

Year R

Year R - Autumn 1

Milestone LO

ELG: Understanding the world

Past and present:

- Talk about the lives of people around them and the roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Settlements – location	Know that <ul style="list-style-type: none"> • their immediate environment is school, home, places they visit regularly, the people they live with (park, attractions, shops). 	Know how <ul style="list-style-type: none"> • to observe, looking at the world around us, noticing similarities and differences e.g. the difference and similarity between dwellings, people and one another (culture).
Chronology		
Similarities and differences		
Vocabulary	Inhabit, house, live, build, old, new, same, different, Victorian, Georgian, modern Key texts: Peepo	
Enrichment & wider development	<ul style="list-style-type: none"> • Enhanced provision to include different types of dwellings within small world play, different representations of people • Books about houses and homes from the past 	

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Year R - Autumn 2

Milestone LO

ELG: Understanding the world

Past and present:

- Talk about the lives of people around them and the roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past

Compare and contrast characters from stories, including figures from the past

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society – culture and past-times, beliefs	Know that... <ul style="list-style-type: none"> • <i>their immediate environment is school, home, places they visit regularly, the people they live with (park, attractions, shops). Revisit Year R Autumn 1:</i> • there are other significant people within the world, not just them (family, important members of the community; teacher, church leader, emergency services, public sector workers, farmers) • significant people have roles in society which help others and improve things: doctors help sick people, teachers educate children, public sector workers help us to live our lives safely, farmers provide food. • significant people in the past and today have the same role and purpose • the differences between significant people in the past and today have changed because of advances in the modern world: medicine, technology, farming. 	Know how... <ul style="list-style-type: none"> • <i>to observe, looking at the world around us, noticing similarities and differences (Revisit Autumn 1)</i> • Know how sources of information (books, stories, internet) can tell us about significant people today and in the past • Know how sources can provide different types of information and that all sources help us to think about the world around us
Settlements – food and farming, location		
Vocabulary	significant, important, community, helping, impact, past, present Key texts: little people, big dreams series, little red hen, Percy park keeper Drivers: people who help us, autumn animal adventures (vet, farming)	
Enrichment & wider development	<ul style="list-style-type: none"> • Visits from public sector workers and significant individuals • Visits to churches (link to Christmas) • Attend to the animals onsite with the farmer (Trevor Kill) • Shoe box appeal- providing gifts for other children to promote the important role of charity and how we give something back • Visit from Percy park keeper • Sending Christmas cards to local businesses- dentist, vets, doctors, pre-school thanking them for their work. 	



Year R - Spring 1

Milestone LO

ELG: Understanding the world

Past and present:

- **Talk about the lives of people around them and the roles in society**
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, **including figures from the past**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that...	Know how...
Similarities and differences	<ul style="list-style-type: none"> • <i>significant people have roles in society which help others and improve things (emphasis on charity) (Autumn 2)</i> • <i>Family trees show who is related to one another (Autumn 1)</i> • the Monarchy is Britain’s national identity; unique to Britain. • there have been multiple monarchs in the past, some of whom have now died. • King Charles is our current Monarch and know why he is important; he is the head of state, approves laws, charity work. • Queen Elizabeth was the last reigning Monarch before King Charles, she was his mother and he next in line for the throne. • family trees help me to understand generations and relationships between family members 	<ul style="list-style-type: none"> • historical accounts are documented through newspaper articles, diaries, photographs, drawings and paintings. • records are created by authors.
Society – monarchy, significant individuals		
Vocabulary	Monarchy, represent, significant, sequence, relation, importance, law, government, royal family, King Charles, Queen Elizabeth Key texts: Queen Elizabeth text,	
Enrichment & wider development	<ul style="list-style-type: none"> • Kings and Queens role play • Hot seating with a queen/king (AI) • Visit from a ‘real queen’ • Little people big dreams text • Newspaper reports/artefacts from the past (coronation, death of QE) 	



Year R - Spring 2

Milestone LO

ELG: Understanding the world

Past and present:

- Talk about the lives of people around them and the roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology Cause and Effect Similarities and differences Settlements	Know that <ul style="list-style-type: none"> • a farmer is someone who takes care of the land and animals and provides produce for human consumption • farming is a profession that has been around for a long time • there have been changes in farming: machinery, agriculture, produce, technology 	Know how <ul style="list-style-type: none"> • similarities and differences define past and present
Vocabulary	farmer, land use Key texts: Farmer Duck,	
Enrichment & wider development	<ul style="list-style-type: none"> • Real food in role play areas • Allotment visit • Gardener Moira Wallace to visit to talk about how to grow your own produce • Children growing their own produce within school 	



