

Curriculum enrichment (linked to Enquiry Question)	Engaging, high level texts, artefacts
Literacy Rich Curriculum	Disciplinary Reading and Writing

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Enquiry questions	Knowledge Review Questions	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	How have childhood items changed over time?	<u>Last Lesson (DR):</u> <u>Last Term:</u> (Y1): Sequence the 3 events of the day (Y2): Female Activists <u>Last Year:</u> (Y1): True or False - we have lunch before breakfast. (Y2): Clifford's Tower Magnificent Monarchs	<u>Artefacts</u> are object used by people in the past. These objects give us valuable information about people and societies, particularly those where there is little written evidence	<u>Community and Culture</u> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used by people today.	Y1 HE.A- Know some specific sources (artefacts, photography and pictures) that support learning about the past. Y2 HE.A Know how to ask questions about the historical sources they encounter.	Disciplinary Reading: Wilfrid Gordon McDonald Partridge by Mem Fox Display the Childhood items picture cards for the children to explore. Ask the children to investigate each card and describe them in detail, making deductions about what they show. Following this investigation, reveal the historical narrative of each artefact using the Childhood items presentation and Childhood items teacher information . Children to make comparisons with their lives, thinking about how the toys, books and other objects are similar or different from items from their childhoods.	past present artefact	Y1 Label image of one artefact (drawing develops misconceptions) and describe using simple sentences or labels. Share recordings and discuss what they have learned. Y2 to also explain how the object is similar/different to today's version.
2	How long ago was the 1950s?	<u>Last Lesson:</u> <u>Last Term:</u> (Y1): What can we look at to find out about the past? (Y2): Female Activists <u>Last Year:</u> (Y1): How have I changed since I was a baby? (Y2): Clifford's Tower Magnificent Monarchs	<u>Timelines</u> are one tool we can use to help make the abstract more concrete. A timeline is a visual way of representing events in chronological order - focus on 1950s .	<u>Community and Culture</u> People and events are important and remembered as part of history.	Y1 CK.A- Know that a simple timeline is used to show where events occurred and when particular people were alive. Y2 CK.A Know that one working timeline is used to show where all events and people studied have occurred and lived. Y1 CK.D Know how to sequence events from their own life in time order. Y2 CK.D Know how to use a simple timeline to sequence historical events.	Disciplinary Reading: What was the Queen's Coronation? Remind pupils that they are learning history, using the definitions. Show the children the Decades word cards and demonstrate how to put them in order as a timeline. Count up and down the timeline to help the children become familiar with the names of each decade. Use the timeline to explain how much time has passed between the 1950s and the present day. Show the children the Decades timeline picture cards . Model how to read the date and information on each card and how to place it on the timeline.	timeline chronological decade	Y1 Children to order timeline picture cards from their lifetime and discuss the events using time related vocabulary. Expectations of recording: do not record children's opinions or enjoyment. If you do record pupil voice, record pupils' knowledge of sequencing e.g What came first? What event was before X? What event was most recent? How do you know? Y2 as Y1 but order the Decades timeline picture cards .
3	What was everyday life like in the 1950s?	<u>Last Lesson:</u> <u>Last Term:</u> (Y1): Which of these seaside pictures are from the past/present? (Y2): Female Activists <u>Last Year:</u> (Y1): True or False- In the past, everything was black and white. (Y2): Clifford's Tower Magnificent Monarchs	<u>Historical accounts</u> of life in the UK during the 1950s.	<u>Exploration and Invention</u> Changes within living memory include advances in technology, exploration, workplaces and houses.	Y1 HLA Know that there are sources of information to find out about the past. Y2 HLA Know that different sources of evidence can give differing accounts of the past.	Disciplinary Reading: Home Life Through the Years Explain that today we are going to delve more deeply into the 1950s to find out more about everyday life during the decade. Model using one image on inference frame . Explain what we can see - get pupils to label this. Then explain what we can infer about life in the 1950s, using sentence starters, such as... <i>I can see... This tells me... I know this is different because... I know this is similar because...</i>	comparison similar different	Y1 Complete inference frame . Y2 Explain what has changed by writing simple sentences.
