


**Enquiry Question**

How has Christmas changed over the century?

**Focus:**

Changes within living memory

**Be Brilliant**  
 Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Possibilities**  
 Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**Bebrave**  
 Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome	Skills used (NC)
1	<u>As historians, we are learning what Christmas means for different people.</u> Look at Bible stories and Christian beliefs.	Children understand that there are different interpretations of Christmas and that it looks different for different people.	Understand that there are different interpretations of the past
2	<u>As historians, we are listening to Christmas songs as a source of historical evidence</u> Listen to Christmas songs and look for clues.	Children develop enquiry skills and gain knowledge of Christmas traditions	Understand that sources are a basis of historical enquiry
3	<u>As historians, we are learning to compare Christmas food from the past and present.</u> Children compare food choices at Christmas and reflect on why they have changed.	Children explore changes to Christmas food within living memory, understanding that some things change and some things stay the same.	Understand continuity and change
4	<u>As historians, we are learning to compare Christmas traditions from the past and present.</u> Children compare traditions at Christmas and reflect on why they have changed.	Children explore changes to Christmas traditions within living memory, understanding that some things change and some things stay the same.	Understand continuity and change
5	<u>As historians, we are learning to compare toys from the past and present</u> Children explore how toys have changed within living memory.	Children explore changes to toys within living memory, understanding that some things change and some things stay the same.	Understand continuity and change
6	<u>As historians, we are learning to ask historical questions</u> Invite grandparents into school for a historical interview and Christmas craft	Children form historical questions and learn from primary sources (their grandparents)	Frame historically-valid questions

Composite: To create a toy museum with old and new toys



Enquiry Question

What do stone circles tell us about the way people lived?

Focus:

Significant historical events, people and places in their own locality.

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Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Sequence of lessons

Outcome - from overview

Skills used (NC)

1

*We are learning recap on prior learning*  
What do we know about stone circles on Bodmin moor?  
Can we use maps to locate stone circles on Bodmin moor?

Identify stone circles on Bodmin moor using GoogleEarth

Study significant people and places in their own locality

2

*Trip to Hurlers*

Real life observations are linked to images previously seen

Study significant people and places in their own locality – draw contrasts and suggest how the past has been constructed

3

*We are learning to understand why stone circles were built*  
What a stone circle is? What do they have in common, why were they built and who built them?

Find similarities and differences between different stone circles and link to what they experienced on the trip

Draw contrasts and suggest how the past has been constructed

4

*We are learning to understand what it was like to live in a Bronze Age settlement*  
When was the Bronze Age and how did people live in the Bronze Age?

Plot where the Bronze Age on a time line. Understand why it was called the Bronze Age and be able to draw an example of a Bronze Age settlement

Study significant people and places. Know and understand significant aspects of history and ancient civilisations.

5

*We are learning to compare life in the Bronze Age to our lives.*  
What is the same and what is different?

Comparisons drawn between the Bronze Age life and today's life.

Understand historical concepts such similarity, difference.

6

*We are learning to apply our learning*  
Are we able to build a Stone Age stone circle / settlement using what we know?

A stone circle and round house are created

Study significant people and places, making connections and creating their own models.

**Believe**  
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**Bebrave**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Composite: Children to create their own mud huts and compare to the Bronze Age and today.



## Enquiry Question

Why do we remember Florence Nightingale and Mary Seacole?

## Focus:

Significant people

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 Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Sequence of lessons	
1	<i>As historians, we are learning to investigate why Mary Seacole is remembered over 200 years after she was born</i>
2	<i>As historians, we are learning to understand who Mary Seacole was.</i>

**Outcome - from overview**

Look at a range of sources to work out why she could be famous. Children to create hypothesis using the images provided.

Watch BBC video about Mary Seacole then answer questions together. Who was Mary Seacole? Where and when was she born? What was it like for her? What Mary Seacole did and how it made a difference. Children to role play the British hotel.

**Skills used (NC)**

Understand the term significance. Develop historical enquiry skills.

Understand that sources are a basis of historical enquiry. Understand how Britain has influenced and been influenced by the wider world.

**Believe**  
 Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

3	<i>As historians, we are learning to understand why Florence Nightingale is remembered over 200 years after she was born.</i>
4	<i>As historians, we are learning to order Mary Seacole and Florence Nightingale's key events on a timeline.</i>

Look at a range of sources to work out why she could be famous. Allow children to draw conclusions and link to previous learning. Watch BBC video about Nightingale. Children will role play Nightingale's life or role as a nurse setting up a hospital.

Model how to order years and events. Children order a range of events linked to Seacole and Nightingale's lives. Reduce the events to the most important, discuss why.

Understand that sources are a basis of historical enquiry. Understand how Britain has influenced and been influenced by the wider world.

Understand chronology

**Be brave**  
 Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

5	<i>As historians, we are learning to describe how Mary Seacole and Florence Nightingale may have felt.</i>
6	<i>As historians, we are learning to reflect on what's similar and different about Mary Seacole and Florence Nightingale.</i>

Recap learning so far. Children write a recount/letter to a family member as either Mary Seacole or Florence Nightingale.

Play who said it - Look at possible quotes. Oracy focus/debate- who deserves a statue outside St Thomas's hospital?

Gain historical perspective

Understand the historical concepts of similarity and difference

Composite: Children write an information text about Florence Nightgale or Mary Seacole