# CELT KS1 History Unit Overviews and progression of Knowledge, Skills, Vocabulary and disciplinary concepts

**Unit 1: How and why have toys changed over time?**

| Inquiry Question | Core Knowledge | Disciplinary Concepts | Substantive Themes | Core Vocabulary | Suggested Activities | Suggested Texts & Resources |
|---|---|---|---|---|---|---|
| **Lesson 1: What toys do we have today and what are they made from?** | Modern toys are often factory-made using plastic, metal and electronics. Many are designed for safety and mass production. | Evidence & interpretation; Similarity & difference | Everyday life; Innovation | toy, material, plastic, factory, design | Mode A: Teacher models identifying materials and explains factory vs handmade production.<br>Mode B: Sorting toys by material with adult questioning and reasoning.<br>Mode C: Toy shop role-play exploring materials and design.<br>Writing: Label a toy and write a simple sentence ("This toy is made from…").<br>Oral: Talk partners using sentence stems ("This toy is made from… because…"). Success criteria: use key vocabulary, give a reason, listen and respond. Use thumbs in to show agreement and confidence. | *Toys & Games* |
| **Lesson 2: What toys did children play with in the past?** | Toys from the last 100 years were often handmade or made from wood, fabric or metal. Some toys (e.g. dolls, balls) have stayed similar. | Change & continuity; Evidence | Everyday life; Childhood | past, handmade, old, similar | Mode A: Introduce artefacts and simple timeline.<br>Mode B: Handling toys with guided questioning and comparison.<br>Mode C: Toy museum exploration area.<br>Writing: Draw and label a past toy with caption.<br>Oral: Pass and go describing artefacts using stems ("I think this toy is from the past because…"). Success criteria: speak clearly, use evidence, build on others' ideas. | *Lost in the Toy Museum* |
| **Lesson 3: How have toys changed and why?** | Toys changed due to new materials, inventions, factories and changes in childhood. | Cause & consequence; Change | Innovation; Society | invention, change, factory, because | Mode A: Explicit teaching of causes of change.<br>Mode B: Matching old/new toys with reasoning discussion.<br>Mode C: Design and improve a toy.<br>Writing: Sentence using cause ("Toys changed because…").<br>Oral: Agree–Build–Challenge discussion structure ("I agree because…", "I would like to add…", "I challenge that because…"). Success criteria: give a reason, respond to others, extend thinking. | Images |
| **Lesson 4: What is the same and different?** | Some toys stayed similar but design, safety and materials improved. | Similarity & difference; Change | Childhood; Society | same, different, safety | Mode A: Model comparison using examples.<br>Mode B: Venn diagram sorting with adult support.<br>Mode C: Sorting and matching in provision.<br>Writing: Comparison sentences ("This is the same because…" / "This is different because…").<br>Oral: Sometimes / Always / Never ("Toys are always the same"). Pupils justify answers. Success criteria: explain thinking, use comparison language. | Sorting cards |
| **Assessment** | Toys changed due to invention and society but some remained similar. | Chronology; Cause; Change | Innovation; Society | past, present | Mode A: Review key knowledge and timeline.<br>Mode B: Discuss changes across time.<br>Mode C: Class toy museum setup.<br>Writing: Labelled timeline or explanation sentence.<br>Oral: Consensus circle answering the big question. Success criteria: take turns, build ideas, reach shared answer. | Books above |

