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## Introduction

'History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative

in the use of that fact.' *Recognising creativity through history*: National Curriculum booklet for history. (DfES/QCA 2000)

## The importance of history

'History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

'In history, pupils find evidence, weigh it up and reach their own conclusions. To do this

they need to be able to research, sift through evidence and argue for their point of view – skills that are prized in adult life.' (DfEE/QCA 1999)

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## How to use this file

These units have been written to support cross-curricular teaching, creativity and creative thinking skills (skills that enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for alternative and innovative outcomes). History provides an excellent vehicle to enrich the wider curriculum by giving pupils a real context for their learning. It is well placed to make a significant contribution to the curriculum priorities of inclusion, literacy (the discipline of history makes a significant contribution to the development of children's literacy skills in addition to providing a stimulating context for literacy work), ICT, citizenship and the other curriculum areas of science, geography, art and design, design technology and religious education.

This Key Stage 1 file is based on, and builds on, the new adapted QCA schemes of work for history. These can be found at [www.qca.org.uk/history/innovating/key1/planning/qca-sow/index.htm](http://www.qca.org.uk/history/innovating/key1/planning/qca-sow/index.htm)

The activities in this file support children's:

- communication and information-processing skills;
- investigative and problem-solving skills;
- independent and collaborative learning experiences;
- connections between themselves, their communities and the wider world;
- awareness and understanding of a range of peoples and cultures and a respect for many different attitudes, views and beliefs (discussion, drama and role-play activities are included within the file, allowing children to develop their understanding that people have different viewpoints and perspectives on history);
- development of the skills and attitudes necessary for active involvement as citizens;
- use of knowledge, understanding and imagination to reconstruct the past;
- ability to organise and communicate their knowledge and understanding in alternative ways, taking into account purpose and audience.

This combines medium-term planning and detailed lesson plans in a user-friendly and ready-to-use format. This will enable you to plan and deliver cross-curricular, creative history while meeting specific National Curriculum objectives.

The file also includes guidance on planning for effective delivery of 'good history'.

The lessons contain the following components:

- advice on class management;
- differentiated materials;
- assessment opportunities;
- resources needed;
- links with programmes of study;
- prior learning suggestions;
- learning objectives;
- class objectives;
- learning outcomes;
- key historical vocabulary;
- ICT links;
- cross-curricular links;
- activities with related activity sheets;
- resource sheets;
- templates;
- key questions;
- useful web links including links to relevant interactive games;
- suggested visits out/visitors.

Throughout the teacher's notes, website addresses are given, which children can access in order to obtain additional information. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites which are removed, or change their addresses, nor for the content of websites.

# National Curriculum attainment targets for Key Stage 1 history

## Level 1

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

## Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

## Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods and their use

of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

## Progression

Progression at Key Stages 1 and 2 is characterised by:

- asking and answering more complex questions;
- making links and connections between different areas of learning;
- understanding more general and specific historical concepts;
- growing understanding of, and proficiency in, the use of historical skills;
- an increasing ability to apply skills across different areas of learning;
- using a greater depth and range of historical knowledge to provide more reasoned explanations;
- becoming independent in learning.

*'Innovating with history', National Curriculum in Action (QCA)*

# Trips-out checklist

## Three months before:

- Choose dates for trip.
- Check visit with senior management.
- Make provisional bookings for location and transport.
- Compile a budget for the trip.
- Check insurance cover.

## One month before:

- Send out a letter to parents outlining dates, cost and equipment needed. This letter may need to request parental assistance with trip supervision. It is recommended that any parent accompanying the children has CRB/list 99 clearance.
- Ensure that the school visits coordinator has checked the letter before sending it out.
- Check the accessibility of the route/venue.
- Where possible, do a pre-visit inspection (most locations will offer this for free). On a local trip you may need to check the location of the nearest toilets, places to eat, rest areas and minibus parking.
- Make sure the school is made aware of any cover requirements necessitated by staff supervision of the visit.
- Draw up a risk assessment for the trip.
- If your group includes children with special needs, check that you have the staffing levels and experiences appropriate to meet these needs.
- Discuss the trip with any staff/parents who will be helping.

