



History

Key Principles:

Intent

History is all around us. The study of history ignites children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We aim to offer a high-quality history education to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To ensure that this happens, the children will revisit key threads of knowledge through the different periods of history they cover. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. We want to inspire pupils’ curiosity to know more about the past and encourage them to question and investigate. We want to develop a strong understanding within our children of where they fit in within the historical timeline and our goal is to provide children with the opportunities to look back through their education and use prior knowledge to make links. The children will learn about chronology, significant historical events and people, considering connections, contrasts and trends over time. Children should be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Implementation

History is taught as a blocked topic during immersion weeks throughout the year, (alongside Geography) so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Rome, Egypt and the Mayans. Through teaching history in an immersion link we are able to utilise Literacy time to establish cross-curricular links. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and demonstrate skills. Within our knowledge-rich approach, there is a strong emphasis on adapting our lessons, giving children the opportunity to take part in educational visits and have visitors to school to bring history to life and study the impact history has on us- allowing us to hang our learning on experiences that will enthuse the children further. The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.

What we teach and why	Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do
<p style="text-align: center;">Topic Title National Curriculum Skill Key Knowledge/Vocabulary</p>	

Sequence of Lesson (Learning Objectives)			we hang the learning on to make it exciting? Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..
Autumn	Spring	Summer	
Nursery			
Knowledge Threads Government Military Religion <ul style="list-style-type: none"> Different religious celebrations. Social, Economical, Scientific and Cultural <ul style="list-style-type: none"> Seasides Their own families and people important to them. Jobs of people that help them. Important figures and events in History		Skills Threads Chronological understanding <ul style="list-style-type: none"> Understanding the difference between past and present Continuity and change <ul style="list-style-type: none"> Identify things that are from the past or the present. Historical Interpretations <ul style="list-style-type: none"> Explore a range of different ways to find out about the past. Historical Enquiry <ul style="list-style-type: none"> Can share things learnt about the past verbally. Historical Significance <ul style="list-style-type: none"> Identify things from the past that we still use today. 	
<u>Topic Title</u> Aut 1: All About Me Aut 2: Nursery Rhymes and Celebrations <u>Links to DM</u> <u>Birth to Three</u>	<u>Topic Title</u> Spr 1: People who help us Spr 2: Colours and Patterns <u>Links to DM</u> <u>Birth to Three</u>	<u>Topic Title</u> Sum 1: Bears Sum 2: Seaside <u>Links to DM</u> <u>Birth to Three</u>	During settle sessions we ask parents/carers about the child's cultural and religious background so we can

<ul style="list-style-type: none"> •Make connections between the features of their family and other families •Notice differences between people <p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> •Begin to make sense of their own life-story and family’s history •Continue developing positive attitudes about the differences between people •Begin to describe a sequences of events, real or fictional using words such as ‘first’..’then’... <p><u>Key Knowledge & Vocabulary</u></p> <p>Children will talk about the different members of their family. They will learn the names of different festivals and events throughout the year.</p> <p><u>Sequence of Lessons</u></p> <p>Children will talk about their families and people who are important to them. The children will use iPads, books and interactive whiteboard to learn about different festivals and celebrations. They will make poppies for Remembrance Sunday and talk about why we do this. They will learn about the birth of baby Jesus and learn songs to perform in the Christmas nativity.</p> <p><u>How does this link build on previous learning?</u></p>	<ul style="list-style-type: none"> •Make connections between the features of their family and other families •Notice differences between people <p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> •Show interest in different occupations •Understand the key features of the life cycle of a plant and animal •Continue developing positive attitudes about the differences between people •Begin to describe a sequences of events, real or fictional using words such as ‘first’..’then’... •Enjoy listening to longer stories and can remember much of what happens <p><u>Key Knowledge & Vocabulary</u></p> <p>Children will continue to learn the names of different events and festivals.</p> <p><u>Sequence of Lessons</u></p> <p>During the topic of people who help us they will look at the different professional uniforms and how these have changed over time. Children will learn about Chinese New Year and help to make a Chinese Dragon.</p> <p><u>How does this link build on previous learning?</u></p>	<ul style="list-style-type: none"> •Make connections between the features of their family and other families •Notice differences between people <p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> •Begin to make sense of their own life-story and family’s history •Show interest in different occupations Understand the key features of the life cycle of a plant and animal •Continue developing positive attitudes about the differences between people •Begin to describe a sequences of events, real or fictional using words such as ‘first’..’then’... •Enjoy listening to longer stories and can remember much of what happens <p><u>Key Knowledge & Vocabulary</u></p> <p>Children will continue to learn the names of different events and festivals.</p> <p><u>Sequence of Lessons</u></p> <p>Look at teddy bears from past and present. Discuss the teddy bears the staff had when they were younger and children discuss the bears they have now. During the Seaside topic we will research visits to the beach and how this has changed over time – beach huts, ice cream huts, building sandcastles, donkey rides.</p> <p><u>How does this link build on previous learning?</u></p>	<p>accommodate for this during sessions. Children are set Talking Homework asking them to draw /talk about their family members.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>
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Reception

Knowledge Threads	Skills Threads
<p>Government</p> <ul style="list-style-type: none"> • Learning about the Queen 	<p>Chronological understanding</p>

Military

- Aircraft used in army, navy and RAF.

Religion

- Different religious celebrations.

Social, Economical, Scientific and Cultural

- Different roles within the aviation industry.
- Members of households.
- Introduced to the moon landing

Important figures and events in History

- Introduced to Neil Armstrong and moon landing.
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- Can order the events of their own life.
- Identify members of their family when they were younger.

Continuity and change

- Identify changes from when their parents were young to now.

Historical Interpretations

- Explore a range of different ways to find out about the past.

Historical Enquiry

- Can share things learnt about the past verbally.

Historical Significance

- Identify things from the past that we still use today.

Topic Title

Local Environment

Links to DM

Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.

Key Knowledge &

Vocabulary

Members of family, different jobs.

Sequence of Lessons

When the children first begin we discuss who is in their family and who they live with.

Topic Title

Changes

Links to DM/ELG

Children in Reception

- Comment on images of familiar situations in the past.
- Talk about the lives of the people around them and their roles in society;
- Compare and contrast characters from stories, including figures from the past.
- Children talk about past and present events in their own lives and in the lives of family members.
- 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

Topic Title

Links to DM and ELG

Children in Reception

- Compare and contrast characters from stories, including figures from the past.
- Children talk about past and present events in their own lives and in the lives of family members.
- 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

Key Knowledge &

Vocabulary

Sequence of Lessons

Throughout the year we make notes for their learning journals and videos for Tapestry of the children talking about past and present events.

In November we learn about Remembrance Day and make poppy crafts.

As we learn about Eid, Chinese New Year, Christmas, Easter and Diwali we discuss our own religions within the class.

