History Progression Grid Class 1



Autumn – Changes within living memory – toy	S
Objectives:	

To Know how long toys have existed What were toys made of during the Victorian Age What modern toys are made of How toys have changed over generations I can put toys (objects) on a timeline

Spring – significant individuals – Nurturing NursesObjectives

To know who Mary Seacole was.

To know who Florence Nightingale was.

To know who Edith Cavell was.

To know what MS will be remembered for.

To know what FN will be remembered for

Summer – Changes beyond living memory – Great Fire of London

Objectives:

To use dates to talk about people and events from the past

To answer questions about people from the past

To learn how the fire was put out

To learn what happened after the fire was put out

Minimum learning is highlighted

Minimum vocabulary is in bold

That some things have changed and some things have stayed the same over time.

To know the main differences between **Victorian** toys and modern toys. – Victorian toys were mostly made of **wood**. To understand why toys have changed.

Identify difference

Compare old and new

To explain that their **grandparents** played with different toys. Ask questions about toys.

To understand the purpose and begin to use a timeline.

To know that Florence Nightingale and Mary Seacole served in the Crimean war.

To know Edith Cavell served during World War 1.

To know why Florence Nightingale is remembered

To know some of the changes from Crimean war period to WW1.

To talk about important people from the past.

To explain why people in the past acted as they did.

To compare the attributes of the nurses.

To identify some of the reasons for changes within the two periods.

To know when and how the fire started

To know why it's remembered

To know the lasting impact

To know why it a significant historical event

To know who **Samuel Pepys** was and how he helped us know about this event. – By writing a **diary.**

To talk about causes of the fire and why it spread quickly.

To explain why people in the past acted as they did.

To research a famous event from the past

To identify the significance of the event within history

To compare dealing with fire then and now

To know which **century** the Great Fire happened.