## One week before:

- Telephone the trip location, coach company and other people or organisations involved in the visit to confirm exact times and contact numbers.

- Give an information sheet, with points of contact, a mobile telephone number and times of departure and arrival, to relevant members of senior management.
- Compile a list of medical information about pupils attending the visit. Divide the group between the supervising adults and have a list of names and any special requirements of pupils for each of the supervising adults.
- Arrange a brief meeting with the staff and parent helpers to outline the purpose of the visit, the times, the plans and any special needs of pupils attending the visit.
- Check that all parental consent forms have been received.

## The day before:

- Photocopy activity sheets and adult cue sheets.
- Collect clipboards and other necessary equipment.
- Put together a folder containing all the documentation for the trip, including emergency contact numbers, insurance documents, medical information and names of pupils attending.
- Make sure you have a first-aid kit appropriate to the nature and duration of the activities you will be undertaking.

**Important:** Letters providing information or asking for consent for school trips should always go via the head or other senior staff member. If you are planning a one-day trip, or a visit to somewhere local, you may find that a letter of parental consent is unnecessary. The school may have asked parents to sign at the start of the school year for permission to take pupils off site for educational purposes. If this is the case, parental consent is implied, and only those parents who have specifically asked to be informed of the details of each visit need to be informed by letter.

# Sample risk assessment

|                      |   |
|----------------------|---|
| <b>Area of risk:</b> | School visit to a venue within walking distance of the school |
|----------------------|---|

|                                 |   |
|---------------------------------|---|
| <b>Assessment performed by:</b> | Headteacher/School Safety Officer/Other<br>(delete as appropriate; if 'other' please specify) |
|---------------------------------|---|

|                   |                        |
|-------------------|------------------------|
| <b>Workplace:</b> | (enter name of school) |
|-------------------|------------------------|

|                  |  |
|------------------|--|
| <b>Employer:</b> | LEA/Governing Body (delete as appropriate) |
|------------------|--|

| Identified hazards   | Estimated level of risk |        |     |
|--|-------------------------|--------|-----|
|  | High                    | Medium | Low |
| 1. Children-teacher/parental helper ratio                          |                         |        |     |
| 2. CRB/list 99 clearance for helpers                               |                         |        |     |
| 3. Children aware of the rules of the visit especially road safety |                         |        |     |
| 4. Children's security   |                         |        |     |
| 5. Children's allergies  |                         |        |     |
| 6. First aid kit   |                         |        |     |
| 7. Children's medications e.g. inhalers for asthma sufferers       |                         |        |     |
| 8. Mobile phone for emergencies                                    |                         |        |     |
| 9. Minor accidents   |                         |        |     |
| 10. Uneven surfaces such as pavements                              |                         |        |     |
| 11. Appropriate insurance cover in place                           |                         |        |     |

| <b>Persons at risk:</b>                               | Pupils   | Staff | Parents      | Parent helpers | Visitors |
|---|--|-------|--------------|----------------|----------|
| <b>Control measures already in operation:</b>         | 1. Health and Safety Policy  |       |              |                |          |
|   | 2. Security Policy   |       |              |                |          |
|   | 3. Policy for Off-site School Visits   |       |              |                |          |
|   | 4. Named group leader and named first aider  |       |              |                |          |
|   | 5. Children and parent helpers aware of the rules of the visit   |       |              |                |          |
|   | 6. Equipment checklist in place to cater for educational visits  |       |              |                |          |
|   | 7. Notified local police of planned visit  |       |              |                |          |
|   | 8. Insurance arrangements checked and in place   |       |              |                |          |
| <b>Measures required but not yet in operation:</b>    |  |       |              |                |          |
| <b>Employees informed of risk assessment via:</b>     | Risk Assessment Handbook   |       |              |                |          |
| <b>Employees report newly-identified hazards via:</b> | Written notification to the Head/Safety Officer/Other (delete as appropriate; if 'other' please specify) |       |              |                |          |
| <b>Assessment frequency:</b>                          | Normally once a year   |       |              |                |          |
| <b>Date of next assessment:</b>                       |  |       |              |                |          |
| <b>Signed:</b>  |  |       | <b>Date:</b> |                |          |