4	What were toys like in the 1950s?	<u>Last Lesson:</u> <u>Last Term:</u> (Y1): Put these daily tasks in order: breakfast, playing at school, eating tea. (Y2): Female Activists <u>Last Year:</u> (Y1): What buildings in York do I know? (Y2): Clifford's Tower Magnificent Monarchs	<u>Historical accounts</u> of life in the UK during the 1950s.	<u>Exploration and Invention</u> There are similarities and differences between childhood today and childhood in the 1950s.	Y1 CK.B Know how to talk about how things have changed in their own life since they were born and how things have changed since their parents, grandparents were born. Y2 CK.B Know and describe changes that have occurred between periods of time in the past and the present time.	Disciplinary Reading: Toys and Games (Ways into History) Explain that the children are going to investigate childhood and toys in the 1950s. Encourage children to ask questions about the photographs to find out more information. Model how to use the photographs to look for clues Model using one image one inference frame . Explain what we can see - get pupils to label this. Then explain what we can infer about childhood in the 1950s, using sentence starters, such as... <i>I can see... This tells me... I know this is different because... I know this is similar because...</i> Bring children's attention to the materials used.	comparison similar different	Y1 Complete inference frames for each source. Y2 Explain what has changed by writing simple sentences.
5	What were homes like in the 1950s?	<u>Last Lesson:</u> <u>Last Term:</u> (Y1): Put these school events into order: Summer Fair, Nativity, Easter Holidays. (Y2): Female Activists <u>Last Year:</u> (Y1): Which of these farm pictures are from the past/present? (Y2): Clifford's Tower Magnificent Monarchs	<u>Historical accounts</u> of life in the UK during the 1950s.	<u>Exploration and Invention</u> Changes within living memory include advances in technology, exploration, workplaces and houses.	Y1 HE.A- Know some specific sources (artefacts, photography and pictures) that support learning about the past. Y2 HE.A Know how to ask questions about the historical sources they encounter.	Disciplinary Reading: Changes within living memory - Homes (BBC Bitesize) Explain that the children are going to investigate homes in the 1950s. Encourage children to ask questions about the photographs to find out more information. Model how to use the photographs to look for clues Model using one image one inference frame . Explain what we can see - get pupils to label this. Then explain what we can infer about homes in the 1950s, using sentence starters, such as... <i>I can see... This tells me... I know this is different because... I know this is similar because...</i> Bring children's attention to appliances..	comparison similar different	Y1 Complete inference frames for each source. Y2 Explain what has changed by writing simple sentences.
6	What was entertainment like in the 1950s?	<u>Last Lesson:</u> <u>Last Term:</u> (Y1): Which of these are activities people used to do/still do by the seaside? (Y2): Female Activists <u>Last Year:</u> (Y1): Put these childhood pictures in order (baby, toddler, school child). (Y2): Clifford's Tower Magnificent Monarchs	<u>Historical accounts</u> of life in the UK during the 1950s.	<u>Community and Culture</u> Throughout history, changes have been made, which some people agree with and others don't.	Y1 HLB Know that different people see things in different ways. Y2 HLB Know that there are different views about the past.	Disciplinary Reading: Rupert and the Unknown Journey: a Rupert the Bear story from the 1950s . Explain that the children are going to investigate entertainment in the 1950s. Encourage children to ask questions about the photographs to find out more information. Model how to use the photographs to look for clues. Model using one image one inference frame . Explain what we can see - get pupils to label this. Then explain what we can infer about entertainment in the 1950s, using sentence starters, such as... <i>I can see... This tells me... I know this is different because... I know this is similar because...</i> Discuss whether changes have been beneficial or not.	comparison similar different	Y1 Complete inference frames for each source. Y2 Explain what has changed by writing simple sentences.
7	Repair and Rebuild Lesson					Disciplinary Reading: School Christmas traditions in the 1950s (use relevant text and supplement with pictures)		