



Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 1

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Modern - Pertaining to a current or recent time and style; not ancient.

Old - An object, concept, relationship, etc., having existed for a relatively long period of time.

New - Recently made, or created. In original condition; pristine; not previously worn or used.

Past - The period of time that has already happened, in contrast to the present and the future.

Present - Relating to now, for the time being; current.

Victorian - The time of Queen Victoria's reign (1837-1901).



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know that TV has changed from black and white (old) to colour (**modern**).

Know that toys have changed over the years.

Know that toys had different materials, technology, manufacturing processes and safety restrictions in the past.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand the changes in children's TV in living memory.

Understand changes through a period of time e.g. teddy bears, dolls and cars (toys) using vocabulary such as **old, new, past, present** and type of material.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Sequence events or objects in chronological order.

Describe similarities and differences in artefacts e.g. dolls, teddy bears, cars and children's TV.

Identify different ways to represent the past (e.g. photos, stories, adults talking about the past).

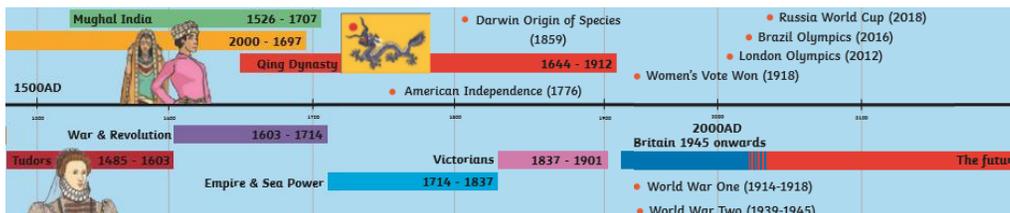
Sort artefacts 'then' and 'now'.

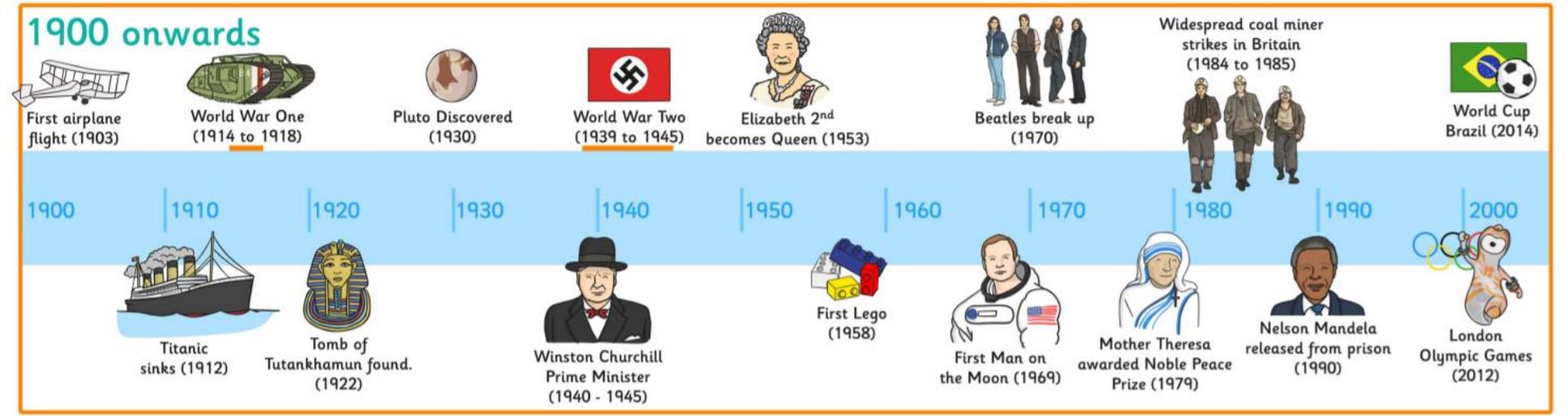
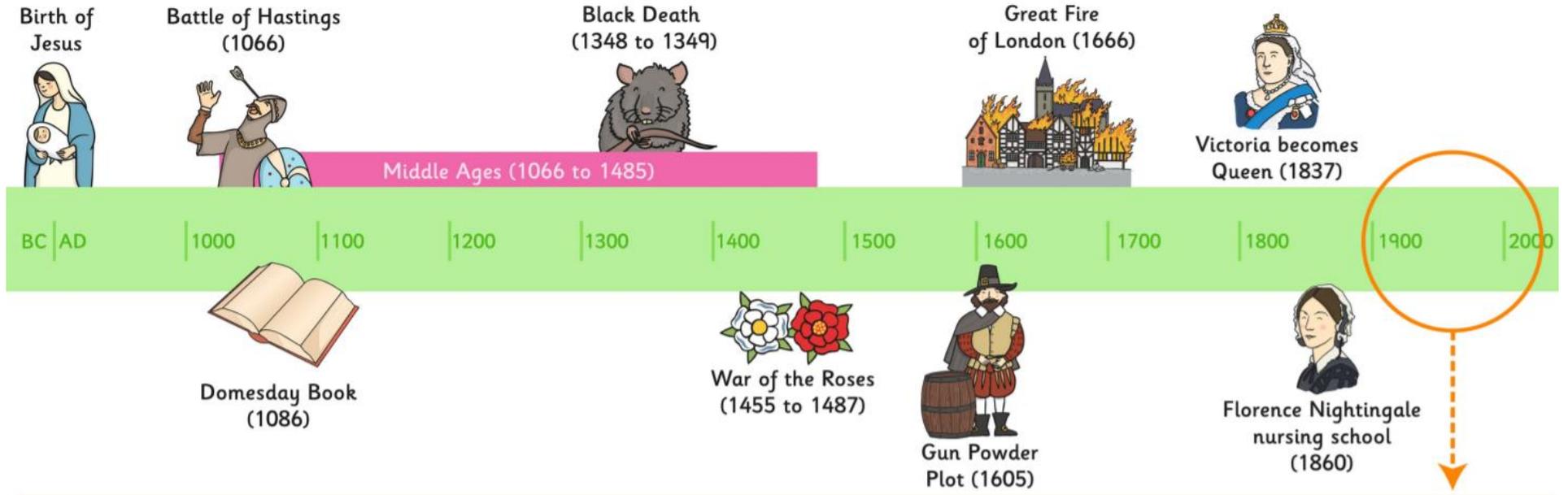
Ask and answer questions related to different sources and objects.