<p>When learning about road safety and people who help us we discuss the different jobs they do.</p> <p><u>How does this link build on previous learning?</u></p> <p>The children will not only talk about who is in their household but begin to talk about their wider family.</p> <p>The children will learn about the different jobs they might do when they are older building on nursery just learning about people who help us.</p> <p><u>Topic Title</u> Up in the Air</p> <p><u>Links to DM</u></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p><u>Key Knowledge & Vocabulary</u></p> <p>The names of different jobs related to aircraft.</p> <p><u>Sequence of Lessons</u></p> <p>When learning about aircraft, the children will learn about different jobs that use aircraft such as RAF, the army, air sea rescue, etc.</p> <p>We look at the moon landing when discussing space and introduce the children to Neil Armstrong. We watch the video and discuss what was said and how it was a long time ago.</p> <p><u>How does this link build on previous learning?</u></p>	<p><u>Key Knowledge & Vocabulary</u></p> <p>Children will know how they have changed. Baby, child, adult.</p> <p><u>Sequence of Lessons</u></p> <p>We ask the parents to send in a photo of their child when they were a baby. We discuss as a class how they have changed and what they could do then compared to what they can do now.</p> <p>The children complete timeline projects at home and we discuss the changes that have occurred.</p> <p>The children receive a variety of postcards from around England and other countries. The children see where the Queen lives and we talk about the rulers of other countries too.</p> <p><u>How does this link build on previous learning?</u></p> <p>Not previously taught.</p>	<p>Discuss the lawn mower used in the story- Jasper's Beanstalk. Look at older lawnmowers and discuss how they are similar and different.</p> <p>Look at the nursery rhymes- Wee Willie Winkie and Hickory Dickory Dock. Discuss the differences between the past and present. Look at older clocks and candle holders and discuss why they were like that.</p> <p><u>How does this link build on previous learning?</u></p>	<p>Homework project for Spring- make a timeline of their life so far.</p> <p>Roleplay using items from past and present.</p> <p>Discussing and sharing books from staff's childhoods.</p>
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Year 1

Knowledge Threads	Skills Threads
<p>Government</p> <ul style="list-style-type: none"> Who rules our country – Queen Elizabeth II is our queen, but actually the country is ruled by the Prime Minister, idea that people vote for him similarly to how we vote for House Captains etc... <p>Military</p> <ul style="list-style-type: none"> Different roles within the military- soldier, navy, RAF pilots. <p>Religion</p> <ul style="list-style-type: none"> Different religions in our class and country and buildings related to these. <p>Social, Economical, Scientific and Cultural</p> <ul style="list-style-type: none"> Jobs of different people in my community. Members of my family. Focus on Victorian times and present day - Past-times at the beach; such as objects and toys used for entertainment. Use of the promenade. Food they would eat at the seaside. Shows and other forms of entertainment. Clothing. <p>Important figures and events in History</p> <ul style="list-style-type: none"> Learning about the creator of the phonograph - Thomas Edison 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Can sequence events/photos of their own life. Can clearly identify items belonging to a different period and items belonging to present. <p>Continuity and change</p> <ul style="list-style-type: none"> Can identify how their own lives have changed from the past to the present. Can compare differences between the past and the present when looking at a different period. <p>Historical Interpretations</p> <ul style="list-style-type: none"> Know a range of different ways to find out about the past. Compare adults talking about the past and how reliable their memories may be. Using stories, consider the difference between fact and fiction. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Find answers to simple questions using a source of information - writing, picture, object, music, video. <p>Historical Significance</p> <ul style="list-style-type: none"> Identify things from the past that we still use today.

<p>Topic Title</p> <p align="center"><u>ALL ABOUT ME</u></p> <p>Links to NC Explain how some people have helped us to live better lives</p> <p>Recognise how they have changed since they were born</p>		<p>Topic Title</p> <p align="center"><u>SEASIDES & HOLIDAYS</u></p> <p>Links to NC Explain what an object from the past might have been used for</p> <p>Identify old and new things in a picture</p>	<p>Autumn</p> <p>'Jobs Day' – visitors from the local community in school to talk about their jobs.</p> <p>Continuous Provision - Role Play Corner Vets Fire Station</p>
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Key Knowledge &

Vocabulary

family, siblings, family tree, growth jobs

Sequence of Lessons

Autumn 1

Things that influence me

L.O. I can talk about my family members and make a family tree to show the members of my family.

L.O. I am learning to sequence the members of my family, understanding that my family is a life timeline.

L.O. I am learning about different religions and religious buildings within my community.

L.O. I am learning to use sources of information to explore religious buildings.

L.O. I am learning about how our country is ruled.

L.O. I am learning to use sources of information to help me understand how our country is ruled.

L.O. I am learning about different jobs (military, social, cultural and economic)

L.O. I am learning to use sources of information to identify and talk about jobs.

L.O. I am learning about the jobs people have to care for us in my local community.

L.O. I am learning to use sources of information to explore and talk about jobs in my community.

L.O. I am learning about different jobs in my community by talking to adults about their jobs. (JOBS DAY)

L.O. I am learning to compare adults talking about the past and how reliable their memories may be.

L.O. I can think about a job that I would like to have when I am older. **(End Point)**

Autumn 2

How I develop

L.O. I am learning about how humans change as we grow.

Ask and answer questions about old & new objects

Recognise some objects belonged to the past

Key Knowledge &

Vocabulary

seaside, beach, holidays, promenade, pier, seaside features, entertainment

Sequence of Lessons

L.O. I am exploring seaside holidays past and present.

L.O. I am learning to use sources of information to help me look back into the past and talk about what I see.

L.O. I am learning to use a range of different ways to find out about the past.

L.O. I am learning about the objects we take with us to the seaside now and compare them to those used in the past.

(clothing, toys, food, sun protection, beach objects)

L.O. I am learning to identify things from the past that we still use today.

L.O. I am learning to compare differences between the past and the present when looking at a different period.

L.O. I am learning about the different forms of entertainment used at the seaside, past and present.

(arcades, donkey rides, moving pictures, cinema, fair rides, Ferris wheel)

L.O. I am learning to compare differences between the past and the present when looking at a different period.

L.O. I am learning to use stories, consider the difference between fact and fiction.

L.O. I am learning about a significant, historical figure – Thomas Edison.

L.O. I am learning to use stories, consider the difference between fact and fiction.

L.O. I am learning to create a postcard about my experience at the seaside. **(End Point)**

How does this link build on previous learning?

Children dress in firemen/vets uniforms and use the same objects of these jobs in role play.

