


















Term	Aut 2 23	Spr 2 24	Sum 2 24
Enquiry Question	<p>How have toys changed from the past to now?</p> <p>Society and culture</p> 	<p>How have significant people in the past improved agricultural practices?</p> <p>Achievement and legacy</p>  <p>Society and culture</p> 	<p>How did London change after the Great Fire?</p> <p>Achievement and legacy</p>  <p>Governance and monarchy</p> 
Curriculum Links	Changes within living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.
Outcome	Children can discuss how toys have changed over time.	Children can discuss the achievements of Jethro Tull, George Washington Carver and Rachel Carson and know how they changed agricultural practices.	Children can discuss how London changed after the Great Fire. and explain the positive changes that are relevant now.

<p>Sequence of Learning</p>	<p><b>Lesson 1</b> I can explain which toys are played with today.</p>  <p><b>Lesson 2</b> I can talk about the similarities and differences between toys that a baby and an older child would play with.?</p>  <p><b>Lesson 3</b> I can use historical sources to build a picture of toys my grandparents played with.</p>  <p><b>Lesson 4</b> I can compare and contrast toys and know which toys are old</p>  <p><b>Lesson 5</b> Assessment</p>	<p><b>Lesson 1</b> I can explain what farming is and why it is important.</p>  <p><b>Lesson 2</b> I can talk about Jethro Tull's invention and how it has affected methods of modern farming today.</p>  <p><b>Lesson 3</b> I can explain how George Washington Carver improved agricultural practices that are still important today.</p>  <p><b>Lesson 4</b> I can describe how Rachel Carson protected the health of people and the environment from pesticides.</p>  <p><b>Lesson 5</b> Assessment</p>	<p><b>Lesson 1</b> I can explain how the Great Fire started.</p>  <p><b>Lesson 2</b> I can explain what happened during the Great Fire using historical sources.</p>  <p><b>Lesson 3</b> I can discuss how people lived through the Great Fire.</p>  <p><b>Lesson 4</b> I can discuss how London changed after the Great Fire and give reasons why.</p>  <p><b>Lesson 5</b> Assessment</p>
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<b>Vocabulary Topic Specific</b>	compare, similar, different, Grandparents' time, materials, plastic, wood, toys	significant , agricultural, influential, legacy, seed drill, crop rotation, pesticides	The Great Fire of London, cathedral, diary, evidence, pitch/tar, plague, squirts, thatch, warehouse, Samuel Pepys
<b>Vocabulary Progressional</b>	past, now, within living memory, date order, timeline, memories, long ago, observe, artefact	past, present, future, recent, decade, century, timeline, within living memory, beyond living memory, law	past, present, future, century, long ago timeline, within living memory, beyond living memory, law , artefact