Year R - Summer 1

Milestone LO

ELG: Understanding the world

Past and present:

- Talk about the lives of people around them and the roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society – significant figures, culture and past-times, beliefs	Know that <ul style="list-style-type: none"> • the role of a significant individual (zookeeper) has changed over time • there can be positive and negative changes from past that have impacted the world we live in today • some situations or events are familiar to us now 	Know how... <ul style="list-style-type: none"> • <i>historical accounts are documented through newspaper articles, diaries, photographs, drawings and paintings. (Autumn 1)</i> • <i>I can make sense of similarities and differences both past present. (Autumn 1)</i>
Vocabulary	significance, change, positive, negative, impact, Key texts: The Zoo,	
Enrichment & wider development	<ul style="list-style-type: none"> • David Attenborough documentary online • Zoo lab coming into school • Minibeast roadshow 	



Year R - Summer 2

Milestone LO

ELG: Understanding the world

Past and present: Living memory

- Talk about the lives of people around them and the roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Development matters, children in reception will:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology: significant events Cause and effect Society: significant individuals, beliefs and culture	Know that... <ul style="list-style-type: none"> • <i>their immediate environment is school, home, places they visit regularly, the people they live with (park, attractions, shops).(Autumn)</i> • the first year of school is a significant event within their own life • this event has shaped their lives so far; friendships, knowledge, experiences, independence, relationships • when they are in year 1, EYFS will be a past event. • the events from EYFS are ordered chronologically, when they happened. 	Know how... <ul style="list-style-type: none"> • reflection enables historians to consider what has gone before and use this to explain the past. • questions enable us to deepen our understanding (our experiences)
Vocabulary	event, time, past, passing of time, then, academic year, month, beginning, end, during, throughout	
Enrichment & wider development	<ul style="list-style-type: none"> • Presentation to parents about their time in year R- events that have occurred and how they have changed • Picnic with new year R starters- what will you learn in year R • Produce a year R prospectus for new families and children • Communicate what life is like in year R to the new pre-school starters during transition sessions 	



Year 1

Year 1 - Autumn 1		
Milestone LO Changes within living memory		
Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that	Know how...
Society: culture and past-times	<ul style="list-style-type: none"> the past is something that has already happened and cannot be changed. chronology is arrangement of events in sequential order of when they happened. historical events can be described using: before, after, old, new, now, then, yesterday, earlier, later. 	<ul style="list-style-type: none"> different kinds of evidence, artefacts and tools are used to measure the dating of events and times. questions are used to find out information about the past from a primary source (care home residents)
Settlements – food and farming		
Vocabulary	before, after, old, new, now, then, yesterday, earlier, later Possible drivers to teach this knowledge: Beatrix Potter linked to reading mapping, archaic texts	
Enrichment & wider development	<ul style="list-style-type: none"> Care home visit- Oak Tree Lodge; meet residents and discuss their past experiences Magic Grandad BBC Teach 	



Year 1 - Autumn 2

Milestone LO Changes within living memory		
Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> the past is something that has already happened and cannot be changed (Autumn 1). chronology is arrangement of events in sequential order of when they happened. (Autumn 1) a decade is a period of ten years. the changes between decades have influenced music, toys, television, fashion, computing and technology. music, toys, television, computing and technology look different in today's society to how they looked in the past and how this differs within each decade studied. a primary source of information conveys first-hand experience of an event or time period a secondary source of information conveys experience of others or second-hand information; often synthesising primary sources 	Know how... <ul style="list-style-type: none"> sources of information (books, stories, internet) can tell us about significant people today and in the past (Year R) to explore artefacts as a form of a primary source, used to find out more. to make a comparison between a decade, thinking critically. to make sense of the similarities and differences within different decades.
Similarities and differences		
Society: culture, past-times and beliefs		
Settlements – land use		
Vocabulary	before, after, old, new, now, then, yesterday, earlier, later, decade, period,	
Enrichment & wider development	<ul style="list-style-type: none"> Staff/parents born in 80's to visit classrooms History centre; toys and books old and new- history box 	



Year 1 - Spring 1

Milestone LO

Significant events/Significant individuals

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society: culture, beliefs and past-times Similarities and differences	Know that... <ul style="list-style-type: none"> • <i>music, toys, television, computing and technology look different in today's society to how they looked in the past and how this differs within each decade studied. (Autumn 2)</i> • a significant individual or event becomes significant because it is: - <ul style="list-style-type: none"> ○ remarkable (important or notable event or person) ○ results in change, ○ revealing (tells us about a person's time) ○ remembered ○ resonant/ripples (having an effect on future generations) 5 R's 	Know how... <ul style="list-style-type: none"> • to investigate and interpret evidence from a primary and secondary source. • historians gather potentially insignificant information which can then reveal something significant. • historians draw on information to determine what or who is significant • interpretations based upon factors such as perspectives can be reassessed or revised with further information. • historians ask questions about the past and tie it to present experiences to examine information and make conclusions on significance
Vocabulary	Possible drivers to teach this knowledge: Neil Armstrong, Russian Ludmila Teresckova (1963), Gagarin, space dog Laika,	
Enrichment & wider development		



Year 1 - Spring 2

Milestone LO

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society – culture, past-times and beliefs	Know that... <ul style="list-style-type: none"> • <i>a significant individual or event becomes significant because it is: (Spring 1)</i> <ul style="list-style-type: none"> ○ <i>remarkable (important or notable event or person)</i> ○ <i>results in change,</i> ○ <i>revealing (tells us about a person's time)</i> ○ <i>remembered</i> ○ <i>resonant/ripples (having an effect on future generations) 5 R's</i> 	Know how... <ul style="list-style-type: none"> • primary and secondary sources are used differently to find out about an event from the past. • historians look for cause and effect to help explain how and why events have happened. • to ask questions to draw conclusions about the past. • primary sources of information and their accessibility have changed over time.
Chronology		
Vocabulary	source, primary, secondary, same, different, impact, change, past, Possible drivers to teach this knowledge: Eugenie Clark, Jacques Cousteau,	
Enrichment & wider development	<ul style="list-style-type: none"> • Visit from a history student (Hounslow secondary, Winchester Uni/Southampton Uni); talking about historical enquiry skills • Visit to a local library • Look at the online national archives (.gov.uk) 	



Year 1 - Summer 1

Milestone LO

Events beyond living memory that are significant nationally or globally

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology – significant events Society – significant individuals and culture Settlements – travel and exploration	Know that <ul style="list-style-type: none"> • an event beyond living memory is one which has occurred over 80-100 years ago. • time periods can be described as a century; 100 years. • a significant individual from a past century still has an effect on future generations (resonant, remembered) 	Know how... <ul style="list-style-type: none"> • <i>primary and secondary sources are used differently to find out about an event from the past. (Spring 2)</i> • <i>historians look for cause and effect to help explain how and why events have happened. (Spring 2)</i> • <i>to ask questions to draw conclusions about the past. (Spring 2)</i>
Vocabulary	Possible drivers to teach this knowledge: Christopher Columbus	
Enrichment & wider development	<ul style="list-style-type: none"> • AI generated questions and answers • Hot seating role play opportunities • BBC bitesize episode- who was Christopher Columbus 	



Year 1 - Summer 2

Milestone LO

Events beyond living memory

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology Society – significant individuals	Know that <ul style="list-style-type: none"> • an event beyond living memory is one which has occurred over 80-100 years ago. (Summer 1) • names are given to a group of individuals from a period of time that represents the actions they undertook (pirates) • an age is a designated period of time. 	Know how... <ul style="list-style-type: none"> • historians can use primary sources to inform us about society, life, routines in the past.
Vocabulary	age, beyond living memory, Possible drivers to teach this knowledge: Anne Bonny,	
Enrichment & wider development	<ul style="list-style-type: none"> • Present to year 4 (who are studying Vikings) to come down, children to share knowledge • Pirate artefacts- history box • Treasure hunt with orienteering • Orienteering through sports partnership (PP pupils) 	



Year 2

Year 2 - Autumn 1

Milestone LO

Changes within living memory

Lives of significant individuals who have contributed to human experiences across time and place

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Settlement – travel and exploration	Know that... <ul style="list-style-type: none"> • <i>Neil Armstrong is a significant person (Year 1):</i> • travel began by human foot • the first vehicles for travel were horse and cart • significant individuals change the way we travel today • there was once a time when there was no mechanical transport • there were different experiences for different people (wealth, class, location) • travel has evolved as a result of improved engineering; manufacturing design, imports and exports 	Know how... <ul style="list-style-type: none"> • sources of evidence, to gather information about travel within the last 100 years, are used and know how it has changed between periods (comparing and contrasting) • the work of others can be used to predict how the past will improve the future (change the future).
Society – culture and past-times		
Similarities and differences		
Chronology		
Vocabulary	Change, improve, compare, evolve, similar, different Key texts or drivers: The Wright Brothers, Emelia Earhart,	
Enrichment & wider development	<ul style="list-style-type: none"> • Airplane simulator • Flight museum in Southampton • Aviation museum Bournemouth • Visit from pilot or air traffic controller • Online tour of the docks- to highlight imports and exports within our local area 	

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Year 2 - Autumn 2

Milestone LO

The lives of significant individuals in the past who have contributed to national and international achievement
 Significant historical events, people and places in their own locality
 Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that...	Know how...
Similarities and differences	<ul style="list-style-type: none"> • <i>significant people in the past and today have the same role and purpose. (Year R)</i> • <i>significant people have roles in society which help others and improve things: doctors help sick people, teachers educate children, public sector workers help us to live our lives safely, farmers provide food. (Year R)</i> 	<ul style="list-style-type: none"> • <i>interpretations based upon factors such as perspectives can be reassessed or revised with further information. (Year 1)</i>
Cause and effect		<ul style="list-style-type: none"> • historians draw conclusions and make comparisons from information gathered from both primary and secondary sources.
Society – culture and past-times, conflict, significant individuals	<ul style="list-style-type: none"> • the lives of significant individuals were impacted through significant events such as war. • war is a conflict between countries or different groups within a country. • the Crimean war occurred from 1853-1856. • significant individuals cultural and socio-economic experiences were shaped by the time period from which they were around. 	<ul style="list-style-type: none"> • historians show curiosity to find out about individuals outside of their immediate locality.
Vocabulary	Florence Nightingale, Mary Seacole, Crimean war, war, conflict, change, similarity, different,	
Enrichment & wider development	<ul style="list-style-type: none"> • Visit from a modern day nurse/doctor • Poppy appeal British Legion • Thank you letters to Southampton Hospital 	



Year 2 - Spring 1

Milestone LO

Events beyond living memory that are significant nationally or globally.

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

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that...	Know how...
Cause and effect	<ul style="list-style-type: none"> • <i>there were different experiences for different people (wealth, class, location) (Year 1)</i> 	<ul style="list-style-type: none"> • <i>historians ask questions about the past and tie it to present experiences to examine information and make conclusions on significance (Year 1)</i>
Similarity and difference	<ul style="list-style-type: none"> • the timeline of the Titanic. • the Titanic sank because it hit an iceberg; it filled with water, sunk and snapped in two. 	<ul style="list-style-type: none"> • <i>historians draw conclusions and make comparisons from information gathered from both primary and secondary sources (Autumn 2 Year 2).</i>
Settlements – location, travel and exploration	<ul style="list-style-type: none"> • the term class means a system of ordering society whereby people are divided into sets based on perceived social or economic status. 	<ul style="list-style-type: none"> • historians use artefacts within context (to add more information to text based primary sources to increase understanding).
Society – culture and past-times	<ul style="list-style-type: none"> • the class from which people were divided had a direct effect on their experiences during significant events (Titanic; room, location, food, drink, access to facilities including lifeboats) 	<ul style="list-style-type: none"> • To use the knowledge of the significant event (Titanic), to make inferences which can be used in debate • to gather evidence to answer questions (historical enquiry)
Vocabulary	Titanic, significance, class, society	
Enrichment & wider development	<ul style="list-style-type: none"> • Trip to Sea City museum • Descendent (Andy Skinner) to share family’s history of his grandparent as a baby on the Titanic • Obtain Titanic box of artefacts from Titanic centre • End of year performance; sharing knowledge of ‘class’ experiences on board the titanic 	



Year 2 - Spring 2

Milestone LO		
Events beyond living memory		
Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society – culture and past-times Settlements – land use Chronology Similarities and differences Cause and effect	Know that... <ul style="list-style-type: none"> • <i>The capital city of England is London (Year 1/2 Geography)</i> • the timeline of the event of the GFoL • The fire started in Puddling Lane in a bakery by Thomas Farrinor on 2nd September 1666 and lasted for 4 days. • the major firefighting technique at the time was- creating firebreaks. • This critically delayed stopping the fire, which was caused by the indecisiveness by the lord mayor. • This meant the fire became large scale and spread quickly, causing lots of damage to many buildings in London. • the time period/event being studied dictates the sources of evidence available for historians- IN the case of the GFOL, these were weather reports, paintings, drawings, diary entries, newspaper articles- • the type of evidence influences what we know about the event and how we learn about it. 	Know how <ul style="list-style-type: none"> • insignificant sources of evidence (diary entries) become significant because of the event • historians can interpret and infer from sources of evidence to draw conclusions- examining weather reports, maps and aerial photographs can enable us to suggest why the fire spread quickly and lasted so long. • sources of evidence enable historians to enquire about the past and ask questions to draw conclusions- investigating the ways people of London tried to stop the fire • sources of evidence enable historians to compare and contrast, and debate: can we find out everything we need to know about the GFOL by reading the King’s declaration or Samuel Pepys’ diary? • the validity of a source becomes more reliable if it is an eye-witness account (the author was there, the author had context). • to use validity of sources to justify conclusions. • information and evidence enable historians to make sense of similarities and differences (explaining to London residents in 1666 how firefighting methods and building structures have improved)
Vocabulary	Key texts or drivers: GFOL, validity, conclusions, eye-witness, first hand, examine,	
Enrichment & wider development	<ul style="list-style-type: none"> • Making bread • Rainbow theatre- immersive experience: GFOL • History centre- GFOL history box 	



Year 2 - Summer 1

Milestone LO

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Society – monarchy, politics, beliefs Settlements – location Chronology Similarities and differences	Know that... <ul style="list-style-type: none"> • <i>the Monarchy is Britain’s national identity; unique to Britain. (Year R)</i> • <i>Queen Elizabeth was the last reigning Monarch before King Charles (Year R)</i> • Queen Victoria was the reigning monarch from 20th June 1837 until her death in 1901. Her reign was 63 years and 216 days. Known as the Victorian era. • Victorian era is identified as the time during which Queen Victoria reigned. • Queen Victoria; was 18 years old when she took the throne, was married, had 9 children and 40 grandchildren, lived on the Isle of Wight Osborne House and then Balmoral. She rarely appeared in public. • Queen Elizabeth and Queen Victoria have similarities and differences within their roles and contexts; families, duties, commitments, charitable work, presence within society/media. 	Know how... <ul style="list-style-type: none"> • <i>historians ask questions about the past and tie it to present experiences to examine information and make conclusions on significance (Year 1)</i> • historians can interpret and infer from sources of evidence to draw conclusions- examining biographies, websites, artefacts, paintings, synthesised knowledge organisers (revisit primary and secondary sources) to find out about a person.
Vocabulary		
Enrichment & wider development	<ul style="list-style-type: none"> • Presentation to Year R on knowledge of the monarchy family tree 	



Year 2 - Summer 2

Milestone LO

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Settlements Society – cultures, beliefs and past-times Chronology Similarities and differences	Know that... <ul style="list-style-type: none"> • <i>the Victorian era is identified as the time during which Queen Victoria reigned (Summer 1) .</i> • during the Victorian era the experiences of individuals within society were different: <ul style="list-style-type: none"> ○ Schooling; value of education system, gender inequality, structure of the school day/classroom, the role of a teacher, the methods in which the children learnt ○ Travel; bikes were of basic construction, had no seats, horse trams appeared, railway infrastructure broadened and improved routes to London ○ Fashion; male and female clothing was very identifiable, restrictive, suits for men and dresses for women ○ Leisure; outdoor sports, gallery visits ○ Facilities; toilets, technology within the home ○ Food and farming; little importation, seasonal, class based, food given as gifts, meat not accessible for the those in poverty 	Know how... <ul style="list-style-type: none"> • <i>historians ask questions about the past and tie it to present experiences to examine information and make conclusions on significance (Year 1)</i> • <i>historians can interpret and infer from sources of evidence to draw conclusions (Summer 1)</i> • <i>information and evidence enable historians to make sense of similarities and differences (Spring 2) (creating a Victorian menu for upper and lower class family, a menu in a restaurant is... justify who this would have been for and the season from which it would have been eaten)</i> • <i>sources of evidence enable historians to compare and contrast, and debate (Spring 2) (children today know more today than from the Victorian era, how would you respond. Victorian boys know more than Victorian girls, prove it)</i>
Vocabulary		
Enrichment & wider development	<ul style="list-style-type: none"> • History box • Victorian dress up day • Reading museum virtual session 	