Summer

Themed beach day with Punch and Judy Show

Curriculum Links

through history

(Britain & global, past

& present):

RE- Remembrance Day

- Christmas Story

- Diwali

- Easter Story

- Chinese New Year

- Shrove Tuesday

- Eid

- Harvest Festival

Skills taught within these RE/History lessons:

Historical enquiry

Historical Interpretation

Historical Significance

Change & Continuity

<p>L.O. I am learning to identify how my own life has changed from the past to the present.</p> <p>L.O. I am learning to identify how I have changed and compare myself as a baby to myself now.</p> <p>L.O. I am learning to identify how my own life has changed from the past to the present.</p> <p><u>How does this link build on previous learning?</u></p> <p>In reception, during their Changes Topic, they focus on themselves as babies and in Year 1 we continue to build on the chronological understanding and change & continuity threads explored in Reception - they observe the changes in themselves from when they were babies to now, we look at this also but we add another element by exploring the growth timeline passed ourselves. We look at the lifecycle/growth timeline across an entire life from baby to elderly.</p> <p>In reception, during their All About Me Topic & People Who Help Us Topic, they begin to explore people who are important to them (family members) and look at different uniforms worn by police officers, fire fighters, doctors, nurses etc... In Year 1 we break these areas of learning down further, looking at specific types of jobs in our society/community and link these with our own opinions. Through lessons and home projects, we explore and create timelines and family trees to show the members of our families and talk about them in detail.</p>		<p>In reception, during their Seaside Topic the children begin to explore holidays and going to the beach. They look at the types of things they take to the beach and do at the beach. In Year 1, we use this foundation knowledge to broaden our historical understanding of holidays and seaside, observing changes through different time periods. We find out about an important historical figure linking to seaside entertainment and compare holidays past and present. We use a range of skills to do this:</p> <ul style="list-style-type: none"> - Historical Enquiry - Historical Interpretation - Historical Significance 	
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Year 2

<p>Knowledge Threads</p> <p>Government</p> <p>Where do government officials live? Exploring places of resident for the prime minister and president of America.</p> <p>Where does the queen live? Exploring the homes, the queen has and discussing the differences between her homes and our homes.</p> <p>Military</p> <p>Military vehicles - what are they and what are their purposes?</p>	<p>Skills Threads</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can sequence artefacts that are within a closer period of time. • Can use dates to identify periods of time I am learning about. • Sequence events for periods I am learning about. (without dates) <p>Continuity and change</p>
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<p>Army Tank, Spitfire Plane, Light Utility Vehicles, Heavy Goods Vehicles, Submarine, Navy Ship</p> <p>Religion Religious buildings and their importance in our history.</p> <p>Social, Economical, Scientific and Cultural Adaptions of transport through time - uses of them. Types of houses and how these have developed through time.</p> <p>Important figures and events in History Wright Brothers, Christopher Columbus, Moon landing - Neil Armstrong The Great Fire of London</p>	<ul style="list-style-type: none"> • Understand what happened leading up to an event and what happened after. • Recognise why people did things in the past and what happened as a result. • Identify differences between different periods of time and how something has developed over time. <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Comparing pictures or photographs of an event in the past. • Discuss the reliability of a photo, account or story being used. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Beginning to ask own questions about a source. • Able to answer multiple questions about the past using a source. <p>Historical Significance</p> <ul style="list-style-type: none"> • Children can identify how we remember significant events. Children can identify how changes to transport and homes have improved our lives. 		
<p><u>Topic Title</u> Transport</p> <p><u>Links to NC</u> Ask and answer questions. Changes within living memory. Events beyond living memory. Lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places.</p> <p><u>Key Knowledge & Vocabulary</u> history, old, new, timeline, primary sources, secondary sources, changes, through time</p> <p><u>Sequence of Lessons</u> L.O. I am learning to identify old and new vehicles. L.O. I am learning to investigate a source.</p>	<p><u>Topic Title</u> Around the World</p> <p style="text-align: center;">GEOGRAPHY BASED TOPIC</p>	<p><u>Topic Title</u> Houses and Homes</p> <p><u>Links to NC</u> Ask and answer questions. Changes within living memory. Lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places.</p> <p><u>Key Knowledge & Vocabulary</u> old, a long time ago, through time, primary sources, secondary sources, chronological, timeline, wattle, daub</p> <p><u>Sequence of Lessons</u> L.O. I am learning about different homes. L.O. I am learning to investigate a source.</p> <p style="text-align: center;">L.O. I am learning to see how houses have developed over time.</p>	<p><u>Trips & Visitors</u> <u>Autumn</u> Trip to Think Tank Museum to explore vehicles, past and present.</p> <p><u>Summer</u> Trip to Avoncroft Museum of Buildings – Bromsgrove - exploring buildings through time.</p> <p>Great Fire of London Workshop – drama/literacy</p> <p><u>Curriculum Links through history (Britain & global, past & present):</u></p>

<p>L.O. I am learning to sequence transport vehicles over time. L.O. I can use the correct dates to the periods of time I am sequencing.</p> <p>L.O. I am learning about similarities and differences of old and new vehicles (airplanes, trains, buses) and explain why they have changed over time.</p> <p>L.O. I am learning about the technology used in cars. L.O. I am learning to look at a car in the past and now to identify changes & say why and how it has changed.</p> <p>L.O. I am learning about vehicles used by the military and the roles of these vehicles. L.O. I am learning to discuss the reliability of a source.</p> <p>End point – Poster sharing learning of the week.</p> <p><u>L.O. I am learning about the Wright Brothers & first flight.</u></p> <p>Lesson 1 L.O. I am learning to sequence facts.</p> <p>Lesson 2 L.O. I am learning to answer and ask multiple questions about the past.</p> <p>Lesson 3 L.O. I am learning to identify how changes to transport have improved our lives.</p> <p>Lesson 5 L.O. I am learning to compare photos of aircraft from the early 20th century.</p> <p><u>L.O. I am learning about the importance of Christopher Columbus and his achievements.</u></p> <p>Lesson 1 L.O. I am learning to sequence facts.</p> <p>Lesson 2 L.O. I am learning to answer and ask multiple questions about the past.</p>		<p>Lesson 1 L.O. I am learning to sequence homes over time. L.O. I can use the correct dates to the periods of time I am sequencing.</p> <p>Lesson 2 L.O. I am learning to compare a house from the past with today.</p> <p>Lesson 3 L.O. I am learning about different items in the home and can compare items used in a house from the past to a house of today.</p> <p>Lesson 4 L.O. I am learning about wattle and daub houses and comparing them with modern houses.</p> <p>End point- Victorian house diagram</p> <p><u>L.O. I am learning about the Great Fire of London and how this changed houses in the UK.</u></p> <p>Lesson 1 L.O. I am learning to sequence facts.</p> <p>Lesson 2 L.O. I am learning to understand what happened leading up to the Great Fire of London and what happened after.</p> <p>Lesson 3 L.O. I am learning about the significance the Great Fire of London has had on today's world.</p> <p><u>L.O. I am learning about government residence from around the world.</u> L.O. I am learning to ask and answer questions about a source.</p> <p>L.O. I am learning to recognise key religious buildings and talk about the development of these over time. L.O. I am learning to ask and answer questions about a source.</p> <p>End point – London's burning newspaper report.</p>	<ul style="list-style-type: none"> • Harvest • Guy Fawkes • Remembrance Day • Diwali • Eid • Christmas Story • Chinese New Year • Shrove Tuesday • Easter Story • Holi <p>Skills taught within these RE/History lessons: Historical enquiry Historical Interpretation Historical Significance Change & Continuity</p> <p>Example Sources: Autumn Term: First moon landing YouTube clips; PowerPoint Christopher Columbus; The Wright Brothers; Photographs of old cars; Millennium Point Trip; Newspaper clips; Books from topic boxes Spring Term:</p> <p>Summer Term: YouTube Great Fire of London story (see Literacy Intent) Trip to Avoncroft Museum; PowerPoints on Samuel Pepys; GFOL Workshop; Photographs of wattle and daub walls;</p>
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<p>Lesson 3 L.O. I am learning why people did things in the past and what happened as a result.</p> <p>End point – comparison of Columbus and the Wright Brothers</p> <p><u>How does this link build on previous learning?</u> Timeline Recognise old and new objects. In reception the children explore air travel - looking at hot air balloons and the moon landing.</p>		<p><u>How does this link build on previous learning?</u> Timeline / sequence of events or objects. Recognise old and new & explain how they know. Religious buildings.</p>	Books from topic boxes
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Year 3