**Unit 2: Why do we call it the 'Great' Fire of London?**

| Inquiry Question | Core Knowledge | Disciplinary Concepts | Substantive Themes | Core Vocabulary | Suggested Activities | Suggested Texts & Resources |
|---|---|---|---|---|---|---|
| **Lesson 1: What was the Great Fire of London?** | The Great Fire of London happened in 1666. It began in a bakery on Pudding Lane. It spread across London for four days and destroyed many buildings. | Chronology & significance | Society; Everyday life (London in 1666 was very different from London today) | London, 1666, Pudding Lane, bakery, disaster, timeline, past, before, after | **Lesson 1**Mode A: Order timeline of events.<br>Mode B: Paired discussion about the chronology of the fire.<br>Mode C: Small world London exploration.<br>Writing: Label/draw 1666 London.<br>Oral: Talk partners with stems ("London was dangerous because…"). Success criteria: use evidence + vocabulary. | Images, maps, Vlad and the Great Fire |
| **Lesson 2: Why did the Great Fire of London spread so quickly?** | Fire began on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It spread due to wind, dry weather, wooden buildings and narrow streets. | Cause & consequence; Chronology | Disaster; Society | Timber, firebreak, dry, spread, cause, consequence, wind, narrow | **Lesson 2**Mode A: sort causes.<br>Mode B: Discuss causes.<br>Mode C: Build/test model houses.<br>Writing: Cause sentence.<br>Oral: Opinion line – "The wind was the most important cause." Pupils justify.<br>Success criteria: give reason, listen, respond. | Vlad and the Great Fire of London<br>Images<br>Maps |
| **Lesson 3: How do we know what happened in the Great Fire of London** | Historians use sources to learn about the past.<br>Samuel Pepys wrote a diary about the fire.<br>Maps, pictures and written accounts help us understand what happened.<br>Sources can tell us useful information, but we must think carefully about them. | Evidence & interpretation; Significance | Society; Power | diary source Samuel Pepys evidence past eyewitness map | **Lesson 3**Mode A: Using sources – maps and images<br>Mode B: Using sources - diary.<br>Mode C: Diary writing station – quills and ink<br>Writing: Diary entry.<br>Oral: Talk like a historian – this source tells me....because - using evidence to support opinion | Pepys extracts<br>Maps<br>Images<br>Quills<br>Ink (or similar) |
| **Lesson 4: How did people try to stop the Great Fire of London?** | People used bucket chains to pass water.<br>They used fire hooks to pull down buildings.<br>They tried to create firebreaks.<br>These methods were slow and not powerful enough.<br>The fire spread faster than they could stop it.<br>. | Significance; Cause and consequence | Change; society | bucket chain firebreak timber spread firefighter hook cause consequence | **Lesson 4**Mode A: Oral rehearsal – people tried to stop the fire by...this didn't work because...<br>Mode B and C – re-enactment/drama - bucket chain to put fire out | Buckets<br>Images<br>Maps |
| **Assessment: How did the Great Fire of London change London?** | After the fire, London was rebuilt.<br>More buildings were made from brick and stone instead of timber.<br>Streets became wider in some areas.<br>Fire safety improved over time.<br>The Great Fire is still important because it changed the city and helps us think about safety today.<br>It was "Great" because it caused huge destruction, major change, and is well remembered through evidence like Pepys' diary. | Cause & consequence; Significance; Chronology; Evidence | Disaster; Change; Society | Rebuild brick safer<br>change<br>Consequence<br>significant fire safety London<br>Great<br>Christopher Wren | **Assessment**<br>Mode A: Label before and after pictures of London with changes made.<br>Mode B: Discussion about changes to firefighting to modern day and impact on our lives<br>Mode C: Construction – London before and after the fire – narrow vs wide streets etc.<br>Writing: Labelling and assessment<br>Oral: Pass and go retell using chronological language. Success criteria: sequence clearly, include key facts. | Images<br>Assessment |

**Unit 3: How did explorers change our understanding of the world?**

| Inquiry Question | Core Knowledge | Disciplinary Concepts | Substantive Themes | Core Vocabulary | Suggested Activities | Suggested Texts |
|---|---|---|---|---|---|---|
| **Lesson 1: Who were explorers?** | Explorers include Ibn Battuta, Amy Johnson, Bessie Coleman, Neil Armstrong, who travelled to new places. | Significance; Chronology | Exploration; Diversity | explorer, journey, pilot | **Lesson 1**Mode A: Introduce explorers .Mode B: Match explorers to achievements. Mode C: Role-play explorer station. Writing: Label + sentence. Oral: Talk partners using stems ("This explorer is important because…"). Success criteria: name person + explain impact. | Biographies |
| **Lesson 2: Where did they go?** | Explorers travelled across land, sea and space, mapping routes. | Evidence; Similarity & difference | Migration & exploration | map, route, world | **Lesson 2**Mode A: Model routes. Mode B: Trace journeys. Mode C: Map exploration. Writing: Label route. Oral: If I… ("If I were this explorer I would…"). Success criteria: link to context and challenge. | Maps |
| **Lesson 3: What challenges did they face?** | Travel was dangerous; some overcame barriers (e.g. Bessie Coleman). | Cause & consequence; Significance | Diversity; Exploration | challenge, danger | **Lesson 3**Mode A: Teach challenges. Mode B: Discussion. Mode C: Problem-solving tasks. Writing: Sentence. Oral: Sometimes / Always / Never ("Exploring is always dangerous"). Pupils justify. | |
| **Lesson 4: How did explorers change the world?** | They increased knowledge and connected the world. | Significance; Interpretation | Human achievement | discover, change | **Lesson 4**Mode A: Model explanation. Mode B: Debate discussion. Mode C: News role-play. Writing: Explanation. Oral: Agree–Build–Challenge discussion. Success criteria: extend ideas and justify. | *Man on the Moon* |
| **Assessment** | Explorers changed understanding of the world. | Significance; Comparison | Exploration | compare | **Assessment** Mode A: Review. Mode B: Compare explorers. Mode C: Diary creation. Writing: Explorer diary page. Oral: Consensus circle comparing explorers. | |

