

Year 1 Spring – Toys in the Past (Within Living Memory – 70 Years Ago)

Lesson 1 – Chronological Understanding

Ask the children to share some of the toys that they play with now. (Pre-prepare a modern toy collage using pictures from catalogues such as The Entertainer & Smyths, which can go on the Working Wall after the discussion) Discuss what are the main features of these modern toys are.

- Many of the toys are electronic.
- The toys are made from plastic / fabric – nylon.
- Many of the toys have moveable parts.
- All the toys are safety tested and come with safety rules.
- Most of the toys are made in a factory.
- Some of the toys are messy play – slime, playdough etc.

In the front of the History Book, next to the picture of when they were born, ask the children to place between 4-5 pictures of recent toys that they have cut out of the catalogue. Then, the teacher to select one of the toys that the children can write about in their book. Ensure that the toy chosen has batteries, is made of plastic and has moveable parts etc. so that an easier comparison can be made in future work. The children to describe their toy identifying all of the modern features.

Lesson 2 - Historical Interpretation

Place some primary sources of photographs of children playing with toys in the 1950s. Explain that these photographs were taken approximately 70 years ago. Ask the children to look at the toy in each picture and answer the following questions – What is the toy made from? What are the features of the toy – i.e. Does it move, is it electronic? Does the toy look like it has made by hand or in a factory? How safe is the toy for children to play with?

At the end of the discussion, clarify that toys during these decades were:

- Mostly made from metal (tin & lead) wood and china. Discuss why this was unsafe.
- Many of these toys were made by hand.
- None of the toys were electronic – (If they did move, they were clockwork)

In the front of the History Book, next to the picture of when their grandparent was born, ask the children to place between 4-5 pictures of toys played with in 1950. Then, the teacher to select one of the toys that the children can write about in their book identifying the features listed above.

Lesson 3 - Historical Enquiry

Inform the children that next week, they will have a visitor in school who was a child during 1950s. Today, they need to write a list of questions to ask the visitor in order to find out more about what it was like to play during this period of time. Share ideas of what they may ask.

Lesson 4 - Historical Enquiry & Organisation & Communication

Ask the visitor the questions written last week whilst the teacher records the answers on the working wall. Take a picture of these class notes and place in the children's books with a written summary from the children about what they have learnt.

Lesson 5 – Communication & Organisation

Look at the question on the board – Would you rather be a child in 2020's or in the 1950's? Why?

School Visit Opportunity: Visit to a Toy Museum

Year 2 Spring – Florence Nightingale

Lesson 1 – Chronological Understanding & Historical Interpretation

Ask the children to open their books and look at the timeline in the front of them. On this timeline, should be a recap of Year 1 learning – a picture of them, a picture of their teacher, a parent of a grandparent, a picture of seaside holidays a100 years ago and a picture of Guy Fawkes & Year 2 learning from the Autumn Term – A picture of The Great Fire of London (This should have been completed at the beginning of the first unit of work in Y2). Ask the children to find on the timeline 1854 and explain that on this date, this lady (show a picture of Florence) arrived in Turkey to carry out some special work. Show the children the picture below of Florence Nightingale and ask them to think about what special work this lady did. If the children are struggling or to offer further challenge, use the questions below.

Why is the image in black and white? (Support this reason with information with the type of camera used)

What job do you think Florence did?

Who is she helping?

Why is she helping them?

Where do you think they are?

What do you think might have happened to cause their injuries?

Discuss the answers to these questions in detail and ask the children to write what they have learnt in their books. Also, to stick this picture onto the timeline.

In the 1850s and 60s, photographers exposed the pictures onto a glass plate at the back of the camera. The glass plate was coated with light sensitive chemicals and immediately put into the camera. When the picture was focused and the plate had been exposed, it had to be taken out of the camera quickly.



Lesson 2: Knowledge & understanding of Events / Chronological Understanding

Work through a timeline of the life of Florence Nightingale and identify significant events during this timeline, which the children will organise during their group activity. See the website below for further information. <https://www.theschoolrun.com/homework-help/florence-nightingale>. Choose only some significant dates from this timeline for the children to order. In books, children to draw a line down the page and make a replica (although simpler) of the timeline on website above. A timeline template may be used to guide the children with the correct gapping of events.

Lesson 3: Knowledge & understanding of Events (Slide 2 Plan B)

Explain that today the children are going to learn more about the Crimean War. Clarify the date this war started (1853) – Florence went out in 1854.

Explain that the war was between Britain and Russia. Talk about why Florence wanted to help.

Look where Crimea is on a map. Talk briefly about the journey Florence took to the hospital.

Explain that the hospital was called Scutari. Look at the position of this on a map. Talk about the conditions of the hospital when Florence got there.

In books, the children to have a picture of the hospital and identify key facts about the conditions such as: lying on dirty floors, wearing bloody, filthy clothes, not enough blankets, insects everywhere, toilets were chamber pots – well use, little food, no medical supplies etc.



Lesson 4: Organisation & Communication (Slide 3 Plan B Slides 5 & 6)

What difference did Florence make to the hospital on conditions for the soldiers?

Look at the slides and discuss the changes.

In books, summarise the difference made using the given picture.



Lesson 5: Knowledge & understanding of Events & Organisation & Communication (Plan Bee Slide 4)

Learn about the life of Florence after the war and present their findings.

Lesson 6:

Test the children's knowledge and understanding by asking them to participate in a quiz.

Year 3 Spring – Ancient Egypt

Lesson 1 – Chronological Understanding

Look at the timeline and recap over when the Stone, Bronze and Iron Age occurred. Explain that the unit of work the children will be learning about this term is not looking at what was happening in England but in the wider world. Ask the children to move their finger down to underneath the black line and place their finger on the long block of time. Then, to identify the start of this period and end of this period i.e. 3,100BC to 350AD. Ask the children to colour this block in yellow, write the start and end dates on and label it Ancient Egypt. Ask questions such as: What does the length of this block of time tell them about the Egyptians? What was happening in England during the Egyptian period? How many years ago did this period of time occur? In books, stick in a map of the world and ask the children to locate where Egypt is in comparison to England and then to write three factual statements about this period of time – linked to the questions spoke about during the teacher input.

Lesson 2 - Knowledge & Understanding

Recap over the word civilisation means as taught in the previous unit of work i.e. a community made up of different groups of people that continually improve the environment that they live in to make it better and to a higher standard – This would include building, farming and industrial developments and improvement in different ways of working, education and government.

Explain that before civilisation occurred in Egypt, in the continent Africa at this time there were many droughts and therefore the land did not meet the needs of the people or provide for them. Because of this, they travelled up the continent and settled in Egypt because it had the River Nile. Discuss the significance of the River Nile and why this was key factor to the people settling in Egypt and building a civilisation there.

Explore what happened overtime in the establishment of Ancient Egypt i.e. people began to build villages out of muds and began to grow crops and domesticate cattle. This then created villages which expanded into towns and then cities. Eventually, two kingdoms formed – Upper Egypt in the Nile Valley and Lower Egypt in Nile Delta although these formed to make one kingdom by King Menes. In books, write a paragraph about how civilisation began and the importance of the river. Also, how civilisation grew into the two kingdoms and then one great kingdom.

Lesson 3: Rulers

Look at a statue of King Menes and explain that he was the ruler that brought the two kingdoms together. This theory is based on his crown having Upper Egypt crown (white) on one side and Lower Egypt (red) on the other Look at a photograph of this actual crown (Primary Resource). Explain that rulers in Egypt were called Pharaohs and they considered these to half man and half-God. Explore the reasons why it was important for Egypt to have a ruler – i.e. lead the government, the army, taxes, judging criminals, the temples – high priests. Also, talk about two other famous pharaoh's that ruled Egypt – King Akhenaten & Tutankhamun and share some key facts about these. In books, create a spider diagram showing why it was important for Egypt to have a ruler.



Lesson 4: Temples & Gods

Show a photograph of some remains of temples in Egypt that were built during this time. Ask the children what they think these buildings were used for? How did this impact the life of the Egyptians? Explain that the Egyptians believed in many Gods and show some pictures/statues/paintings of some of the most well-known Gods. Explore what did the Egyptians believed the Gods did for them? In books, children to identify some of the most well-known Egyptian Gods such as Ra, Amun, Anubis, Bst, Geb, Hathor, Sekmet, Horus, Hekey, Tefnut, Thoth & Sobek. The children to also write sentences explaining the importance of the temple.

Lesson 5: Mummification

Watch a video about mummification on the link below: <https://www.youtube.com/watch?v=D1ToNThTODY> https://www.youtube.com/watch?v=4FiM8S2_nSg
In books, answer questions about the mummification and match the organ with the canopic jar. Big Write Link – Write a set of instructions to mummify a body.

