



HISTORY OVERVIEW

A member of the Griffin Schools Trust

Long Term - History



Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Tiaras and Turrets	Famous People	Roald Dahl	How to Train Your Dragon	Natural Disasters - What Rocks our Earth?	The Victorious Victorians
Key Question	What was life like in a Medieval Castle?	Why do we remember them?		How did England change during the settlement of the Anglo-Saxons and Vikings?		Was the Victorians era important?
Key Content	<p>Timeline - When was Dudley castle built.</p> <p>Identify the features of a castle including Dudley Castle.</p> <p>Understand what life was like in the past</p> <p>Who was Queen Elizabeth 1st ?</p> <p>Why did Queen Elizabeth 1st visit Dudley Castle ?</p>	<p>Why were - Neil Armstrong , Christopher Columbus, Mary Seacole, Florence Nightingale - Guy Fawkes significant individuals.</p> <p>Compare the lives and achievements of Neil armstron and Christopher Columbus / Mary Seacole and Florence Nightingale</p> <p>Consider why we celebrate bonfire night.</p>		<p>Timeline- When were the Anglo- Saxons and Vikings</p> <p>What was life in England like after the fall of the Roman Empire ?</p> <p>Why did the Anglo-Saxons travel to England's shores and decided to settle?</p> <p>How England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land.</p> <p>Who were the Vikings? why did they carry out raids in England?</p> <p>How did their arrival impact the political and social hierarchy of the time?</p>		<p>Timeline - When was the Victorian period ?</p> <p>Who was Queen Victoria?</p> <p>Investigate what society and life was like in a workhouse.</p> <p>Compare the life of rich and poor Victorian people</p> <p>How did the coming of the Industrial Revolution changed people's lives ?</p> <p>What was the British Empire ?</p>

<p>Skills</p>	<p><u>Chronological Understanding</u></p> <p>I can sequence pictures from different periods</p> <p>I can use common words and phrases relating to the passing of time</p> <p><u>Historical Enquiry</u></p> <p>I can ask and answer relevant basic questions about the past.</p> <p>I can find answers to some simple questions about the past from simple sources of information.</p> <p>I can describe some similarities and differences between artefacts</p> <p><u>Historical Concepts</u></p> <p><i>Historical significance</i> - To learn about significant historical</p>	<p><u>Chronological Understanding</u></p> <p>I can describe where people and events fit on a timeline.</p> <p>I can sequence key events using common words and phrases relating to the passing of time.</p> <p><u>Historical Enquiry</u></p> <p>I can use pictures and stories to understand key features of events</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence</i> - I can discuss what caused peoples actions and what the consequences of these actions were</p> <p><i>Change and Continuity</i>- I can describe changes over a period of</p>		<p><u>Chronological Understanding</u></p> <p>I can place some historical periods in a chronological framework using dates and time (BC/AD).</p> <p><u>Historical Enquiry</u></p> <p>I can use sources of information in ways that go beyond simple observation to answer questions about the past</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence</i> - I recognise why people choose to relocate (Vikings) and can identify the consequence of this.</p> <p><i>Change and Continuity</i>-</p> <p><i>I can describe the changes which occurred between the Anglo Saxon and Roman period and I can identify what remained constant</i></p>		<p><u>Chronological Understanding</u></p> <p>Describe a chronologically secure knowledge and understanding of British, Local and world history establishing clear narratives within and across the periods studied</p> <p><u>Historical Enquiry</u></p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of resources for independent research</p> <p>Construct informed responses involving thoughtful selection and organisation of relevant historical information.</p>
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	<p>places in own locality</p> <p><i>Historical significance</i>-Life of significant individual - Queen Elizabeth 1st</p> <p><i>Similarities and differences</i>- To identify similarities and differences between ways of life in different time periods using pictures and artefacts from the past and present</p> <p><u>Historical Interpretation</u></p>	<p>time and I understand some areas remain constant</p> <p>I can describe changes within living memory and aspects of change in national life</p> <p><i>Similarity and Difference- I can compare the lives of different significant people</i></p> <p><i>Historical significance</i> - I can name and discuss the lives of significant people from the past and understand why they may have made decisions to bring about change.</p> <p><u>Historical Interpretation</u></p> <p>Start to distinguish between fact and fiction</p>		<p><u>Historical Interpretation</u></p> <p>I can look at a range of sources and accounts and begin to construct and informed response to a question</p>		<p>Considering their bias and usefulness.</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence - I can analyse why a course of action can have a specific consequence.</i></p> <p><i>Change and Continuity- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</i></p> <p>I can analyse why changes happened using terms such as: social, religious, political, cultural and technological.</p> <p><u>Historical Interpretation</u></p> <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>
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Suggested Outcome	<p>Identify features of Dudley Castle and it's function</p> <p>Comparison sorting activity between life in Elizabethan times to now</p> <p>Chronological picture sort</p>	<p>NOW PRESS PLAY - FLORENCE NIGHTINGALE</p> <p>-MARY SEACOLE</p> <p>- GUY FAWKES</p> <p>Guy Fawkes day before ½ term - make wanted poster.</p> <p>Make a simple timeline about a key figure's life.</p> <p>Role play events e.g. making slings Florence Nightingale)</p> <p>Venn Diagram sort - What is the same and what is different?</p>		<p>Now Press Play Anglo Saxons / Vikings</p> <p>Viking visitor</p> <p>Learn the meanings of Anglo -saxon place names and locate and translate some on a modern map.</p> <p>Carry out a Sutton Hoo archaeological dig to find out information about life in Anglo Saxon times</p> <p>What was life like as a Viking ?</p> <p>Viking gods - debate</p> <p>Viking food- design menu and prepare Viking feast</p>		<p>Diary</p> <p>Newspaper report - Queen Victoria's coronation</p> <p>Diary - Queen Victoria / Child undertaking Victorian job</p> <p>Timetable for Victorian School day</p> <p>Debate - Industrial change. Should a factory be opened in the local area ?</p> <p>Timeline of inventions</p> <p>Fact file on key Victorian individual</p> <p>Persuasive letter asking the government to pass laws about children working conditions and age.</p> <p>Map showing the British Empire</p>

