Year Group S		Subject Theme			Hurst Hill Primary School Learning Together What? (key vocabulary)		
Year 1 and 2 Autumn		History		Back In the Day		Spelling	Definition
				1	Victorian	Someone or something from the time when Queen Victoria reigned.	
	What should I already know? I can talk about past and present events in my own life and in the lives of family members . I know that the past has already happened. I can talk about past, pre- sent and future.	<u>People</u>	<u>By the End Ut 11</u> that	<u>e Unit Children will know</u>		Hoop and stick	Game played with a metal hoop and stick.
		Queen Victoria	This period in Histo	ry is named after Queen Vic-		Marbles	Small glass or clay spheres used to play a game.
		(1819-1901) Royal family today		d with different toys and y were not powered eclecti-		Diablo	'Devil Stick' A really hard game with a cord and a cotton reel.
			cally. That the Victorian period came before Edwardian Period and the first manned flight in aeroplane. That schools did not have the same subjects as we have today. That they used slates and ink instead of whiteboards and books. That children	period came before		Penny Farthing	A bicycle with a large front wheel, named after two Victorian coins.
				ind the first manned flight in		Era	A period of time. A measurement of time.
				they used slates and ink		Slate	A smooth stone surface for writing on.
						Stylus	A 'pen' used for making marks on a slate board.
			had different conse	equences for behaviour.		Pot hook	Used for hanging a cooking pot over the fire.
Historical skills		• Place even	ts <sub>t</sub> and artefacts in or tstand artefacts	ider on a time line.		Hooks and hangers	Using the pot hook shape to form the letters.
<ul> <li>Historical skills         <ul> <li>Place even stand, artefacts in order on a time line.</li> <li>Observe or handle evidence to ask questions and find answers to questions</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul> </li> </ul>						The Cane	A punishment using a long stick.
<ul> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Recount changes that have occurred in their own lives</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>					l	Dunces hat	A cone worn on their head by children when they got things wrong.
					l	Artefact	A historical object which can be used to learn about the past.
<ul> <li>Identify some of the different ways the past has been represented.</li> <li>Describe historical events.</li> </ul>						A Century	100 years
•• Describe significant people from the past						A Decade	10 years
1819 1838				Then (Past)	No	ow (Present)	Key Questions?
		ueen Victo- Di L					How has the past changed? What things do we do at school now that we didn't do in the past? What toys did they play with in the past?
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