Lesson 6: The life of an Egyptian

Using the website on the link below, watch the video titled – What was life like for the ancient Egyptians? Ask the children to make notes when watching the video such as there was a wide variety of different jobs: bakers, scribes, farmers, priests, doctors, craftsmen, merchants and many more. Jobs were usually inherited from their parents. Only the children of priests, scribes and royalties would go to school to learn to read and write and therefore children would have to work too. Because of land being near the Nile, the ground was very fertile. Richer people ate meat, eggs, figs and grapes and poorer people ate bread and onions. Everyone loved garlic. <https://www.bbc.co.uk/bitesize/topics/zg87xbnize>

Lesson 7: Explore with the children how do we know about the Egyptians – Talk about Primary Sources and Secondary Sources and look at some of these from/about ancient Egypt. In particular, look at examples of hieroglyphics and what we know about this. <http://www.primaryhomeworkhelp.co.uk/egypt/writing.htm>

Year 4 Spring – Anglo Saxons

Lesson 1 – Chronological Understanding

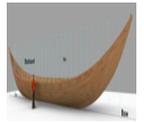
Recap over the meaning of the terms invading & settling (Prior Learning Y3) by looking at slide 5 of Plan Bee Lesson 1 and identifying different words that mean **invading** = fight, battle, visit & conquer / **settling** = farm, remain, stay, build. Sort the pictures on slides 5 – 8 Plan Bee Lesson 1.

Ask the children to look at the timeline in the front of their books and point to where the Romans invaded England (Year Autumn Prior Learning). Then, ask the children to move their finger along the timeline to when the next chronological period of time occurs. Ask the children to identify when this period of time started and ended and write this on the timeline. Children to then colour this block of time and label it the Jutes, Angles & Saxons.

Explain that the Romans left England between 407AD and 410AD because their homes in Italy were being attacked and every soldier was needed. Then, explain that this sent England into the Dark Ages and that during this time, England had no professional soldiers to protect them. The towns were also broken up with many people reverting back to living in villages instead of towns. In books, children to write about what happened to England between the Romans leaving and the Jutes, Angles & Saxons arriving.

Lesson 2 – Historical Interpretation

Look at the map on slide 11 of Plan Bee Lesson 1 and talk about where the Jutes, Angles & Saxons originated from and which part of England they invaded each. Stick a copy of this map in their book and label. Ask the question – What form of transport would have they used to travel to England? I.e. by boat.



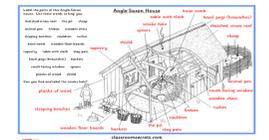
Look at slides 8 – 11 of Plan Bee Lesson 2 and explain that in a mound outside Ipswich in Suffolk, not far from the sea, an archaeologist – Basil Brown in 1938 began digging here and found the imprint of an Anglo-Saxon ship as well as the remains of a burial chamber within it, however no body remains. This is because the sand at Sutton Hoo is very acidic and therefore would have decomposed the human remains. Watch the video on this following link: https://www.youtube.com/watch?v=HMkMi_Wggg&feature=youtu.be In books, place an image of the archaeologist dig and list what information the children can take from this image.

Lesson 3 – Historical Enquiry

Children to ask the question and carry out research into who could have been buried in the chamber and write a summary of their findings (See Plan Bee Lesson 7 for more information). Challenge the children on the reliability of the information that they find. Also, question what sources the children are using.

Lesson 4 – Knowledge and Understanding – Village Life

Re-visit the timeline that the children began in Lesson 1 and explain that after invading, the Saxons began to settle all over England. Recap over what the word settling means. Show the children an artist's drawing of a Anglo-Saxon village and discuss what they can see in this drawing – i.e. Chief of the village lived in the larger house in the centre. This also contains a meeting hall. Fields for growing crops were ploughed over to prepare them for planting; oxen would pull a basic plough. Family groups lived in smaller houses. Livestock was kept in the village. Add additional details that the children may not see which is – A village would be positioned by water and that different building would be used for specific purposes such as performing a craft/weaving. Pots made from clay were fired (dried out and hardened) on a large open fire. In books, children to list what they have learnt about village life. Also explore inside the house. Extension Questions – How was this way of life different than when the Romans lived in England?



Lesson 5 – Knowledge and Understanding

Explore the information on the following website which explains how the Anglo-Saxons had Pagan beliefs although converted to Christianity <http://www.primaryhomeworkhelp.co.uk/saxons/religion.htm>. Learn how this happened. In books, have a picture of Monk Augustine and ask the children to summarise the importance of his conversion – linking this King Ethelbert who was the King of Kent at this time. Extension – Explore the celebration of festivals.