Long Term - History



		<p>Hot seat the teacher and create questions.</p> <p>Information text about a significant persons live</p> <p>Letter to or from a significant person</p>				
Subject Specific Vocabulary	<p>Past</p> <p>King</p> <p>Queen</p> <p>Castle</p> <p>Motte and Bailey</p> <p>Turret</p> <p>Bailey</p> <p>Ramparts</p> <p>Dungeon</p> <p>Shield</p> <p>Tower</p> <p>Suits of Armour</p> <p>Lance</p> <p>Moat</p> <p>Knight</p> <p>Drawbridge</p> <p>Flags</p> <p>Portcullis</p>	<p>Famous</p> <p>The present</p> <p>The past</p> <p>The future</p> <p>Day</p> <p>Week</p> <p>Month</p> <p>long ago</p> <p>old</p> <p>memory</p> <p>year</p> <p>decade</p> <p>timeline</p> <p>similar</p> <p>different</p> <p>plot</p> <p>gunpowder</p>		<p>Empire</p> <p>Emperor</p> <p>Rebellion</p> <p>Raid</p> <p>Pillage</p> <p>Barbarian</p> <p>Invasion</p> <p>Legion</p> <p>Rebel</p> <p>Status</p> <p>Settlement</p> <p>Native</p> <p>Migration</p> <p>Tribe</p> <p>Kingdom</p> <p>Capital</p> <p>Pagan</p> <p>Idol</p> <p>Scandinavia</p> <p>Priory</p> <p>monk</p>		<p>Industry</p> <p>Industrial revolution</p> <p>Invention</p> <p>Migrate</p> <p>Reign</p> <p>Revolution</p> <p>Typhoid</p> <p>Workhouses</p> <p>Sovereign</p>
Challenge	Why was Dudley the chosen location for a castle?	What makes a person significant?		Why did the Vikings choose to attack England ?		What would our local area look like if the industrial revolution occurred elsewhere?
Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Long Term - History



Theme	Winterfest	Mexico	Marvellous Myths	How to Train Your Dragon	Natural Disasters - What Rocks our Earth?	The Victorious Victorians
Key Question	How is the winter season celebrated		What did the ancient Greeks bring to the world ?	Were the Vikings really vicious?		How did the Victorians impact the world ?
Key Content	<p>Learn the story of the first Christmas and take part in The Nativity.</p> <p>Find out how Christmas is celebrated around the world and compare with how we celebrate ourselves.</p> <p>Investigate how the way we celebrate Christmas has changed over time</p>		<p>Place the Ancient Greeks on a timeline.</p> <p>Identify Ancient Greece on a map.</p> <p>What was everyday life like for the ancient Greeks?</p> <p>How were the Ancient Greeks influenced by their Gods ?</p> <p>What was the difference between the Spartans and the Athenians - What were their contrasting opinions ?</p> <p>What did the Ancient Greeks introduce that we still benefit from today - Democracy</p>	<p>Revisit timeline - When did Viking invade ?</p> <p>What was life like as a Viking warrior ?</p> <p>How did the Vikings invade ?</p> <p>What happened at Lindisfarne ?</p> <p>Who was Alfred The Great and how did he try to protect Britain ?</p> <p>How were the Vikings pushed out of Britain?</p>		<p>The length and breadth of the Empire</p> <p>Discover how the industrial revolution affected the colonies- was it the same as in Britain?</p> <p>What was the Crimean War?</p> <p>Key figures -Florence Nightingale/Mary Seacole</p> <p>Events- the charge of the light brigade- link to poetry</p> <p>What was the Suez Canal?</p> <p>How was it constructed and why?</p>