Knowledge Threads	Skills Threads
<p>Government Romans- countries conquered, way empire is ruled Stone Age- Tribe Culture</p> <p>Military Romans- soldier, conquering Britain</p> <p>Religion Romans – Roman gods Stone Age- religious gathering, Stone Henge, Skara Brae</p> <p>Social, Economical, Scientific and Cultural Romans- daily life, homes, impact on Britain Stone Age – tools and technology, food and diet, clothing, homes</p> <p>Important figures and events in History Romans- Boudicca Stone Age – Skara Brae</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can place a period studied onto a timeline using correct dates comparing it to today. • Can sequence key events onto a timeline. • Begin to use terms AD and BC. • Can use correct terms for the different pre-historic periods. <p>Continuity and change</p> <ul style="list-style-type: none"> • Be able to compare aspects learned with our life today. • Identify reasons for and the results of people’s actions. <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Identify different ways the past is represented and what we can learn from them.

	<ul style="list-style-type: none"> • Compare different versions of the same story, identify differences. Which parts could be assumed as “true”? <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Able to answer questions using different sources. • Can observe smaller details within sources such as pictures, artefacts. • Beginning to ask questions about the past to help find out more. <p>Historical Significance</p> <ul style="list-style-type: none"> • Can identify examples of time period covered within today’s society.
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<p><u>Topic Title</u> Italy and the Romans</p> <p><u>Links to NC</u> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Use a timeline within a specific period of history to set out the order that things may have happened</p> <p>Explain some of the times when Britain has been invaded</p> <p>Use research skills to find answers to specific historical questions</p> <p>Research in order to find similarities and differences between two or more periods of history</p> <p><u>Key Knowledge & Vocabulary</u> Roman, empire, invade, resist, Italy, ancient, Europe, Mediterranean, Boudicca</p> <p><u>Sequence of Lessons</u></p>	<p><u>Topic Title</u> The Stone Age</p> <p><u>Links to NC</u> Describe events from the past using dates when things happened</p> <p>Use their mathematical knowledge to work out how long-ago events happened</p> <p>Research in order to find similarities and differences between two or more periods of history</p> <p>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</p> <p><u>Key Knowledge & Vocabulary</u> Stone Age, Paleolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, Round house, pelt, weapons, tools, developed, improved, Stone Henge, Skara Brae</p> <p><u>Sequence of Lessons</u></p> <p>LO: I can sequence periods of history</p>	<p><u>Topic Title</u> From Field to Fork</p> <p><u>Links to NC</u> Geography-based topic</p>	<p>Romans- Roman Soldier visit Trip to Wroxeter</p> <p>Stone Age- Transformation of classroom into caves Cave art Stone Age visitor</p>
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<p>L.O. I can sequence periods within the Roman Era.</p> <p>L.O. I know some of the countries the Roman Empire conquered.</p> <p>L.O. I know why the Roman Empire invaded other countries.</p> <p>L.O. I know how the Roman army conquered Britain.</p> <p>LO: I know how the Roman Empire affected life in ancient Britain.</p> <p>L.O. I know what life was like in Britain before the Roman invasion.</p> <p>LO: I know what life was like before the Roman invasion from artefacts and historical sites</p> <p>L.O. I know the story of Boudicca's rebellion.</p> <p>L.O. I know why the story of Boudicca's rebellion is different based on the author.</p> <p>L.O. I understand how the Roman empire affected different people in British society.</p> <p>L.O. I can use sources to identify ways in which the Romans changed British society.</p> <p>L.O. I know some different ways the Romans changed British society.</p> <p>L.O. I know some of the changes Romans made to British society that we still use today.</p> <p>L.O. I am learning about how the Roman Empire was governed.</p>	<p>L.O. I can compare how the landscape of Britain has changed from prehistoric times to today.</p> <p>L.O. I am learning about tribe culture.</p> <p>LO: I can explain how Stone Age tools and technology developed for use in daily life</p> <p>LO: I can explain how Stone Age tools and technology developed</p> <p>LO: I can explain how Stone Age tools and technology developed for hunting and defending</p> <p>LO: I can find out about Stone Age diets and how they hunted and gathered food</p> <p>LO: I can find out about Stone Age diets and how they hunted and gathered food</p> <p>End Point- L.O. I am learning to describe what could be found in the bag of a Stone Age man.</p> <p>LO: I can describe and compare Stone Age houses with houses today</p> <p>LO: I can describe and compare Stone Age houses</p> <p>LO: I can research and describe a site of historical importance within the UK (Skara Brae) from artifacts left behind.</p> <p>LO: I can research and describe a site of historical importance within the UK (Skara Brae)</p> <p>LO: I can describe how advances in technology aided clothing and tools for constructing</p> <p>LO: I can describe how advances in technology aided clothing and tools for constructing</p>		
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<p>L.O. I am learning about changes made to the ruling of the Roman Empire.</p> <p>L.O. I know how religion changed in Britain after the Roman invasion.</p> <p>LO: I know how religion in Britain changed people's daily lives.</p> <p>L.O. I can describe a Roman villa and compare it with Celtic roundhouses.</p> <p>LO: I can observe how life changed in ancient Britain and how advances in technology helped daily life</p> <p><u>End point- L.O. I am learning to recount the day in the life of a Roman.</u></p> <p><u>How does this link build on previous learning?</u></p> <p>Y2 - Houses and Homes</p>	<p>LO: I can explore sites of historical importance for religious gatherings and ask relevant questions (Stone Henge)</p> <p>LO: I can explore sites of historical importance for religious gatherings (Stone Henge)</p> <p>End Point- L.O. I am learning to write a time travellers guide to the so=tone age.</p> <p><u>How does this link build on previous learning?</u></p> <p>First time looking at ancient civilisations</p>		
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Year 4