Lessons 6 – 7 Kingdom of England in 600AD

Explain that by 600AD, there were 7 different kingdoms in England led by different Anglo-Saxon Leaders – Northumberland, Mercia, East Anglia, Essex, Kent, Sussex & Wessex. Look at a map of England and label these. Explain that these Kingdoms were often battling to become the most successful. In books, label the map. Add to the timeline that by 600AD – There were 7 Kingdoms within England.



Big Write Link – Read and re-tell the Story of Beowulf.

0 100AD 200AD 300AD 400AD 500AD 600AD 700AD 800AD 900AD 1000AD 1100AD 1200AD 1300AD 1400AD 1500AD 1600AD 1700AD 1800AD 1800AD 1900AD 2000AD

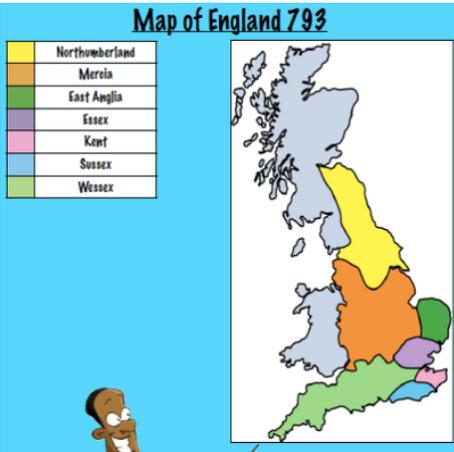
43AD
Year 4 Unit – Prior Learning
The Romans invaded Britain.

407AD – 410AD
The Romans left Britain to return to Italy because they were under attack there and needed all their soldiers back to fight. Britain went through a period of the Dark Ages.

410AD
The Jutes, Angles and Saxons invaded and settled.

625 AD
King Redwald is buried at Sutton Hoo

597AD
Monk Augustine arrives in England.

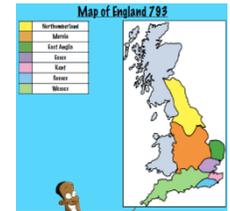


Year 5 Spring - Anglo Saxons Vs the Vikings

Lesson 1 – Chronological Understanding

Ask the children to look at the timeline in the front of their books and point to where the Romans invaded and settled in England and when the Jute, Angles & Saxons invaded and settled in England (Year 4 Learning). Recap over what happened in England between the Romans leaving and the Jutes, Angles & Saxons arriving. Also, make brief reference to Year 3 learning of the Stone, Bronze & Iron Age. Ask the children to move their finger along the timeline to when the next chronological period of time occurs. Ask the children to identify when this period of time started and ended and write this on the timeline. Children to then colour this block of time and label it 'The Vikings'. Talk to the children about what they notice about the Jutes, Angles & Saxons and Viking blocks of time i.e. They cross over each other. What does this tell us? Ask questions to clarify learning such as: Who invaded England first? Who remained in England last? Etc.

Show the children the picture of the map (This is the map that ended the Anglo-Saxon Unit of Work in Year 4) and ask them to recap what this map is showing – i.e. When the Jutes, Angles & Saxons came they created different kingdoms and by 600AD, there were 7 different kingdoms in England – Northumberland, Mercia, East Anglia, Essex, Kent, Sussex & Wessex. These Kingdoms however were often battling against each other to become the most successful. Clarify that the Vikings began to attack in 793AD. In books, children to label the timeline and write a summary of what England was like at the time the Vikings invaded.



Lesson 2 – Knowledge & Understanding - Longboats

Look at a map and explore where the Vikings came from – Denmark, Norway & Sweden (Scandinavia). Discuss how the children think the Vikings travelled to England. Explore the reasons for the invasion – i.e. To gain the riches to be had, farmland and that Norway was over populated. Look at slides 7 and 8 of Plan Bee Lesson 2 and learn about the Longboats that the Vikings used to invade.

Lesson 3 - Knowledge & Understanding & Historical Interpretation – Attack on Lindisfarne

Read the information on slides 9 and top part of slide 11 of Plan Bee Lesson 2. Watch either of the clips below and discuss the content of them.

<https://www.youtube.com/watch?v=NDc46nZdLQU> OR <https://www.youtube.com/watch?v=ghucvX1TeAo>.

What have these clips told us about the Vikings? In books, have a series of images from the attack at Lindisfarne with notes from the children around this image identifying what it shows about the Vikings.



Lesson 4 – Chronological Understanding

Children to create a timeline of what happened after the attack on Lindisfarne and how Britain changed from 865 onwards. See Plan Bee Lesson 3 for further information and the timeline below.