Skills	<p><u>Chronological Understanding</u></p> <p>I can label timelines with words such as: past, present, older and newer. (e.g.Christmas toys)</p> <p><u>Historical Enquiry</u></p> <p>I can ask and answer relevant basic questions about the past.</p> <p>I can use pictures, photographs and artefacts to find out about the past</p> <p>I understand there are different types of evidence/ sources which can represent the past.</p> <p>I can describe some similarities and differences between artefacts</p> <p><u>Historical Concepts</u></p> <p><i>Cause and Consequence-</i> I can discuss how traditions change.</p>			<p><u>Chronological Understanding</u></p> <p>I can use dates to describe events and people.</p> <p><u>Historical Enquiry</u></p> <p>I can use sources of information in ways that go beyond simple observation to answer questions about the past</p> <p>I can discuss whether evidence is reliable and explain why.</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence</i></p> <p>I can describe and suggest causes of events (the Viking invasion in Britain and what the consequences were.</p> <p><i>Change and Continuity-</i> I understand how religion can be impacted by historic change (the Viking invasion)</p> <p><i>Similarity and Difference -I can</i></p>		<p><u>Chronological Understanding</u></p> <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p><u>Historical Enquiry</u></p> <p>I can gather evidence from a range of sources to support a specific hypothesis</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence</i> I can analyse why a course of action can have a specific consequence.</p> <p><i>Change and Continuity-</i> I can explain what leads to change and how this impacts our lives today</p> <p><i>Similarity and Difference</i></p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p>
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	<p><i>Change and Continuity</i>-I can say which traditions have stayed the same and which traditions have changed overtime.</p> <p><u>Historical Interpretation</u></p>			<p><i>compare the culture of people in different time periods</i></p> <p><u>Historical Interpretation</u></p>		<p><u>Historical Interpretation</u></p> <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can refine lines of enquiry as appropriate.</p>
Suggested Outcome	<p>Questioning relatives about how Christmas traditions have changed since they were young.</p> <p>Time-line ordering Christmas gifts (Toys)</p>		<p>Plot a timeline of the rise of the Athenian or Spartan Empire</p> <p>Compare the different political structures which existed in Sparta and Athens (democracy vs military)</p> <p>Create a family tree of the Olympian gods</p>	<p>Plot the key events of the Vikings on a timeline with a focus on the invasion of Britain</p> <p>Write a week in the life of a Viking Warrior - letter</p> <p>Investigate how the design of Viking longships made them successful and make a Viking Longship</p>		<p>Timeline of different states/countries added to the Empire.</p> <p>The division of the African continent by the European Powers.</p> <p>Newspaper article detailing the failed charge of the light brigade.</p> <p>Compare how different countries have fared since</p>

Long Term - History



			Create a hoplite shield	Carry out a playground invasion. Retell the story of Lindisfarne Debate if Viking Britain has impacted our lives today.		gaining their independence from the British Empire.
Subject Specific Vocabulary	Tradition Past Belief		Democracy Polis Acropolis Agora Vote Oligarch God Demigod Hero Myth Mythical creature	Anglo-Saxons Vikings Warriors Lindisfarne Alfred the Great Athelstan Northumbria Mercia Wessex Kent Anglia Explorers		Source Social class Imperialism Empire Colony Colonist Trade Economy Subjugation Commonwealth
Challenge	- Why is North Pole different to our country - Identify in what season other holidays take place		Look at how Athenian democracy has changed compared to the democracy in the UK.	Identify the successes and downfalls of the Viking invasion. If the Vikings had settled elsewhere would they have been as successful?		Why was self determination a movement which caused the collapse of the British Empire?
Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Trains, Planes and Automobiles	The Great Fire Of London	Stone Age	A problem free Philosophy	Space – Is there anybody out there?	The Amazing Amazon

Long Term - History

Key Question	How do you move?	Why couldn't they put the fire out ?	How did people survive in the Stone Age		Why was there a space race?	
Key Content	<p>How did people get around in the past ?</p> <p>Can you order popular modes of transport over the last 150 years ?</p> <p>What difference did it make when the car was invented ?</p> <p>How did the invention of new modes of transport affect people lives ?</p> <p>How have bikes, cars and planes changed over the years ?</p> <p>Who made the first aeroplane and how have aeroplanes changed since ?</p>	<p>Timeline - When was the Fire of London ?</p> <p>Sequence the events of the fire of London</p> <p>How and where did the fire start?</p> <p>Why did the Tudor Houses help the fire to spread so quickly?</p> <p>What was the impact on the fire</p> <p>Why is The fire of London , considered to be a significant event?</p> <p>How the fire started</p> <p>Consider which sources can tell us about the Great Fire of London.</p>	<p>Timeline - When was the Stone Age ?</p> <p>How can we find out about the past from looking at artefacts ?</p> <p>What was life like as a hunter gatherer ?</p> <p>How was StoneHenge built and why was it important?</p> <p>How did the emergence of the Iron Age change peoples lives?</p> <p>Why is the Iron Age such a significant change in the tools available to the peoples that lived during that time?</p> <p>Compare and contrast the differences</p>		<p>Who was Galileo ?</p> <p>How did the invention of the telescope change astronomy ?</p> <p>Why was there a space race and who was involved ?</p> <p>What were the key events which led up to the 1969 moon landing</p> <p>How was the moon landing reported in different countries and why ?</p>	