<p>Knowledge Threads</p> <p>Government</p> <p>Mayans-Learn the pyramid of hierarchy for Mayan society with Kings and Priests at the top and how powerful city-states ruled over the land.</p> <p>Ancient Greece-Learn about the roots of democracy as part of Ancient Greek society in Athens and how this differed from other states such Sparta.</p> <p>Military</p> <p>Mayan-Learn about the Mayans in war and the weapons that they used and the tactics of their warfare.</p> <p>Ancient Greece-Learn about Ancient Greek warfare, weapons and soldiers. Compare the city states of Athens and Sparta and their approach to the military with particular focus on the Peloponnesian War.</p>	<p>Skills Threads</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can plot key events into a timeline. • Can work out how long ago and event occurred. • Can round to the nearest decade/ century. • Understand the concepts BC/AD and BCE/CE <p>Continuity and change</p> <ul style="list-style-type: none"> • Be able to compare aspects of life within a time period. • Start to identify links and themes across different periods through a unit of study.
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Birmingham Past and Present – Learn how housing, road networks and trade changed in Birmingham during Victorian Times and following World War Two

Religion

Mayans-Learn about the role of Priests in the hierarchical society and the polytheist Mayan religion where they worshipped 165 gods and their beliefs for the afterlife.

Ancient Greece-Learn about Ancient Greeks belief in many gods that controlled everything in their lives and in the environment. Learn about the importance of priests and temples.

Birmingham Past and Present – How religion affected has life in Birmingham over time from medieval times to present day with a focus on Christians helping the poor in Victorian Birmingham and Quakers in Birmingham setting up business such as the Cadbury brothers and how they built Bournville.

Social, Economical, Scientific and Cultural

Mayan – Learn about Mayan society and daily life including the importance of farming, astrology and games. Learn about the architecture and art of the period including the use of codex.

Ancient Greece – Learn about ancient Greek society with a focus on the contrast between life in Athens and Sparta. Learn about the significance of education, the arts, philosophy, science and architecture in Ancient Greece.

Birmingham Past and Present – Learn about how the Industrial revolution changed life in Birmingham and what life was like in Birmingham in Victorian times particularly for children. Learn about how post-war Birmingham developed and led to immigration and cultural diversity

Important figures and events in History

Mayan – Learn about some of the important kings and rulers of Maya

Ancient Greece – Learn about the impact on western civilization of Hippocrates, Leonidas, Euclid, Archimedes, Pythagoras, Homer, Plato, Aristotle, Alexander the great and Socrates. Learn about significant events such as the Trojan War, the introduction of the Olympic games, the rise of Greek Tyrants, the introduction of coin currency, the Peloponnesian War, the bubonic plague in Athens, the rise of Alexander the Great and the invasion of the Romans.

Birmingham Past and Present – Learn about the industrial revolution and its effect on Birmingham. Learn about significant people who have shaped Birmingham such as Joseph Priestly, James Watt, Joseph Chamberlain, the Cadbury brothers, Lloyds bank and Midland Bank.

- Can describe how our locality has changed over time.
- Identifying different factors for change.

Historical Interpretations

- Can make own interpretations from a variety of evidence.
- Can compare two different versions of the same event and consider why there are differences between them.
- Look at a representation of a period (e.g. cartoon) considering what we can learn about that period and what is for entertainment.

Historical Enquiry

- Carry out research to answer questions about the past.
- Beginning to choose appropriate evidence to support research.
- Can ask a variety of questions that can further enquiry.

Historical Significance

- Using the knowledge of the period covered, can identify how we are influenced by this today.

<p><u>Topic Title</u> Rainforests</p> <p><u>Links to NC</u> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p>Plot events on a timeline using centuries</p> <p>Explain how historic items and artefacts can be used to help build up a picture of life in the past</p> <p><u>Key Knowledge & Vocabulary</u> Timeline, key events, historical sources, archaeology, codex, Mayan, indigenous civilization, daily life, temples, buildings</p> <p><u>Sequence of Lessons</u> LO I am learning to plot the key events in the Mayan Civilisation onto a timeline using the correct terminology.</p> <p>LO I am learning to research information about Mayan society and daily life. LO I am learning about the hierarchical structure of Mayan society with kings and priests at the top.</p> <p>LO I am learning to research information about Mayan society and daily life. LO I am learning about daily life in Mayan society including the importance of farming, astrology, games and the architecture of the time.</p> <p>LO I am learning to research information about Mayan society and daily life. L.O. I am learning how the military used weapons and warfare</p> <p>LO I can ask a variety of questions that can further enquiry.</p>	<p><u>Topic Title</u> Ancient Greece</p> <p><u>Links to NC</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Plot events on a timeline using centuries</p> <p>Explain how historic items and artefacts can be used to help build up a picture of life in the past</p> <p>Explain how an event from the past has shaped our life today</p> <p>Research what it was like for children in a given time period of history and present my findings to an audience (Athens and Sparta)</p> <p><u>Key Knowledge & Vocabulary</u> Timeline, key events, historical sources, archaeology, daily life, temples, Olympics, empire, names of gods, Athens, Sparta, Crete, myth, soldier, Hippocrates,</p> <p><u>Sequence of Lessons</u> LO I am learning to plot the key events of Ancient Greece onto a timeline using the correct terminology.</p> <p>LO I am learning to research some of the significant events in Ancient Greek History and ask questions that further the enquiry. LO I am learning about the structure of Ancient Greek society .</p> <p>LO I am learning to use a variety of sources to research daily life from Ancient Greece LO I am learning about the differences in daily life in Sparta and Athens and how they were ruled.</p> <p>LO I am learning to compare two different versions of the same event daily in Sparta and Athens and consider the different viewpoints of an Athenian compared to a Spartan</p>	<p><u>Topic Title</u> Birmingham Past and Present</p> <p><u>Links to NC</u> A local history study</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Research two versions of an event and explain how they differ</p> <p><u>Key Knowledge & Vocabulary</u> Local area, Kingstanding, Charles I, Birmingham, landmarks, settlement, village, town, city development</p> <p><u>Sequence of Lessons</u> LO I am learning how Kingstanding got its name.</p> <p>LO I am learning how Birmingham got its name and how it changed and developed over time from a small village to a large city.</p> <p>LO I am learning about the Industrial Revolution and how it changed Birmingham.</p> <p>LO I am learning to research some of the significant people who influenced the development of Birmingham as a city</p> <p>LO I am using historical sources to research factors for change and how Birmingham changed, particularly for children, during the Victorian era.</p> <p>LO I am learning about the impact of World War Two on Birmingham as city.</p> <p>LO I am learning how and why a key event in history may be recorded differently.</p> <p><u>End Point</u> L.O. I am learning about the history of Kingsthorpe Primary School.</p>	<p><u>Curriculum links</u></p> <p>Autumn</p> <p>Visit to Twycross Zoo to learn about the Rainforest.</p> <p>Google Expeditions - VR and AR</p> <p>Videos</p> <p>Play a Mayan game – Pok-A-Tok</p> <p>IPads to research</p> <p>Art Printing using Mayan Codex art</p> <p>Spring</p> <p>Google Expeditions - VR and AR</p> <p>Working with learning officer from the Hippodrome on drama when developing own version of a Greek myth</p> <p>Visit from a Greek soldier at the end of the topic to consolidate learning</p> <p>Videos</p> <p>Artefacts</p> <p>Sources – writing, images and artefacts</p> <p>IPads to research</p>
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<p>LO I am learning the importance of the cacao bean in the life of Ancient Mayans and how this travelled throughout the world</p> <p>LO I am learning to identify the sources of evidence and information we have about the Mayans</p> <p>End Point – L.O. I am learning to create a leaflet about life in Myan Society.</p> <p><u>How does this link build on previous learning?</u></p> <p>All previous year groups have made timelines for the different eras. this will build on that and start to put the different eras of world history into context.</p> <p>In Year 3 The children have learnt about the Stone Age to Iron Age and how an Ancient Civilisation such as the Romans lived. This learning about the Mayans will build on this prior learning and comparisons will begin to be made where appropriate.</p>	<p>LO I am learning to research some of the significant events in Ancient Greek History and ask questions that further the enquiry.</p> <p>LO I am learning about the types of military influence in Ancient Greece.</p> <p>I can compare a Greek soldier to a Roman soldier.</p> <p>L.O. I am learning about the religion of Ancient Greece.</p> <p>L.O. I am learning to compare Greek religion to Roman Religion.</p> <p>End Point</p> <p>LO I am learning about significant people that shaped the Ancient Greek world</p> <p>LO I am learning about the legacy the Ancient Greeks have left to that still influences today's western society (poster)</p> <p><u>How does this link build on previous learning?</u></p> <p>All previous year groups have made timelines for the different eras. This will build on that and start to put the different eras of world history into context.</p> <p>In Year 3 The children have learnt about another Ancient Civilisation when they learnt about the Romans: how they invaded; ruled; their hierarchy in society; the many gods that they believed in; the legacy that they left behind so this learning will build on that and comparisons will be made where appropriate</p>	<p><u>How does this link build on previous learning?</u></p> <p>In year 1 the children learned about the seaside and how holidays have changed over time and the Victorian era will have been a part of this. They have learned about an important historical figure.</p> <p>In Year 2 the children learned about houses and homes and transport and have learned about some of the changes over time that took place as these things developed including what life would have been like during Victorian times. They also learned about significant people and the contributions they made to society.</p>	<p>Spartan v Athenian roleplay</p> <p>English Reading Greek Myths</p> <p>Writing own version of a Greek myth</p> <p>Art Greek Masks –INSPIRE workshop Design and make a Greek Vase Create own Greek Mythical Creature</p> <p>D&T Research and make Ancient Greek bread</p> <p><u>Summer</u></p> <p>Visit to Birmingham Museum and art gallery to see their Birmingham exhibition followed by a walking tour of Birmingham's famous landmarks.</p> <p>Visit to Cadbury world to learn about the Bournville story.</p> <p>A visitor to explain how they have made an impact on Birmingham. This could be linked to the Y4 responsibility.</p> <p>Sources – newspaper articles, diaries, videos and images.</p>
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IPads for research
Art
 Sketching Birmingham's landmark buildings
 Log book extracts

