



# Learning objectives and skills

Advent		Lent		Pentecost	
Homes	Homes	Kings, Queens and castles	Kings, Queens and Castles	Toys and Puppets	Toys and Puppets
<ol style="list-style-type: none"> <li>To investigate different types of homes</li> <li>To identify key external features common to homes               <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g., artefacts</li> </ul> </li> <li>To describe different types of home both internally and externally</li> <li>To order homes from oldest to newest               <ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> </ul> </li> <li>To think about how homes have changed over time comparing a Victorian home to modern day               <ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>To learn about the materials which homes were made of through the ages.</li> <li>To compare objects from homes in the past and present</li> <li>To think about what it was like to live in a home in two different ages e.g. Victorian, to, Now               <ul style="list-style-type: none"> <li>Match objects to people of different age</li> </ul> </li> <li>To think about the age of houses in different parts of the local area.</li> <li>To know how the local area has changed over the past century               <ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>To understand the role of a monarch is and the qualities needed to be a good monarch.</li> <li>To find out about some important British monarchs.</li> <li>To find out how the title of king or queen is inherited.</li> <li>To find out about how family history, such as Queen Victoria's and my own family, can be represented (family trees)</li> <li>To find out about the life of Richard the 111               <ul style="list-style-type: none"> <li>They know and recount episodes from stories about the past</li> <li>Use stories to encourage children to distinguish between fact and fiction</li> </ul> </li> <li>To find out about the life of Queen Elizabeth 1</li> <li>I can find out about what kings and queens ate during medieval banquets.               <ul style="list-style-type: none"> <li>They know and recount episodes from stories about the past</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>To compare the life of Elizabeth I and Queen Victoria               <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g., artefacts</li> </ul> </li> <li>To think of things we want to find out about Castles</li> <li>To learn about castles through the ages.               <ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> </ul> </li> <li>To learn about the features of a castle.               <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> </ul> </li> <li>To understand that life in castles were very different (Castle jobs)</li> </ol>	<ol style="list-style-type: none"> <li>To think about toys, we have had in our life time. Finding out about toys today               <ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Match objects to people of different age</li> </ul> </li> <li>To think about how we can find out about toys from the past               <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g., artefacts</li> </ul> </li> <li>To find out about toys from the past using secondary sources – books, pictures               <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g., artefacts</li> </ul> </li> <li>To find out about toys from the past using primary sources – guest speakers               <ul style="list-style-type: none"> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul> </li> <li>To compare similar toys from different times               <ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>Match objects to people of different age</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>To compare Victorian toys with modern toys</li> <li>To recognise how toys have changed over time</li> <li>To order toys from oldest to newest. I can use words relating to the passing of time.               <ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> </ul> </li> <li>To find out about how puppets have been used over the years</li> </ol>

<b>#BTK and Links with other subjects</b>					
			Windsor castle trip		
<b>Vocabulary</b>					
past, present, timeline, , Victorian, houses terraced, detached, cottage, caravan, barge, semi-detached interior, exterior.	Timeline, Victorian, past present, chronological, materials.	King, queen, monarch, medieval, banquets, compare and contrast, British, society, habits	Castle, moat, drawbridge, turreted, protection, battle, shield, throne, rampart, power	Victorian, materials, mechanism, wood, metal, manufacturing, traditional, modern, similarities, differences, preferences.	Artefacts, museum, childhood, old and new, different,

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<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different age</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• They know and recount episodes from stories about the past</li> </ul>
<b>Interpretation of history</b>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> <li>• Think of questions for their own enquires.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through: <ul style="list-style-type: none"> <li>○ Discussion...</li> <li>○ Drawing pictures...</li> <li>○ Drama/role play..</li> <li>○ Making models.....</li> <li>○ Writing..</li> <li>○ Using ICT...</li> </ul> </li> </ul>



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