			between the technologies/tools from both Stone and Iron ages.			
Skills	<p><u>Chronological Understanding</u></p> <p>Use common words and phrases relating to the passing of time.</p> <p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p><u>Historical Enquiry</u></p> <p>Sort artefacts from 'then' and 'now'</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>I can describe some similarities and</p>	<p><u>Chronological Understanding</u></p> <p>I can describe where people and events fit within a timeline.</p> <p><u>Historical Enquiry</u></p> <p>I can use evidence to help consider which questions to ask.</p> <p>I can ask and answer questions choosing and using parts of stories and other sources to show I know and understand key features of events.</p> <p><u>Historical Concepts</u></p> <p><i>Cause and consequence-</i> I can explain the causes of the Great Fire of London and what</p>	<p><u>Chronological Understanding</u></p> <p>I can use an increasing range of common words and phrases relating to the passing of time</p> <p>I can use the terms BC and AD</p> <p><u>Historical Enquiry</u></p> <p>I can ask questions about sources to help understand the past</p> <p>I can construct a response about one aspect of life using historical evidence.</p> <p>I understand that there are contrasting</p>		<p><u>Chronological Understanding</u></p> <p>I can use dates and terms accurately to order and place events on a timeline describing events and people.</p> <p><u>Historical Enquiry</u></p> <p>I can differentiate between primary and secondary resources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Provide an account of a historical event based on more than one source.</p> <p><u>Historical Concepts</u></p>	

	<p>differences between artefacts</p> <p><u>Historical Concepts</u> <i>Continuity and change-</i> Understand key features of events.</p> <p>Continuity and change- Identify some similarities and differences between ways of life in different periods</p> <p><u>Historical Interpretation</u> Relate his/her own account of an event and understand that others may give a different version.</p>	<p>the consequences were (what changed)</p> <p><u>Historical Interpretation</u></p> <p>I can recognise that the past may be represented in different ways.</p>	<p>arguments for some historical events due to the presented evidence.</p> <p><u>Historical Concepts</u> <i>Cause and consequence - I can explain why people in the past lived how they did.</i></p> <p><i>Difference and Significance- I can recognise how people's lives differed in the Stone Age to the Iron Age</i></p> <p><i>Continuity and change-</i></p> <p><i>I can identify the impact key changes (during the Iron Age) had on people and their way of life</i></p> <p><u>Historical Interpretation</u></p> <p>I understand knowledge of the past is constructed using a range of sources.</p>		<p><i>Cause and consequence -</i></p> <p><i>To explain how cause and consequence are linked.</i></p> <p><i>I can give some reasons for important historic events. I can describe the significance of a specific discovery or achievement and how this impacted the future</i></p> <p><i>Continuity and change- I can identify periods of rapid change in history.</i></p> <p><u>Historical Interpretation</u></p> <p>Use a range of evidence to off clear reasons for different interpretations of events.</p> <p>Understand that people in the past may represent events or ideas in a way that may be to persuade others.</p>	
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Long Term - History

					I can make comparisons between aspects of periods studied and the present day	
Suggested Outcome	<p>Now Press Play - Transport</p> <p>Virtual tour of Coventry transport museum</p> <p>You tube video showing attempted flights</p> <p>Order old transport to new</p> <p>Advert for a Penny Farthing bicycle or fist car</p>	<p>Now Press Play- Great Fire of London</p> <p>Trip Selly Manor</p> <p>Build Tudor/Stuart houses and then burn them</p> <p>Make a simple timeline to show when fire took place</p> <p>Make a simple timeline showing the sequence of events of the fire</p> <p>Hot seat Samuel Pepeys</p> <p>Write missing day to Samuel Pepeys diary</p> <p>Talk to a firefighter about if the fire could happen now</p>	<p>Now Press Play - Stone Age</p> <p>Archeological dig finding key artefacts and asking questions</p> <p>Weapon carving</p> <p>StoneHenge fact file</p>		<p>Now Press Play (Mission to Mars)</p> <p>Timeline of the space race</p> <p>Letter to NASA</p> <p>Write a pitch requesting funds to support the space race.</p> <p>Write questions they would like answering about space exploration</p> <p>Moon Landing recount</p>	