**Unit 4: Florence Nightingale & Mary Seacole**

| Inquiry Question | Core Knowledge | Disciplinary Concepts | Substantive Themes | Core Vocabulary | Suggested Activities | Suggested Texts & Resources |
|---|---|---|---|---|---|---|
| **Lesson 1: Who was Florence Nightingale and why is she remembered?** | Florence was a nurse in the **Crimean War**, improved hygiene, reduced infection, and was called **"the lady with the lamp."** Hospitals were dirty before her work. | Significance; Chronology | Innovation; Society | nurse, Crimea, infection, hygiene, lamp | **Lesson 1**Mode A: Introduce Florence Nightingale using timeline and story.<br>Mode B: Paired discussion about why she is remembered.<br>Mode C: Hospital role-play area.<br>Writing: Sentence explaining importance.<br>Oral: Talk partners with stems ("She is remembered because…").<br>Success criteria: explain impact clearly. | Biography texts |
| **Lesson 2: Why was Florence Nightingale's work important?** | She improved cleanliness, trained nurses, advised hospitals, and was awarded a medal by Queen Victoria. | Cause & consequence; Significance | Innovation; Power | hospital, clean, improve, medal | **Lesson 2**Mode A: Teach improvements to hospitals.<br>Mode B: Discuss impact of changes.<br>Mode C: Improve hospital role-play setup.<br>Writing: Explanation sentence.<br>Oral: Would you rather work in an old or new hospital? Justify. | |
| **Lesson 3: Who was Mary Seacole and how was she similar or different?** | Mary Seacole was from **Jamaica**, used her own money to help soldiers, used knowledge of healing, and overcame barriers. | Similarity & difference; Significance | Belief & culture; Diversity; Everyday life | Jamaica, cure, disease, mixed-race | **Lesson 3**Mode A: Introduce Mary Seacole.<br>Mode B: Compare Florence and Mary.<br>Mode C: Care station role-play.<br>Writing: Comparison sentence.<br>Oral: Agree–Build–Challenge comparing their work. | Biographies |
| **Lesson 4: How did Florence Nightingale and Mary Seacole change nursing?** | Both improved care for soldiers. Florence improved hospitals; Mary provided direct care and healing. Both showed determination and care. | Change & continuity; Cause & consequence; Similarity & difference | Innovation; Belief & culture; Society | change, care, similar, different | **Lesson 4**Mode A: Model comparison and impact.<br>Mode B: Structured comparison discussion.<br>Mode C: Medical museum provision.<br>Writing: Two-sentence comparison.<br>Oral: Opinion line – who had the biggest impact? Justify. | |
| **Assessment: How did they change nursing?** | They made nursing **cleaner, safer and more organised**, and helped people see nursing as important. | Significance; Change & continuity; Cause | Innovation; Society | change, better, because | **Assessment**<br>Mode A: Review learning.<br>Mode B: Discussion.<br>Mode C: Create medical museum.<br>Writing: Biography booklet.<br>Oral: Consensus circle explaining how nursing changed. | |

**Unit 5: How has our local area changed over time?**

| Inquiry Question | Core Knowledge | Disciplinary Concepts | Substantive Themes | Core Vocabulary | Suggested Activities | Suggested Texts |
|---|---|---|---|---|---|---|
| **Lesson 1: What is our area like today?** | Local area includes **streets, landmarks, shops and community spaces**. | Evidence & interpretation | Place; Community | local, landmark | **Lesson 1**Mode A: Model map reading.<br>Mode B: Local walk and discussion.<br>Mode C: Map-based play.<br>Writing: Label map.<br>Oral: Talk partners describing local area using stems. | *My Street* |
| **Lesson 2: What was it like in the past?** | Old photos/maps show changes in buildings and land use. | Change & continuity | Place; Identity | past, old | **Lesson 2**Mode A: Show photos/maps.<br>Mode B: Compare past and present.<br>Mode C: Photo exploration area.<br>Writing: Caption.<br>Oral: Pass and go describing changes. | |
| **Lesson 3: Why has it changed?** | Changes due to **people, transport, technology and needs**. | Cause & consequence | Community; Innovation | change, because | **Lesson 3**Mode A: Teach causes of change.<br>Mode B: Discussion.<br>Mode C: Build model town.<br>Writing: Sentence.<br>Oral: Sometimes / Always / Never ("Places always change"). | |
| **Lesson 4: What is the same and different?** | Some landmarks remain, others change over time. | Similarity & difference | Identity | same, different | **Lesson 4**Mode A: Model comparison.<br>Mode B: Sorting activity.<br>Mode C: Exploration tasks.<br>Writing: Comparison sentence.<br>Oral: Agree–Build–Challenge discussion. | |
| **Assessment** | Local area changes over time but keeps identity. | Change; Cause; Evidence | Place; Identity | because | **Assessment**<br>Mode A: Review.<br>Mode B: Discussion.<br>Mode C: Create tourist leaflet.<br>Writing: Tourist leaflet.<br>Oral: Opinion line – "Our area has changed a lot." | *A Walk in London* |