## Sample risk assessment 2

|                      |   |
|----------------------|---|
| <b>Area of risk:</b> | School visit to a venue within walking distance of the school |
|----------------------|---|

|                                 |   |
|---------------------------------|---|
| <b>Assessment performed by:</b> | Headteacher/School Safety Officer/Other<br>(delete as appropriate; if 'other' please specify) |
|---------------------------------|---|

|                   |                        |
|-------------------|------------------------|
| <b>Workplace:</b> | (enter name of school) |
|-------------------|------------------------|

|                  |  |
|------------------|--|
| <b>Employer:</b> | LEA/Governing Body (delete as appropriate) |
|------------------|--|

| Identified hazards  | Estimated level of risk |        |     |
|---|-------------------------|--------|-----|
|   | High                    | Medium | Low |
| 1. Children-teacher/parental helper ratio   |                         |        |     |
| 2. CRB check for accompanying adults  |                         |        |     |
| 3. Children understand the rules of the visit including behaviour whilst using means of transport |                         |        |     |
| 4. Children's security  |                         |        |     |
| 5. Traffic/road safety rules  |                         |        |     |
| 6. First aid kits   |                         |        |     |
| 7. Qualified first aiders   |                         |        |     |
| 8. Children's medications e.g. inhalers for asthma sufferers                                      |                         |        |     |
| 9. Emergency contact list   |                         |        |     |
| 10. Mobile phone for emergencies  |                         |        |     |
| 11. Extremes of weather   |                         |        |     |
| 12. Minor accidents   |                         |        |     |
| 13. Uneven surfaces/slips, trips and falls  |                         |        |     |
| 14. Site specific hazards (please list)   |                         |        |     |
| 15. Appropriate insurance cover in place  |                         |        |     |

| <b>Persons at risk:</b>                            | Pupils  | Staff | Parents      | Parent helpers | Visitors |
|--|---|-------|--------------|----------------|----------|
| <b>Control measures already in operation:</b>      | 1. Health and Safety Policy                                     |       |              |                |          |
|  | 2. Security Policy  |       |              |                |          |
|  | 3. Policy for Off-site School Visits                            |       |              |                |          |
|  | 4. Named group leader and named first aider                     |       |              |                |          |
|  | 5. Children and parent helpers aware of the rules of the visit  |       |              |                |          |
|  | 6. Equipment checklist in place to cater for educational visits |       |              |                |          |
|  | 7. Notified local police of planned visit                       |       |              |                |          |
|  | 8. Insurance arrangements checked and in place                  |       |              |                |          |
| <b>Measures required but not yet in operation:</b> |   |       |              |                |          |
| <b>Signed:</b>                                     |   |       | <b>Date:</b> |                |          |

# Sample letter

Date \_\_\_\_\_

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

Title of trip \_\_\_\_\_

Dear Parent/Guardian

In support of the schools history topic a trip has been arranged to take place on ..... children will be visiting \_\_\_\_\_.

We will be traveling by \_\_\_\_\_.

We will leave school at \_\_\_\_\_ and return at \_\_\_\_\_.

The trip will include the chance for the children to \_\_\_\_\_.

Please can you make sure that children have brought suitable outer clothing and footwear.

The children will require a packed lunch. All children normally in receipt of free school meals will be provided with a packed lunch and a drink.

A voluntary contribution of £ \_\_\_\_\_ is being asked for to cover the cost of the trip. Although payment is voluntary, we regret to say that if sufficient funds are not received by \_\_\_\_\_ the visit will have to be cancelled.

If you are willing for your child to take in this trip please complete and return the attached permission slip and return it to school as soon as possible.

Yours sincerely

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

Title of trip \_\_\_\_\_

I *will/will not* allow my child to take part in the above educational visit.

I enclose a voluntary contribution of £ \_\_\_\_\_ towards the cost of the trip.

Should the necessity arise, I agree to the person in charge of the party giving consent on my behalf for an anaesthetic to be administered, or for any other medical treatment to be given.

I *will/will not* be available to help with supervising the children on the trip.

I *do/do not* have current CRB/ list 99 clearance.

Signed \_\_\_\_\_ Date \_\_\_\_\_

# Homes today

## The purpose of this lesson is:

to familiarise children with homes today.

## Learning objectives

### Children should learn:

- that people live in different sorts of homes;
- to talk about homes using appropriate vocabulary.

### Class objective:

- to learn about different homes today.

## Learning outcomes

### Children should be able to:

- recognise and name different types of homes;
- use appropriate vocabulary when talking about homes.

## Programme of study

### History

- 1a** place events and objects in chronological order;
- 1b** use common words and phrases relating to the passing of time;
- 2b** identify differences between ways of life at different times;
- 4a** how to find out about the past from a range of sources of information;
- 4b** to ask and answer questions about the past.

### Prior learning

Children could be asked to think about their homes and the homes of other people they know.

### Vocabulary

caravan, castle, detached, flat, palace, semi-detached, static, terraced

### Resources

- **Activity sheet AS1.1:** *Homes today*
- **Activity sheets AS1.2a, AS1.2b, AS1.2c:** *Homes*
- **PowerPoint PP01:** *Homes today*
- Scissors 
- Glue
- Globe/atlas
- Thin card

### Cross-curricular links

#### National Curriculum links

- **Literacy:** *Speaking 1; Listening and responding 2; Group discussion and interaction 3.*
- **Geography:** *Geographical enquiry and skills 1a, 1d; Knowledge and understanding of places 3a.*
- **Art and design:** *Exploring and developing ideas 1a; Investigating and making art, craft and design 2c.*
- **PSHE and citizenship:** *Developing confidence and*

*responsibility and making the most of their abilities 1a, 1b.*

- **History:** Unit 2 *What were homes like a long time ago?*
- **Design and technology:** Unit 1D *Homes.*

### QCA Schemes of Work links

- **Literacy:** Non fiction; Unit 1: *Labels, lists and captions*
- **ICT:** Unit 1d: *Labelling and classifying*
- **Geography:** Unit 1: *Around our school—the local area*

### Differentiation

- **Activity sheet AS1.2a** *Homes* provides a less-challenging activity;
- **Activity sheet AS1.2c** *Homes* provides a more-challenging activity.
- Some children may require extra help from another adult.

### Assessment opportunities

Each child's understanding of this lesson can be assessed through his/her completed 'house' and his/her verbal responses during the class discussion.

### Advance preparation

- This lesson involves the use of a PowerPoint presentation.
- Invite the children to ask their parents/carers about the type of house they live in and the materials it is made from.
- It will be helpful if **Activity sheets AS1.1:** *Homes today* and **AS1.2a, AS1.2b, AS1.2c:** *Homes* are modelled for the children.
- Where appropriate, children could be asked to bring in a picture of their home to show to the class.
- Prepare one **Activity sheet AS1.2:** *Homes today* per child.
- It is recommended that AS1.2a, AS1.2b and AS1.2c are copied on to thin card.

## Introduction

- Start the lesson by gathering the children together. Share the class objective: to learn about different homes today. Invite the children to talk about the type of home they live in and the materials it is built from. If children have brought in photographs, these can be shown to the class.
- Now ask the following or similar questions:  
**What do you call this type of home?**  
**Is this a new home or an old home?**  
**What materials is it built from?**  
**Think about the outside of your home. What things (features) must your home have (windows, door and roof)?**

## Activity 1: Looking at homes

- Ask the children to go and sit at their tables and give out **Activity sheets AS1.2: Homes today** and **AS1.2a, AS1.2b, AS1.2c: Home**.
- Ask the children to first cut out the pictures on **Activity sheet AS1.1: Homes today** and then stick them in the correct places on **Activity sheets AS1.2a, AS1.2b, AS1.2c: Homes**. When completed they can fold and stick their activity sheet to make their house.
- Display the children's completed houses.
- Select children to provide complete sentence captions for the images and write these on the board.