Long Term - History

		<p>Sell your Tudor house to Samuel Peyps as an estate agent</p> <p>Create a comic strip to show the events of the Great Fire of London</p> <p>Create a class storybook</p>				
Subject Specific Vocabulary	<p>Today</p> <p>Yesterday</p> <p>the past</p> <p>old</p> <p>new</p> <p>memory</p> <p>lifetime</p> <p>significant</p> <p>achievement</p>	<p>bakery</p> <p>London</p> <p>River Thames</p> <p>diary</p> <p>eye-witness</p> <p>embers</p> <p>fire-hooks</p> <p>fire-break</p> <p>flammable</p> <p>St Paul's Cathedral</p>	<p>Neolithic</p> <p>Antler</p> <p>Cave painting</p> <p>Carving</p> <p>Pelt</p> <p>Stone-axe</p> <p>Jewellery</p> <p>Skara Brae</p> <p>Mammoth</p> <p>Borer</p> <p>Gatherer</p> <p>Hunter</p>		<p>Exploration</p> <p>Communism</p> <p>Democracy</p> <p>Technological advancement</p> <p>war</p>	
Theme Specific Vocabulary	<p>Bus</p> <p>Train</p> <p>Tram</p> <p>Plane</p> <p>Boat</p> <p>Steamship</p> <p>wooden boat</p> <p>Titanic</p> <p>Taxi</p> <p>Car</p> <p>Vehicle</p> <p>Transport</p> <p>mode of transport</p> <p>movement</p> <p>travel</p>	<p>The present</p> <p>the past</p> <p>the future</p> <p>day</p> <p>week</p> <p>month,</p> <p>long ago</p> <p>old,</p> <p>clue</p> <p>memory</p> <p>year</p> <p>decade</p> <p>timeline</p> <p>similar</p> <p>different</p>	<p>Development</p> <p>Technology</p> <p>Advancement</p> <p>Tribes</p> <p>Paleolithic</p> <p>Neanderthal</p> <p>Homo Sapien</p> <p>Evolution</p>		<p>Soviet</p> <p>Satellite</p> <p>Apollo 11</p> <p>Nasa</p> <p>Sputnik</p> <p>Rivalry</p>	

Long Term - History



	journey docks ports industrial	houses photograph opinion artefact.				
Challenge	Where was the first package holiday to and from ?	How different would the Great Fire of London be now with today's technology? Select an appropriate way to investigate an enquiry Create a historical dictionary of a period in the past.	Why is Skara Brae such a significant site for the stone age in Britain? Create a museum of artefacts which might be found in Britain during this period		What was the role of black women in the space race?	
Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Amazing Animals	London Today	Romans	A problem free Philosophy	Gold Rush	The Amazing Amazon
Key Question		Why is Queen Elizabeth 2nd a significant figure	What did the Romans do for us ?	What were the greatest achievements of Ancient Egypt?	Were the streets paved with gold ?	
Key Content		Timeline - When was Queen Elizabeth 2nd on the throne ? Who was Queen Elizabeth When did she die? Who succeeded her on the throne? What impact did she have during her reign?	Timeline - When was the Roman Empire ? How powerful was the Roman army and where did they invade? How did Boudicia try to stop the Roman invasion ?	Timeline - When was the Egyptian period ? How did early civilisation start in Egypt ? How did life in the Egyptian time period compare to the Neolithic period in Britain ?	Timeline - When was the Gold Rush Why did people relocate during the Gold Rush ? Did people make their fortunes during the Gold Rush ?	

			<p>What was daily life like as a Roman child / adult ?</p> <p>How has Roman life impacted our modern lives ?</p>	<p>What did the ancient Egyptians believe about the afterlife ?</p> <p>Which gods did the ancient Egyptians worship ?</p> <p>How were the pyramids built ?</p> <p>Who was the greatest Pharaoh of all time ?</p>		
Skills		<p><u>Chronological Understanding</u></p> <p>I can describe where people and events fit in a timeline (Within British Monarchs)</p> <p>Describe memories of Key events in his or her life using historical vocabulary</p> <p><u>Historical Enquiry</u></p> <p>I can ask and answer questions choosing and using parts of stories and other sources to show I know and understand key features of events.</p>	<p><u>Chronological Understanding</u></p> <p>I can use an increasing range of words and phrases, relating to the passing of time</p> <p>I can sequence historical events on a timeline.</p> <p>I can divide a timeline into BC and AD</p> <p><u>Historical Enquiry</u></p> <p>I can use a map as a historical source to gain information.</p>	<p><u>Chronological Understanding</u></p> <p>I can place some historical periods in a chronological framework using dates and time (BC/AD).</p> <p>I can use historic terms related to the period studied</p> <p><u>Historical Enquiry</u></p> <p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to undertake my own independent research</p>	<p><u>Chronological Understanding</u></p> <p>I can use dates and terms accurately to order and place events on a timeline describing events and people.</p> <p><u>Historical Enquiry</u></p> <p>I can use a wide variety of evidence including pictures, posters, documents, statues, sculptures and historic sights to collect evidence of the past</p> <p>Provide an account of a historical event based on more than one source.</p>	

		<p>I can show understanding of some of the ways we find out about the past and identify different ways in which it is represented</p> <p><u>Historical Concepts</u></p> <p><i>Continuity and change-</i> I can describe changes over a period of time and I understand some areas remain constant (monarchy there remains continuity in the institution of the monarchy)</p> <p>I can describe changes within living memory and aspects of change in national life</p> <p><u>Historical Interpretation</u></p> <p>Start to distinguish between fact and fiction</p>	<p>I can use more than one source of information to address and devise questions</p> <p>I can use information provided to begin to carry out independent research.</p> <p><u>Historical Concepts</u></p> <p><i>Continuity and change-</i> I can note key changes over a period of time and give reasons for that change</p> <p><i>Cause and effect-</i> I can explain how people and events in the past have influenced life today</p> <p><u>Historical Interpretation</u></p> <p>I can explain why historical accounts may be different</p>	<p>I can use a variety of resources to find out about aspects of life in the past</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p><u>Historical Concepts</u></p> <p><i>Cause and Consequence</i></p> <p>I can describe and suggest causes of events (Ancient Egyptian life) and what the consequences were.</p> <p><i>Change and Continuity</i></p> <p>I can explain the concept of change over time and represent this with evidence.</p> <p><i>Similarity and Difference</i></p> <p>I can compare similarities and differences between two periods</p> <p><u>Historical Interpretation</u></p>	<p>Cause and Consequence</p> <p><i>To explain how cause and consequence are linked.</i></p> <p><i>I can give some reasons for important historic events.</i></p> <p>Change and Continuity</p> <p>I can identify periods of rapid change in history.</p>	
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Long Term - History

				<p>I can begin to use evidence to support my own historical opinions or theories.</p> <p>I understand that sources can contradict one another</p>		
Suggested Outcome		Create a virtual tour around London with children as tour guides.	<p>Romans Visitor</p> <p>Now Press Play - Roman Britian</p> <p>Retell the story of Boudicia</p> <p>Daily life museum for another class to visit</p> <p>Create a Roman Shield</p> <p>Advert / Dragons Den pitch for a Roman invention</p> <p>Investigate Roman Roads</p> <p>Information text - Romans</p>	<p>Now Press Play (Ancient</p> <p>Write a chronology of Ancient Egypt</p> <p>Research what life was like in early Egypt</p> <p>Learn to write like an Egyptian</p> <p>Non Chron report of Egyptian gods</p> <p>What did the Ancient Egyptians believe about the afterlife?</p> <p>Find out how the pyramids were built and build one.</p> <p>Debate - Was Ramesees II a good Pharaoh ?</p> <p>Investigate how the Egyptian Empire ended</p>		
Subject Specific Vocabulary		<p>Succession</p> <p>Ascension</p> <p>Devolution</p> <p>Monarchy</p> <p>Era</p> <p>Development</p>	<p>Emperor</p> <p>Empire</p> <p>Legion</p> <p>Soldier</p> <p>Rebellion</p> <p>Barbarian</p>	<p>Era</p> <p>Chronology</p> <p>Trade</p> <p>Monarchy</p> <p>Empire</p> <p>Artefact</p>	<p>economic</p> <p>social</p>	

Long Term - History



		Re-development Olympics Commonwealth	Tribe Subjugate	Scribe Hieroglyphs Polytheistic Obelisk Temple Preserve Prepare Pyramid Chamber Egyptologist Chariot Invade Bronze Navy archer expand		
Challenge		Create a comparison of the buildings of London from the Start of Queen Elizabeth's reign (1953) with the buildings in London at the end. Timeline of change	Create a comic book strip retelling Boudicca's rebellion Create a timeline of the rulers and events of the roman occupation of Britain	Do a case study on Tutankhamun and find out about why he was a significant find.		
Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Oh we do like to be besides the seaside	Planet Protectors	Remarkable Robots	Theme park thrills	Sandbags and sirens	The Marvellous Mayans
Key Question	How did Grace Darling save lives ?				Does War ever stop?	Where did the Maya go?
Key Content	Timeline - When did Grace Darling live? Who was Grace Darling ?				Timeline- When did WW2 take place ?	Timeline - When did the Mayan people live ? Who the Maya people were, when and where did they

Long Term - History



	<p>How has safety at the seaside changed since the time of Grace Darling ?</p> <p>Why did seaside holidays become popular?</p> <p>How have seaside holidays changed from victorian times?</p>				<p>What were the key events which led to WW2?</p> <p>What was life like during WW2 ? (Home front, Rationing, Make do and mend, evacuees, anderson shelters)</p> <p>How did the Allied and Axis forces use propaganda during WW2</p> <p>Investigate the life of a significant figure (Anne Frank) During WW2</p>	<p>live ?</p> <p>What were the beliefs of the Mayan people ?</p> <p>What important inventions did they make ?</p> <p>How did the Ancient Mayan Civilisation compare to Anglo-Saxon Britain (Taught in Y3 and revisited Y4)</p>
Skills	<p><u>Chronological Understanding</u></p> <p>I can label timelines with words such as: past, present, older and newer, before, after.</p> <p>Recount changes within living memory.</p> <p><u>Historical Enquiry</u></p>				<p><u>Chronological Understanding</u></p> <p>I can use relevant dates and l terms to describe historical events</p> <p>I can use dates and terms accurately to order and place events on a timeline describing events and people.</p> <p><u>Historical Enquiry</u></p>	<p><u>Chronological understanding</u></p> <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>

	<p>Ask and answer relevant basic questions about the past</p> <p>“What was it like for people?” “What happened?” “What was this used for?” “How long ago?” Use simple sources of information to find answers</p> <p><u>Historical Concepts</u> <i>Cause and consequence</i> - I understand that places change</p> <p>Similarity and Difference-.To identify similarities and differences between ways of life in different time periods using pictures and artefacts from the past and present</p> <p><u>Historical Interpretation</u></p>				<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I can compare sources of information available for the study of different times in the past.</p> <p>I understand that the type of information available depends on the time studied</p> <p>I can differentiate between primary and secondary resources</p> <p><u>Historical Concepts</u> <i>Cause and Consequence</i> To explain how cause and consequence are linked.</p> <p><i>I can give some reasons for important historic events.</i></p> <p><i>Change and Continuity</i></p>	<p>I understand how some historical periods occurred concurrently in different locations</p> <p>I can gather evidence from a range of sources to support a specific hypothesis</p> <p><i>Similarity and Difference-</i>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can use a range of sources to compare one period of time to another and describe the similarities and differences</p> <p><i>Change and Continuity-</i></p> <p><i>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</i></p> <p>I can analyse why changes happened using terms such as: social,</p>
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					<p><i>To understand and describe in some detail the main changes to an aspect in a period of history</i> To identify significant events, connections, contrasts and trends over time.</p> <p><i>Similarity and Difference</i> I can identify and and make comparisons between aspects of periods of history and the present day</p> <p><u>Historical Interpretation</u></p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Evaluate the usefulness of a variety of sources</p> <p>To show an awareness of the concept of propaganda</p>	religious, political, cultural and technological.
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Long Term - History



Suggested Outcome	<p>Meet Grace Darling - https://www.youtube.com/watch?v=Yv3eS4ojoNo</p> <p>Create questions to ask RNLI about how things have changed since Grace Darling</p> <p>Retell story of grace darling using puppets then write.</p> <p>Hot seat - interview rich person going to the beach from long ago</p> <p>Labelled photos showing differences between seaside in the past and now</p> <p>Have a virtual 'Victorian' trip to the seaside and discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these</p>				<p>Now Press Play (WWII)</p> <p>Trip - Beaumanor Hall</p> <p>Maps showing movements of forces.</p> <p>Evacuee day</p> <p>Create an Anderson Shelter</p> <p>Analysis of propaganda posters</p> <p>Write a missing day from Anne Frank's diary</p> <p>Cook a wartime meal</p>	<p>Create a Mayan style alphabet</p> <p>Construct a stepped Mesoamerican pyramid</p> <p>Newspaper article based on the first contact with Europeans</p> <p>prepare a mayan based meal- only using available produce at the time- what foods originated in the Americas?</p>

Long Term - History



	<p>holidays are similar to or different from our seaside holidays today</p> <p>Write a recount of virtual day at the seaside</p> <p>Write a postcard home from a 'holiday at the seaside' as a Victorian child</p>					
Subject Specific Vocabulary	<p>Today</p> <p>Yesterday</p> <p>the past</p> <p>old</p> <p>new</p> <p>memory</p> <p>lifetime</p> <p>significant</p> <p>achievement</p>				<p>Anachronism</p> <p>chronological order</p> <p>era/period</p> <p>C.E (the Common Era)</p> <p>BCE (before the Common era)</p> <p>importance</p> <p>significance</p> <p>Legacy</p> <p>Impact</p> <p>Effects</p> <p>Reason</p> <p>Change</p> <p>Continuity</p> <p>primary source</p> <p>secondary source</p> <p>this source suggests that...</p> <p>this source doesn't show that...</p> <p>eyewitness</p> <p>Reliable</p> <p>unreliable</p>	<p>Pyramid</p> <p>Calendar</p> <p>Hieroglyph</p> <p>Priest</p> <p>Linear</p> <p>Cyclical</p> <p>Sacrifice</p> <p>Maize</p> <p>Steale</p> <p>Pictograph</p> <p>Pantheon</p> <p>This source suggests that...</p> <p>This source doesn't show that...</p> <p>Eyewitness</p> <p>Reliable</p> <p>Unreliable</p>
Challenge	<p>Write a postcard home from a 'holiday at the seaside' as a Victorian child</p>				<p>Investigate reasons for why primary sources/ historical</p>	<p>Investigate reasons for why primary sources/ historical accounts may have differing</p>

