

# Newquay Primary Academy – Summer Term Sequence– History



## RECEPTION Amazing Animals/Beach Life

### Prior knowledge...

Children can comment on images of familiar situations in the past.

The children will learn some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Past, present, future, extinct, life cycle, community, RNLI, pier, fully clothed, surfing, punch & judy, bathing machines, sun cream, plastic, litter, picnic, lilo, rowing boat, galleon, ship

1. Discuss differences about jungles now and in the past, and what it means to become extinct.
2. Document the changes that happen to our class caterpillars in my butterfly diary understanding the vocabulary past, present and future.
3. Explain how the RNLI crew and lifeguards keep us safe in Cornwall.
4. Compare a trip to the seaside now and in the past.
5. Compare and contrast sea voyages in the past and now.

The children will be able to explain how our local beach is different to the past during our Beach School sessions.

## YEAR 1 Toys

### Prior knowledge...

Children have begun to make sense of their own life-story and family's history.

Children will be introduced to the concept of 'old' and 'new' and look at similarities and differences between toys of today and toys in the past

Old, new, past, present, different, similar, artefact

1. To be able to describe the characteristics of toys (present).
2. To examine historical objects and ask questions.
3. To find out what toys our parents and grandparents played with.
4. To be able to identify toys that are old and toys that are new.
5. To be able to describe how toys are different and how they are the same.
6. To develop an understanding of chronology and create a toy timeline.
7. To be able to create a toy museum.

To set up a toy museum and share knowledge and understanding of toys through time with museum 'visitors'.

## YEAR 2 Toys

### Prior knowledge...

Children have been introduced to the concept of 'old' and 'new' and have identified similarities and differences between toys of today and toys from the past.

Children to comprehend continuity, change and major changes in many toys and games within living memory.

BC, AD, Decade, Century, Millennium, Website, Radical, World Wide Web, Internet, Chronological, Wi-Fi

1. Why do historians divide up time? Discussion significant events we have learned about using a timeline.
2. What do people remember about the 1960s? Matching images from the correct time it took place.
3. How do the most popular toys and games of the 1960s compare with those of today? To compare and contrast the popular toys of the 1960s with today.
4. Why were there no smart toys and games in the 1960s? To write a fact file on Tim Berners-Lee.
5. How can we make sure we play with smart toys and games safely and securely? Debate on the safety of using smart toys.
6. What do adults I know remember about the 1960s? Interview an adult who grew up in the 1960s.

To remake a game from the 1960s to play with another year group. Have them evaluate the game

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE