



Year 1 and Year 2	Autumn	Spring	Summer
<p>Ourselves – Florence Nightingale & Mary Seacole Toys through time Significant individuals: <i>Florence Nightingale & Mary Seacole</i> Events: Remembrance Day Changes in living memory: Toys</p> <p>Up in the Air - Significant individuals: Neil Armstrong</p> <p>The Secret Garden – Significant individuals: Queen Elizabeth II and the Royal Family Local History: Parks</p> <p>Homes – Homes in the past & The Great fire of London Changes in living memory: Homes Significant individuals: S Pepys Events: Fire of London</p> <p>Animal Kingdom – Beatrix Potter and the history of writing Changes in living memory: Writing</p>	<p>Cycle A</p> <p>Ourselves We decided to start with our work on Florence Nightingale as this topic helps the children to develop their understanding of humans and how to keep healthy in their Science work. We have also now included a study into the life of Mary Seacole to compare and contrast 2 individuals. We also use this topic to practise writing some of the key Y2 writing Genres in a different context such as a letter and a diary. This allows the children to consolidate and extend some of their skills with writing in these genres whilst applying their writing in this context. For the second half of the unit we focus on Toys in the Past as it links with the Alfie Stories when we focus on what he likes to do and his hobbies. We aim to visit Preston Park for a old toys workshop and in the past this has been very successful and is arranged at the point where the children know some information about Toys in the Past but can also learn and investigate new things about these toys. Once back in school we can then record our new learning through a recount of the trip and also some instructional writing about how to make a toy. Again, this is another example of how we use the</p>	<p>Up in the Air! Geography focus this term but we do also learn about Neil Armstrong and his voyage to the Moon.</p>	<p>The Secret Garden We learn about the individuals in the Royal Family and then link this to our work about Gardens as the term progresses. We learn about parks and the names and history of some of the parks in Redcar. Hopefully by the end of the term we will have a sunny enough day for our Royal Garden Party! We have also given enough time before the party for the children to design and make their brooches for the children to wear at the party.</p>



<p>Significant individuals: B Potter</p> <p>All at sea – The History of Lighthouses and Grace Darling</p> <p>Local History: Seaside and Lighthouses</p> <p>Significant individuals: Captain Cook</p>	<p>topic to practise writing some of the key Y2 writing Genres in a different context such as a recount and some instructions.</p>		
<p>Cycle B</p>			
	<p>Homes</p> <p>After our Geography work, we move into our History topic where, now that an understanding of present homes has been acquired, children can then learn about how homes were different in the past. We then study the event of 'The Great Fire of London' and as part of this the children learn about Samuel Pepys. Now that the children know what Homes were like during this time they can then apply their knowledge of materials from Science to think about how/why the fire will have damaged the</p>	<p>Animal Kingdom</p> <p>This unit starts with an enquiry task to investigate Beatrix Potter. The History unit then teaches children about her life and compliments the children's knowledge and appreciation of her stories which is why we thought it was important that we complete the History unit of work first. Linked to this the children then learn about the history of writing. In the Geography unit of work the children learn about her The Lake District linked to the work on Beatrix Potter in History. They then move onto the UK countries and</p>	<p>All at sea!</p> <p>In this topic we decided to start with History work this term to establish an understanding of lighthouse and the history of lighthouses. We then move onto learning about the life of a significant individual - Grace Darling once their understanding of lighthouse and the Sea has been embedded during the first part of the history topic and also through their English work about the Lighthouse Keeper stories.</p>



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	<p>homes and why this event was so significant.</p>	<p>once they have an understanding of the different countries, surrounding seas, capital cities. The children how to use a compass and develop their understanding of compass points and directional language. Progressing onto making and following a map.</p>	
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