Year 5

Knowledge Threads

Government

Space- Relations between the USA and USSR following WW2
 Ancient Egyptians – Pyramid structure of government and roles of each level
 Crime and Punishment - different laws and punishments of periods studied. Role of Parliament in making laws today.

Military

Space- Military motivations for beginning the space race and use of nuclear weapons.
 Ancient Egypt- Egyptian soldiers, weapons, equipment and tactics.

Religion

Space – Creationist theory Vs The Big Bang Theory
 Ancient Egyptians- Different gods, how government and religion interlinked and afterlife beliefs.
 Crime and Punishment- influence religion had on the creation of laws during certain periods of time.

Social, Economical, Scientific and Cultural

Space- development of technologies that could then be used in everyday households.
 Analysis of the propaganda used by USA and USSR. The economical consequences the Space Race had for the USSR.
 Ancient Egypt- role the Nile had on the daily lives of Ancient Egyptians- homes, farming, food, seasons, trade. Egyptian architecture and evidence of it around the world.
 Crime and Punishment – conditions for living and how this affected the types of crime seen in certain periods. Role that society had at different times for enforcing the law.

Skills Threads

Chronological understanding

- Know and sequence key events of the time studied.
- Using centuries.
- Chronologically compare time period being studied, with different times in the past, previously covered.

Continuity and change

- Identify links and trends throughout different periods for an aspect being studied.
- Examine causes of great events and the consequences this had on the period of time being studied.
- Compare how an aspect has changed throughout a period of time studied.
- Compare aspects of life with the same aspect in other periods of time.

Historical Interpretations

- Understand that history is a construct of different sources of information, which can be interpreted differently.
- Compare sources from the same period, identifying similarities and differences between them, offering an explanation why.
- Beginning to question the motivation, intent and bias behind sources used.
- To be introduced to the term propaganda and clarify what this means.
- Distinguish between a primary and secondary account of history.

Important figures and events in History

Space -Moon Landing, Neil Armstrong (through Literacy)
Ancient Egyptians – Important Pharaohs. Discovery of Tutankhamun’s tomb.

Historical Enquiry

- Use a range of evidence to carry out research and build up a picture of a past event.
- Be able to use evidence to test hypotheses.
- Can create questions to direct research.

Historical Significance

- Examine the result of key events and the impact this had on people at the time and its longer lasting impact on the present.

<p><u>Topic Title (Aut 1)</u> <u>Space</u></p> <p><u>Links to NC</u> Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Test out a hypothesis in order to answer a question.</p> <p><u>Key Knowledge & Vocabulary</u> Nasa, USSR, Satellite, Buzz Aldrin, Neil Armstrong, Michael Collins, Yuri Gagarin, Space Race, Moon landing, Big Bang Theory,</p> <p><u>Sequence of Lessons</u> L.O. I am learning about different theories for the origins of the universe.</p> <p>L.O. I am learning to use evidence to debate the validity of the Big Bang and Creationist theories.</p>	<p><u>Topic Title (Aut 2 and Spr 1)</u> <u>Ancient Egypt</u></p> <p><u>Links to NC</u> Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>Test out a hypothesis to answer a question.</p> <p><u>Key Knowledge & Vocabulary</u> Pharaoh, hieroglyphs, pyramids, valley of the kings, mummification, canopic jars, Tutankhamen, Howard Carter, Cleopatra</p> <p><u>Sequence of Lessons</u> L.O. I am learning to use hieroglyphs.</p> <p>L.O. I am learning to consider what interpretation of the past was intended through hieroglyphs.</p>	<p><u>Topic Title (Spr 2)</u> <u>Crime and Punishment</u></p> <p><u>Links to NC</u> Compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>Explain how Parliament affects decision making in England.</p> <p>Describe how crime and punishment has changed over a period of time.</p> <p><u>Key Knowledge & Vocabulary</u> Crime, probation, offender, treason, capital punishment, corporal punishment, deterrence, gallows, stocks, pillory, flogging, lion pit, incarceration</p>	<p><u>Space</u></p> <p>Space Dome Visit</p> <p>Jodrell Bank trip</p> <p>Art- Pointillism, space themed perspective art – display</p> <p>Google Expeditions –VR and AR</p> <p>Videos of news clips from the time, newspaper articles</p> <p>Posters, adverts, tv shows from the time.</p> <p>Green Screen newscast.</p>
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<p>L.O. I am learning about the political and military landscape of the world following WW2.</p> <p>L.O. I am learning about the causes of the Space Race and how this affected its development.</p> <p>L.O. I am learning to sequence the contributions of the USA and USSR to the Space Race.</p> <p>L.O. I am learning about the events of the moon landing.</p> <p>L.O. I am learning to identify the factors behind the USA's mission to land on the moon.</p> <p>L.O. I am learning to compare propaganda between the West and the East.</p> <p>L.O. I am learning to consider how propaganda has constructed our view of the Space Race.</p> <p>L.O. I am learning about the technological advancements of the Space Race and the impact this had on everyday life.</p> <p>L.O. I am learning about the lasting impact the Space Race had on the world.</p> <p>End Point</p> <p>L.O. I am learning to test a hypothesis. (America won the space race. Do you agree with this statement?)</p> <p>Space posters</p> <p><u>How does this link build on previous learning?</u></p> <p>Reception- Up in the Air –children were introduced to the moon landing and Neil Armstrong</p>	<p>L.O. I am learning to order historical events, using a timeline.</p> <p>L.O. I am learning to investigate artefacts and what they tell me about Egyptian life.</p> <p>L.O. I am learning about Egyptian architecture. (The Pyramids)</p> <p>L.O. I am learning about Egyptian religion.</p> <p>L.O. I am learning to compare Egyptian beliefs to other Nations from the same era.</p> <p>L.O. I am learning about mummification.</p> <p>(13) L.O. I am learning about the structure of Egyptian government.</p> <p>L.O. I can compare the way Egyptians ruled to the Ancient Greeks and Roman government.</p> <p>L.O. I am learning about Egyptian farming methods.</p> <p>L.O. I am learning about Egyptian Pharaohs.</p> <p>L.O. I am learning about how the influence of the Pharaoh changed throughout the Egyptian era.</p> <p>L.O. I am learning about the discovery of Tutankhamun.</p> <p>L.O. I am learning about the legacy the Ancient Egyptians had on my world.</p> <p>End point- Egyptian factfile.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3 - have looked at government, military, society, culture and religion for the Roman period.</p>	<p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to use historical artefacts to generate my own questions of enquiry.</p> <p>L.O. I am learning to identify crime and punishment trends across different eras.</p> <p>L.O. I am learning about Roman laws and how these were interlinked with Government, Religion, Society and Culture.</p> <p>L.O. I am learning about the significance of Roman law on Modern British laws.</p> <p>L.O. I am learning to about the role society had in enforcing the law during the Anglo-Saxon period and the introduction of Weregild.</p> <p>L.O. I can identify reasons why punishments changed during this time.</p> <p>L.O. I am learning about the influence of religion on law during the Medieval and Tudor times.</p> <p>L.O. I can identify how religious influence changed during this time and the impact it had on crimes and punishments.</p> <p>L.O. I am learning to compare the influence religion had on law during the Early Modern period to the Medieval and Tudor period.</p> <p>L.O. I am learning about the conditions in society during the Victorian period.</p> <p>L.O. I am learning to compare and assess the usefulness of sources when learning about the past.</p> <p>L.O. I am learning to use evidence to support my arguments in a debate- There is less crime now than in the past.</p>	<p><u>Egypt</u></p> <p>Artefacts</p> <p>Virtual tour of Birmingham museum</p> <p>Google Expeditions – VR and AR</p> <p>Newspaper clippings</p> <p>You tube videos of discovery</p> <p>Green Screen – News cast</p> <p>Ppt presentations</p> <p>Egyptian Visitor</p> <p>Art- Mono prints of Tutankhamun D & T – Egyptian object (Shaduf)</p> <p>Crime and punishment- Classroom Crime Scene and investigation</p> <p>Trip to National Justice museum</p>
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<p>Y2 – transport - Children have learnt about different methods of transport and looked at Neil Armstrong as one of their key figures.</p> <p>Y4 - looked at the impact WW2 had on Britain.</p>	<p>Y4 – have looked at government, military, society, culture and religion for the Ancient Greek period.</p>	<p>L.O. I am learning to explain how Parliament affects decision making in England</p> <p>L.O. I am learning about how our current day legal system has developed from previous periods.</p> <p>End point- time traveler’s guide to crime and punishment through the ages.</p> <p>How does this link build on previous learning?</p> <p>Y3- have covered life during the Roman period and government.</p> <p>Y4 – learnt about Victorian times and the conditions society lived in.</p>	<p>Artefacts of punishment instruments</p> <p>Photographs</p> <p>You tube videos</p> <p>PPT about different eras</p> <p>D&T - models of torture instruments.</p> <p>Job opportunities – justice system</p>
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Year 6

Knowledge Threads	Skills Threads
<p>Government Viking law and order</p> <p>Military Viking invasions- longboats, weaponry, etc..</p> <p>Religion Viking beliefs- Norse gods</p> <p>Social, Economical, Scientific and Cultural Viking way of life, Viking trade</p> <p>Important figures and events in History Alfred the Great Adolf Hitler/ Winston Churchill</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Know and sequence key events of the time studied. • Use relevant period labels. • Chronologically compare time period being studied, with different times in the past, previously covered. <p>Continuity and change</p> <ul style="list-style-type: none"> • Learn about the beliefs, behaviours and characteristics of people during the period they are learning about, recognising that not everyone doesn’t share the same views or feelings. • Be able to compare beliefs and behaviour with another time studied. • Be able to give an alternate explanation for the cause and effect of an event, based on evidence.

	<p>Historical Interpretations</p> <ul style="list-style-type: none"> • Understand that different evidence can lead to different conclusions. • Link sources and work out how conclusions have been reached. • Question the motivation, intent and bias behind sources used and consider ways to check the accuracy of sources. • Recognise propaganda and be able to assess its purpose. • Assess the usefulness of primary and secondary sources. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can use a range of primary and secondary sources to find out about the past. • Bring together knowledge gathered from several sources to construct a fluent account. • Can create questions and hypotheses to direct research. <p>Historical Significance</p> <ul style="list-style-type: none"> • Identify how Britain has learnt from other civilizations and countries from the past. • Summarise the major influence Britain has had on the world. 		
<p><u>Topic Title</u> Vikings</p> <p><u>Links to NC</u> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Key Knowledge & Vocabulary</u> Place features of historical events and people from the past societies and periods in a chronological framework Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</p>	<p><u>Topic Title</u> N/A</p> <p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u></p> <p><u>Sequence of Lessons</u></p> <p><u>How does this link build on previous learning?</u></p>	<p><u>Topic Title</u> WW2</p> <p><u>Links to NC</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Key Knowledge & Vocabulary</u> Place features of historical events and people from the past societies and periods in a chronological framework Summarise the main events from a period of history, explaining the order of events and what happened Summarise the main events from a period of history, explaining the order of events and what happened</p>	<p><u>Vikings</u></p> <p>Visit from a 'Viking Man' (Whole day workshop)</p> <ul style="list-style-type: none"> *Viking clothes/armour *Weapons *Board Games *Quizzes *Viking 'battle' <p>Trip to Tatton Park for a Viking Day</p>

<p>Identify and explain differences, similarities and changes between different periods of history Describe the features of historical events and way of life from periods they have studied; presenting to an audience Viking, long boat, longhouse, thatch, wattle and daub, invasion, Danelaw, Anglo Saxon, raid, Danegold, settlement, conquer, Scandanavia, Norway, Denmark, Sweden, blacksmith, Jorvik, runes, seafaring.</p> <p><u>Sequence of Lessons</u></p> <p>LO: I am learning to construct a timeline using dates and key figures.</p> <p>LO: I am learning to identify key figures in history. (e.g. Alfred the Great)</p> <p>LO: I am learning to discover when and where the Anglo Saxons and the Vikings settled in Britain.</p> <p>LO: I am learning to investigate Viking invasions</p> <p>LO: I am learning to identify and explain key aspects of Viking life (way of life). LO: I am learning to compare a Viking's way of life to a previous key period in time (Stone Age, Romans, Egyptians)</p> <p>LO: I am learning to explain law and order in Viking times.</p> <p>LO: I am learning to identify and explain key aspects of Viking life (beliefs). LO: I am learning to compare religions between key periods in time (Romans, Stone Age, Egyptians)</p>		<p>Summarise how Britain has had a major influence on the world Identify and explain differences, similarities and changes between different periods of history Identify and explain propaganda Describe a key event from Britain's past using a range of evidence from different sources Describe the features of historical events and way of life from periods they have studied; presenting to an audience Air raid, drill, Anderson shelter, allies, allotment, atomic bomb, Axis powers, blackout, blitz, British Empire, propaganda, censorship, civilians, concentration camp, holocaust, ration, coupons, D-Day, evacuee, host family, factories, gas mask, gramophone, Hitler, Nazi, invaded, Jews, liberate, military, naval, occupied, prime minister, prisoner of war, refugee, resistance, siren, slogan, Soviet Union, telegram, underground, United Nations, war crime,</p> <p><u>Sequence of Lessons</u></p> <p>LO: I am learning to construct a timeline of WW2 events.</p> <p>LO: I am learning to identify how and where WW2 began.</p> <p>LO: I am learning to identify key figures in history. (e.g. Hitler/Winston Churchill)</p> <p>LO: I am learning to identify the reasons for evacuation and its impact</p> <p>LO: I am learning to describe rationing.</p> <p>LO: I am learning to explain the blitz.</p> <p>LO: I am learning to describe propaganda and consider its intent.</p>	<p>Viking-style sewing of a longboat scene</p> <p>Viking stories and texts e.g. Beowulf</p> <p>Images of Beowulf and Grendel</p> <p>Images of Viking houses, longboats and Gods</p> <p>Stories and Powerpoints related to Viking Gods.</p> <p>Youtube clips e.g. Horrible Histories</p> <p><u>World War II</u></p> <p>Trip to Cannock Chase</p> <p>Recording of the announcement of war</p> <p>Models of Spitfires and Anderson shelters</p> <p>Art work – Spitfires and Blitz scene</p> <p>Youtube clips of the Blitz</p>
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<p>LO: I am learning to identify and explain key aspects of Viking life (trade).</p> <p>LO: I am learning to summarise the events from a period in history and the impact on today. (End Point)</p> <p><u>How does this link build on previous learning?</u></p> <p>All years - timelines and chronological order Y2 – Houses and homes (wattle and daub) Y3 – Romans conquering Britain Y5 – Anglo Saxon law</p>		<p>LO: I am learning to explore the treatment of Jewish citizens during WW2.</p> <p>LO: I am learning to understand how the beliefs of one person can influence the actions of another.</p> <p>LO: I am learning to identify the actions that ended WW2</p> <p>LO: I am learning to summarise the events from a period in history and the impact on today. (End Point)</p> <p><u>How does this link build on previous learning?</u></p> <p>All years - timelines and sequencing of time Y1 - How a country is ruled Y1 - Military in the UK Y4 - looked at the impact WW2 had on Britain. Y5 – changes in politics and military since WW2 Y5 - propaganda</p>	<p>News reports and newspapers from the time</p> <p>Artefacts</p> <p>Photographs, posters and descriptions of war scenes e.g. sheltering in London Underground, propaganda posters.</p> <p>War time songs</p> <p>DT – Making soup (rationing) – Inspire?</p> <p>Interviews/first hand reports with veterans, witnesses (Youtube)</p> <p>Log book extracts</p>
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Knowledge Threads	Skills Threads
<p>Government Politics/ Nation / Empire/Kingdom/ Tribe/ Democracy/ City State/ Law/ Parliament</p> <p>Military Soldiers/ Weapons/ Army / Tactics/ Invasion/ Other armed forces</p> <p>Religion Gods / Places of worship / Prayer</p> <p>Social, Economical, Scientific and Cultural</p>	<p>Chronological understanding Constructive a narrative of history by being able to sequence and order artefacts and events, identifying different periods they belong to. Can plot events on a timeline using centuries with an understanding of the terms AD/BC and CE/BCE</p> <p>Continuity and change Are identifying similarities and differences between the past and present. They can compare an aspect within a historical period and can compare different historical periods, recognising trends and changes across time. Children are able to identify causes for change.</p>

Social (Daily life / homes / past-times / food) Economical (Trade / Farming / Raiding / Hunter) Scientific (medicine/technology/ transport) Cultural (The Arts / Education / Philosophy)

Important figures and events in History

Historical Interpretations

Children understand that history can be interpreted through a range of sources- written accounts (Primary and Secondary), artefact, photograph, art, music, archeology, stories, verbal. Children are able to use different sources to learn about two different versions of the same historical event and identify how they differ. Children are able to critically analyse the evidence they are using, taking into consideration the motives, bias and agendas of the creators of that piece of evidence.

Historical Enquiry

Children are asking and answering questions about the historical period they study. They can use different sources of evidence to answer historical questions and test historical hypotheses. Children are able to generate their own historical questions and hypotheses about the periods they are learning, to prompt further research.

Historical Significance

Children are able to identify the legacy of the period they are studying. They can consider how this historical period has had an impact on today's Britain and also how it impacted other historical periods they have learned about.