## Activity 2: Homes around the world

- Explain to the children that you are all going to look at homes from around the world. Show the children a selection of the images from **PowerPoint PP01: Homes today**.
- Now ask the following or similar questions:  
**What can you see in the picture?**  
**Do we have homes like this in this country?**  
**Where in the world is this home?**
- Show the children on the globe/atlas where the home is (e.g. a mud hut in Africa) and ask them:  
**What materials is it built from?**  
**Think about the outside of this home. What things (features) must all homes have (windows, door and roof)?**  
**What do you think it would be like to live in this house?**

## Plenary

- A few minutes before the end of the lesson, gather the children together. Ask individual children to show their completed houses and to say a short sentence about it.

## Notes/evaluation

Name: \_\_\_\_\_

# Homes today

## Activity sheet AS1.1

Cut out the homes.

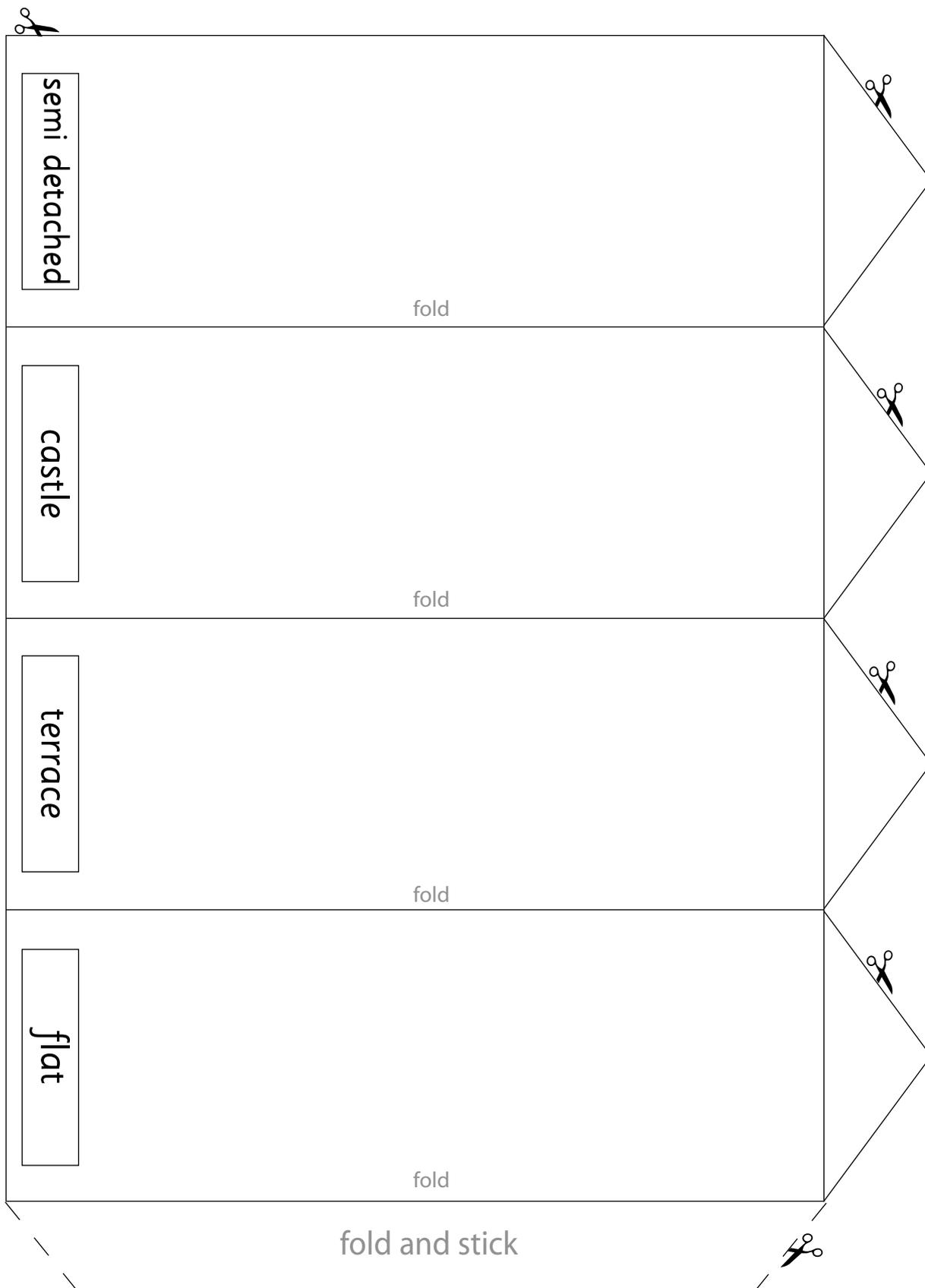


Name: 

# Homes

## Activity sheet 1.2a

Put the pictures where they belong and make your houses.



Name:

# Homes

## Activity sheet 1.2b

Put the pictures where they belong and choose two more to complete your house.

fold

castle

fold

fold

flat

fold

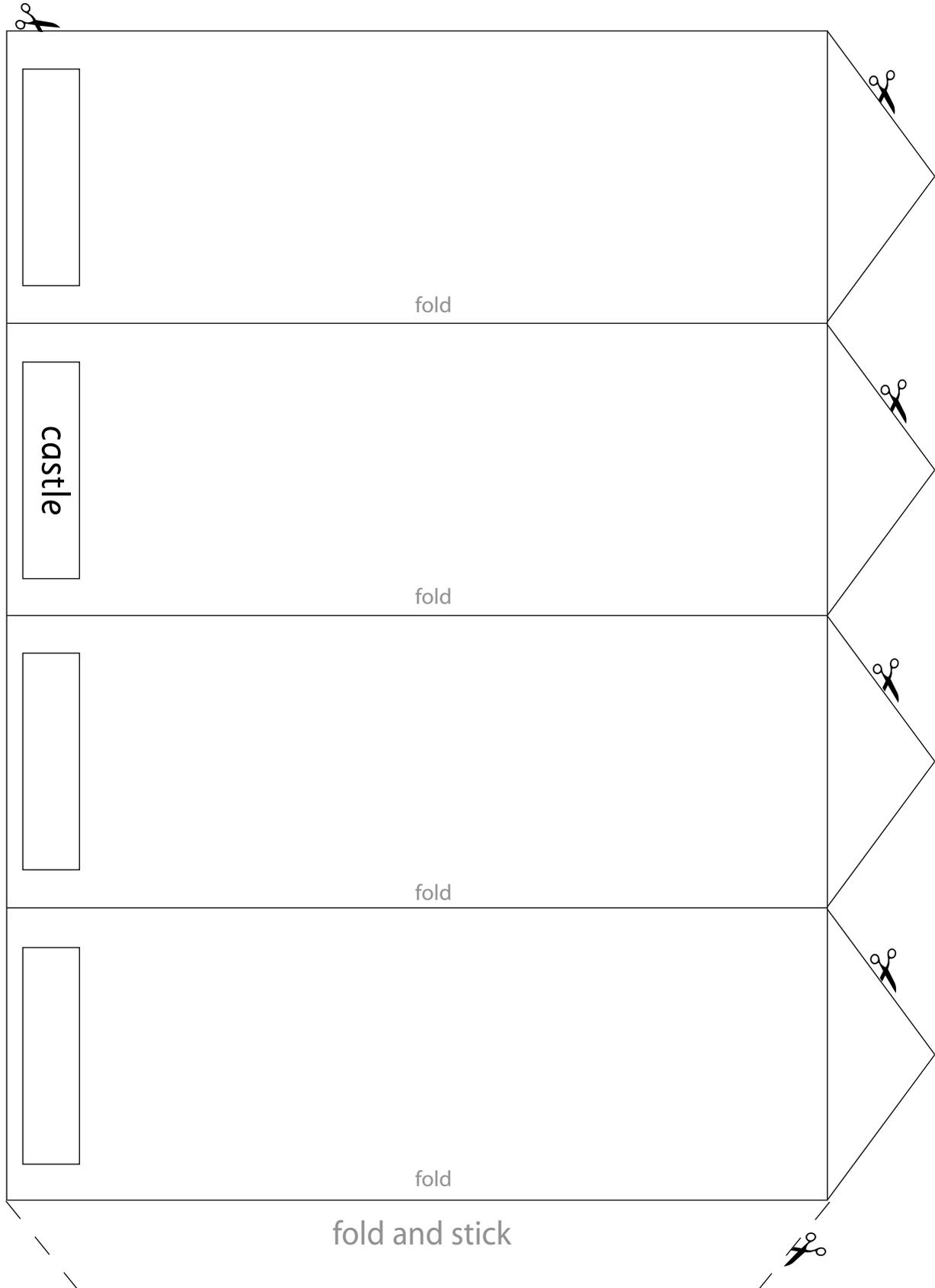
fold and stick

Name: 

# Homes

## Activity sheet AS1.2c

Put the picture where it belongs and choose three more to complete your house.



# Inside my house

## The purpose of this lesson is:

to familiarise pupils with the rooms inside homes today.

## Learning objectives

### Children should learn:

- to identify the key features to be found inside homes;
- to identify the rooms in homes today;
- to talk about homes using appropriate vocabulary.

### Class objective:

- to learn about the different rooms inside our homes today.

## Learning outcomes

### Children should be able to:

- name the rooms in homes today;
- describe the features of home interiors.

## Programme of study

### History

- 1a** place events and objects in chronological order;
- 1b** use common words and phrases relating to the passing of time;
- 2b** identify differences between ways of life at different times;
- 4a** how to find out about the past from a range of sources of information;
- 4b** to ask and answer questions about the past.

### Prior learning

Children could be asked to sort images of different room interiors into different piles according to the rooms.

### Vocabulary

bathroom, bed, bedroom, chair, dining room, furniture, kitchen, sitting room, table

### Resources

- **Activity sheets AS2.1a, AS2.1b, AS2.1c:** *Inside my house*
- Crayons
- Magazines containing images of room interiors
