-germs and bacteria Geography-locations, Liverpool, Ireland, England PSHCE-keeping healthy Art Sunlight Soap and the Lady lever Gallery. Fire Pudding Lane hooks wood batons coal oven London safety alarm ashes baker buildings burns city close emergency escaped destroyed diary G.F.O.L. heat hot house leather bucket narrow re-build river rubble shocked smoke streets thatched roof Samuel Pepys spread destroyed planning Art- Fire paintings, silhouettes, buildings DT- constructing models of buildings, materials PSHE- fire safety
Spring How did the Great Fire of London begin and how did it change how cities are built now? (Event beyond living memory and lives of significant individuals in the past.) - Compare modern day London to London pre-1666. - Find out ways that life is different now to 1666 e.g emergency services, water pipes. - How did the fire spread across London so rapidly? - How was London re-built after the Great Fire?		

Curriculum Vocabulary. History Year 2

• Use Historical sources e.g Samuel Pepys to compare accounts of the event. Summer How have holidays changed since my grandparents were children (Changes within living memory) • Use map reading skills to identify where people used to go on holiday in the UK in the 1940s. • Regional differences in seaside holidays e.g north-west (Blackpool, Morecambe) South East (Bournemouth) • Compare historical sources e.g. pictures, postcards and discuss how entertainment has changed e.g Punch and Judy, Arcades etc) • Discuss how travel pre 1960s meant that holidays were usually local (by coach or train) • Discuss seaside holidays from children's own experience and compare items from their grandparent's age.	Chronological understanding • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. Historical interpretation • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Organisation and communication Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT	Geography- location of London maps Music- London's Burning singing rounds Beach, sand dunes, pier, fairground, north, south, artefact, postcard, timeline, change, difference, similarity, enjoyment, travel, aeroplane, coach, bus, train, passport, package holiday, entitlement, entertainment, puppet show, changing cart, compass points, coastline, Rest, relaxation.
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