Explain the history of teddy bears and how they have developed.

Place objects within a historical setting and explain our choices.

Useful Information







Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 1

Term : Summer



Vocabulary

Define the word and include etymology if useful.

Past - The period of time that has already happened, in contrast to the present and the future.

Present - Relating to now, for the time being; current.

Punch and Judy – The name of a puppet show.

Entertainment - An activity made to give enjoyment or fun.

Promenade - A public place for walking for pleasure.

Bandstands - A small, open-air platform for bands to play on, usually roofed.

Pier - A structure built out into the water for people to walk on.

Bathing Machine - A portable changing room that was rolled down a beach to the edge of the sea to



Knowledge
What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know the different transport used to get to the seaside. They travelled by horse drawn trolley busses, steam trains powered by coal.

Know that Victorians stayed in the UK for their holidays.

Know some seaside towns: Brighton, Scarborough and Blackpool.

Know and what people did at the seaside:

- Walked down the **promenade**.
- Listened to shows and music.

There were also huts selling snacks, such as ice-creams, drinks and fish and chips.

Know in the 1890s Victorians covered their bodies at the seaside and by the 1930s this began to change.



Understanding
What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand how Victorians travelled to their seaside holiday and why. There were no cars or aeroplanes until the 1950s

Understand how the fashion has changed at the seaside since Victorian times.

Understand the types of **entertainment** at the seaside.

- Building sandcastles,
- Paddling in the sea,
- Donkey rides,
- **Punch and Judy shows**,
- Singers and dancers.

Understand the different types of architecture at the beach.

Understand that men and women were forced to bathe on separate beaches and were fined if they were caught swimming in the wrong area.



Skills
What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explain differences between trains then and now and the pathways they take.

Analyse the different architecture at the seaside throughout history.

Compare current transport with transport from Victorian times.

Compare how rich and poor people holidayed.

Describe and compare the clothes that people have worn on the beach at different times in the **past**.

Compare how the Victorians holidayed to how we do in the **present**.



																					
<p>Vocabulary</p>	<p>Knowledge What children will know</p>	<p>Understanding What children will understand</p>	<p>Skills What children will be able to do</p>																		
<p>Define the word and include etymology if useful.</p>	<table border="1"> <tr> <td>Learning</td> <td>Teaching</td> <td>Assessment</td> </tr> <tr> <td>Remembering</td> <td>Telling</td> <td>Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <td>Learning</td> <td>Teaching</td> <td>Assessment</td> </tr> <tr> <td>Practising</td> <td>Coaching</td> <td>Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <td>Learning</td> <td>Teaching</td> <td>Assessment</td> </tr> <tr> <td>Reflecting</td> <td>Facilitating</td> <td>Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
Learning	Teaching	Assessment																			
Remembering	Telling	Testing																			
Learning	Teaching	Assessment																			
Practising	Coaching	Observing																			
Learning	Teaching	Assessment																			
Reflecting	Facilitating	Evaluating																			
<p>allow people to <u>paddle</u> in the sea <u>modestly</u>.</p>		<p>Understand that accommodation like tents and holiday camps started so people stayed overnight.</p>																			

Useful Information