- Scissors 
- Glue
- Thin card

## Cross-curricular links

### National Curriculum links

- **Literacy:** *Speaking 1; Listening and responding 2; Group discussion and interaction 3.*
- **Design and technology:** *Developing, planning and communicating ideas 1a; Working with tools, equipment, materials and components to make quality products 2c, 2d.*
- **Geography:** *Geographical enquiry and skills 1a, 1d; Knowledge and understanding of places 3a.*
- **Art and design:** *Exploring and developing ideas 1a; Investigating and making art, craft and design 2c.*
- **PSHE and citizenship:** *Developing confidence and responsibility and making the most of their abilities 1a, 1b.*
- **History:** Unit 2 *What were homes like a long time ago?*
- **Design and technology:** Unit 1D *Homes.*

### QCA Schemes of Work links

- **Literacy:** Yr 1 Non-fiction; Unit 1: *Labels, lists and captions*
- **ICT:** Unit 1d: *Labelling and classifying*
- **Geography:** Unit 1: *Around our school—the local area*

## Differentiation

- **Activity sheets AS2.1a:** *Inside my house* provides a less-challenging activity;
- **Activity sheets AS2.1c:** *Inside my house* provides a more-challenging activity. Extra copies can be made.
- Some children may need extra help from an adult.

## Assessment opportunities

Each child's understanding of this lesson can be assessed through his/her completed drawings and his/her verbal responses during the class discussion.