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|  | **Year 1 – Autumn** | **Year 1 – Spring** | **Year 1 – Summer** | **Year 2 – Autumn** | **Year 2 – Spring** | **Year 2 - Summer** |
| **TOPIC** | **Victorian Schools** | **Queens: Lives and times** | **Mary Anning** | **Castles – Porchester Castle** | **Mary Seacole & Florence Nightingale** | **Great Fire of London** |
| **Chronology** | Sort real school photos into chronological order. | Locate each queen’s reign/life on timeline. | Locate her lifetime on timeline. Create a pictorial timeline for her life. | Locate Porchester Castle key dates on a time line (when it was built 🡪 modern day). | Locate their lives on a timeline. | Place event on timeline. Retell story orally/pictorial timeline, |
| **Characteristic features** | *Schools enquiry pack*  Explore the purpose of school items. |  | *Mary Anning enquiry pack to e*xplore restricted recognition for her achievements. | *Castles enquiry pack* to look at how castles were used. What features did they have? | *Florence Nightingale and Mary Seacole enquiry pack* shows attitude to women/ roles they did. | *Great Fire enquiry pack* to explore the role of building materials and firefighting methods. |
| **Change/ continuity** | Appreciates that some school items have remained the same/similar. | *Queens: Lives and times enquiry pack*  How has communication changed? |  | *Castles enquiry pack* to look at how castle life has changed over the years to 2023. |  |  |
| **Cause/ consequence** | Discuss electricity and the impact this has on schools. |  | *Mary Anning enquiry pack* to explore her motivation and consequences of discoveries. |  | *Florence Nightingale and Mary Seacole enquiry pack* to compare motivations and achievements. | *Great Fire enquiry pack* to explore causes of the fire and its spread and the changes when London was rebuilt. |
| **Significance** |  | Create a museum display about the three Queens. | Create a museum display about Mary’s work and how she is recognised. | Create a brochure promoting Porchester Castle and informing about its history. | *Florence Nightingale and Mary Seacole enquiry pack* to discuss which woman is more significant. |  |
| **Interpretation** |  |  | Explore interpretations: books/ video/ websites/ Lyme Regis museum etc. | Look at other examples of castles in the UK (books/TV/websites). Similarities & differences. | Look at commemorations of their lives to see how interest has changed. | Books describe the event differently. Books/TV/monument. |
| **Historical enquiry** | Interviewing adults about their school experiences.  *Schools enquiry pack* | *Queens: Lives and times enquiry pack*  Books/online etc. | *Mary Anning enquiry pack*  Books/online etc. |  |  | *Great Fire enquiry pack* the strengths/ limitations of written accounts and images. |