Lesson 5 – Knowledge & Understanding of People – Alfred the Great

Use the information in Lesson 4 of Plan Bee to learn about the life of Alfred the Great. Children to create a mind map of the reasons he was referred to as 'Great.' This was because during the peace treaty time, Alfred:

- Organised for forts and fortified towns known as burhs' to be built.
- Established a fleet of fighting ships.
- Improved the ships and made them more like long boats.
- He split the army into two groups – One would go to battle while the other farmed.
- He translated the Latin of the works of the church into 'Englisc' – the language of the ordinary people.
- He set up a court school for his children and the children of nobles.
- He introduced new laws which helped to unite the people – These were written in English

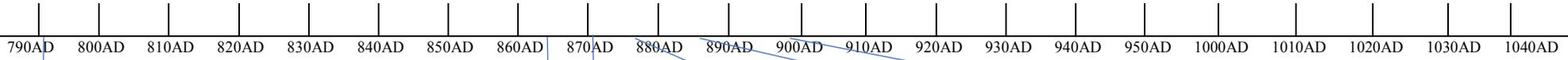
Lesson 6 - Knowledge & Understanding

Children to carry out research into how the peace treaty came to an end and how the Vikings came to an end.

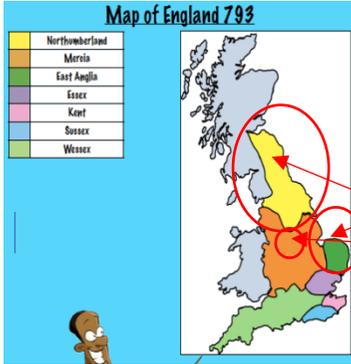
Lesson 7 – Organisation & Communication

Children to summarise their learning and take part in the end of unit quiz.

Y5 Vikings Timeline of Events



8th June 793
The Vikings attacked Lindisfarne.



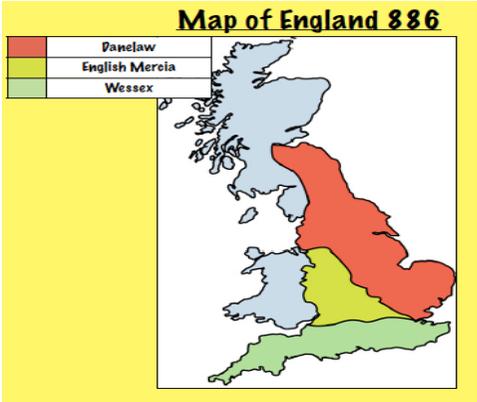
865AD
The Danish 'Grand Army' marched into England and over the next few years conquered East Anglia and Northumberland and Nottingham in Mercia.

871AD
The Vikings tried to conquer the most powerful Kingdom – Wessex led by King Ethelred. There were many battles over the years. However, King Ethelred was ill and died. His brother King Alfred (22) became King and a month later was defeated. King Alfred bought peace instead of fighting for it called the **Danegeld Payment**.
The Vikings instead focused on Mercia and colonising more of the North East areas.

878AD
The peace between Wessex & the Vikings broke.
King Alfred fought and was victorious. The Vikings agreed that their king Guthrum would become a Christian

886AD
A peace treaty called the Treaty of Wedmore was signed. The Vikings agreed to leave Wessex alone. The Vikings occupied the Northwest of England – called Danelaw. The Vikings had to convert to Christianity. King Alfred became the King over all the lands – He was called 'The King of English.'

899AD King Alfred dies of ill health.



Year 6 Spring – World War II

Lesson 1a – Chronological Understanding

Issue children with the Year 2 timeline and on this timeline, recap all of their KS1 learning. Ask the children to scribe on the timeline by writing in all of the boxes – When I was born (10 years ago), When my teacher was born (40 years ago), when my grandparents was born (70 years ago), Gunpowder Plot (1605 / 415 years ago), Titanic (1912 / 108 years ago), The Great Fire of London (1666 / 355 years ago) & Seaside Holidays (100 years ago). Identify which of these events are within living memory and which are not in living memory. This is important when talking about World War II and where this is placed on the timeline in comparison to other British significant events. Ask the children to locate and add to the timeline when WWII began and ended. (1st September 1939 to 8th May 1945). Discuss if there could still be anybody alive who experienced life during World War II - How old would they be if they were a child during this war? Ask the children to read the information on slides 3 to 4 and slides 5 to 6 of Plan Bee Lesson 1 and then provide an answer to the question – Why did World War II begin?

In books, children to write a summary paragraph of why this war started.

Lesson 1b

Look at a map of the World and read slide 8 of Plan Bee Lesson 1. Explore the allies and axis of the war and also which countries made neutrality declarations. Children to match definitions of what the words allies, axis and neutral mean and then colour the different countries and their status on a map of the world – Blue for neutral, red for axis and green for allies. Look at slide 9 of plan Bee Lesson 1 and identify some of the World Leaders of the main countries involved in the war.

Lesson 2a - Historical Interpretation & Chronological Understanding – The Blitz

Look at the photographs on slides 1, 2 & 3 of Plan Bee Lesson 2 and ask the children to discuss what they think has happened in these photographs? Explain that in 1940, Hitler invaded Britain which began by the German Air Force (The Luftwaffe) dropping bombs because Hitler thought that this would weaken public morale and make the people more scared of the German Forces. Each round of bombing was called an air raid and these took place at night, not just to scare people but to also make them sleep less. Ask the children, on a long piece of paper, to draw a line and at the beginning of the line write the date – 1st September 1939 and then plot on this timeline the 7th September 1940, which was the first day that the bombing took place in Britain. Explain that this is a significant date in the war – The Blitz. (See Example of the timeline on the next page).

Lesson 2b – The Blitz

Ask the children to think about and list which area of Britain was bombed the most i.e. – The cities, the docks, air fields, the railways and factories. Ask the children to explain why each area would have been targeted by the German Forces. Look at slide 9 of Plan Bee Lesson 2 and ask the children to read this and then identify the 2 main ways that Britain tried to stop the bombing.

Lesson 3 – Knowledge & Understanding – Protection from the Blitz

Work through slides 2 to 11 of Plan Bee Lesson 3 and ask the children to collectively produce a mind map of the five main things that people did to protect themselves during the war – Blackout, Gas Masks, Shelters – Anderson / Morrison, Use the underground & Evacuate children to the country.

Lesson 4a – Historical Enquiry – Evacuees

Discuss with the children a list of questions that they would ask if they had the opportunity to meet someone who had been a child evacuee during the war. Ask the children to write these questions in their book.

Lesson 4b – Historical Enquiry & Knowledge & Understanding - Evacuees

Using the information from Plan Bee slide 4 Lesson 4 and the questions that the children wrote in Lesson 4a, prepare a Question/Answer hot seating session. Ensure two members of the staff for this lesson so that two different responses can be given regarding experience of being evacuated. Children to look at a range of primary and secondary resources to explain what it was like for a child to be evacuated during the war.

Lesson 5 - Historical Interpretation & Knowledge & Understanding – Rationing

Show the children a photograph of people queuing for food during the war, an example of a rationing book and the quantities of the weekly food allowance during the war. Ask the children to look at these sources and discuss what they can learn from them. Work through the information in Lesson 5 on Plan Bee, discussing why it was important for Britain to ration food during the war and what people did to help with this.

Lesson 6 – Knowledge & Understanding

Using the information from Plan Bee Lesson 6, discuss what life for Jewish people, the Holocaust & learn about the life of Anne Frank.

Lesson 7 – Organisation & Communication

Children to produce a presentation of what they have learnt about World War II.

Kings & Queens Day

These will be celebrated in a special Kings & Queens Day

Elizabeth II (1952 – Present)

George VI (1936 – 1952) 15 years, 58 Days

Edward VIII (1936 – 1936) 327 Days

George V (1910 – 1936) 25 Years & 260 Days

Edward VII (1901 – 1910) 9 Years & 105 Days

Queen Victoria (1837 – 1901) 63 years & 217 Days

William IV (1830 – 1837) 6 Years & 360 Days

George IV (1820 – 1830) 10 Years & 149 Days

George III (1760 – 1820) 59 Years & 97 Days

George II (1727 – 1760) 33 Years & 126 Days

George I (1714 – 1727) 12 Years & 315 Days

Anne (1707 – 1714) 7 Years & 93 Days

William II & Mary II (1689 – 1702)

James II (1685 – 1688)

Charles II (1660 – 1685)

Richard Cromwell (1658 – 1659)

Oliver Cromwell (1653 – 1658)

Commonwealth Declared 1649

King Charles I (1625 - 1649)

King James I (1603 - 1625)

Elizabeth I (1558 - 1603)

Queen Mary I (1553 - 1558)

King Edward VI (1547 - 1553)

King Henry VIII (1509 - 1547)