Long Term - History



	What makes people want to visit one particular seaside over another?				accounts may have differing accounts of events (e.g. bias) Argue how WWII or Windrush has impacted modern day society.	accounts of events (e.g. bias)
Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Oh we do like to be besides the seaside	Planet Protectors	Forbidden Forests	The Attenborough Effect	Sandbags and Sirens	The Marvellous Mayans
Key Question					Does War ever stop?	Why do civilizations rise and fall?
					<p>What was The Blitz and which cities did it affect ?</p> <p>How did the allied forces use code breaking during the war ?</p> <p>What was the role of Castle Vale during WW2 ?</p> <p>What was the Battle of Britain and how did it change the war?</p> <p>How was Germany divided by the allied forces following the war and why ?</p>	<p>Social structure of Mayan society.</p> <p>Understand and depict the pantheon of Maya gods- compared to Either Roman or Greek equivalents</p> <p>Layout and mapping of religious sites eg Chichen Itza and how the Maya practised their religion to ensure the Sun kept rising the next day</p> <p>Understand the linear calendar (as opposed to cyclical) and determine why the Maya abandoned their settlements- explore other</p>

Long Term - History



						<p>possibilities (EL NINO link to global warming)</p> <p>Compare and contrast life to Europeans at the same point in history 13th century ad</p>
Skills					<p><u>Chronological Understanding</u></p> <p>I can use relevant dates and I terms to describe historical events</p> <p><u>I can use dates and terms accurately to order and place events on a timeline</u> describing events and people.</p> <p><u>Historical Enquiry</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I can compare sources of information available for the study of different times in the past.</p>	<p><u>Chronological Understanding</u></p> <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>I understand how some historical periods occurred concurrently in different locations</p> <p><u>Historical Enquiry</u> <u>Address and devise historically valid questions about change, cause, similarity and difference and significance</u></p> <p><u>Construct informed responses that involve</u></p>

					<p>I understand that the type of information available depends on the time studied</p> <p>I can differentiate between primary and secondary resources</p> <p><u>Historical Concepts</u> <i>Cause and Consequence</i> <i>To explain how cause and consequence are linked.</i></p> <p><i>I can give some reasons for important historic events.</i></p> <p><i>Change and Continuity</i> <i>To understand and describe in some detail the main changes to an aspect in a period of history</i></p> <p><i>Similarity and Difference</i> <i>I can identify and make comparisons between aspects of periods of history and the present day</i></p>	<p>thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of resources for independent research</p> <p><u>Historical Concepts</u> <i>Change and Continuity</i> <i>I can explain what leads to change and how this impacts our lives today</i></p> <p><i>Similarity and Difference</i> I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can use a range of sources to compare one period of time to another and describe the similarities and differences</p> <p><u>Historical Interpretation</u> I can use sources of information to form</p>
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					<p><i>Historical Significance</i></p> <p>To identify significant events, connections, contrasts and trends over time.</p> <p><u>Historical Interpretation</u></p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Evaluate the usefulness of a variety of sources</p> <p>To show an awareness of the concept of propaganda</p>	<p>conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>
Suggested Outcome					<p>Visit to War memorial in Castle Vale - Fact sheet about CV during the war.</p> <p>Code breaking activity</p>	<p>Now Press Play (The Maya)</p> <p>Reason about the reliability of sources presented to them.</p> <p>Compare sources and evaluate them, coming up with their own historical interpretation.</p>

Long Term - History

					<p>News report following air raid</p> <p>Labelled map and timeline showing the Battle of Britain</p>	<p>Compare different periods in time and say what is the same and what is different.</p> <p>Study archaeological evidence and create historical interpretations, based upon the knowledge they have learned.</p> <p>Consider how the future might be impacted by the events of the past.</p> <p>Make statements which are justified by historical evidence.</p>
Subject Specific Vocabulary					<p>Anachronism</p> <p>Chronological order</p> <p>Era/period</p> <p>C.E (the Common Era)</p> <p>BCE (before the Common era)</p> <p>Importance</p> <p>Significance</p> <p>Legacy</p> <p>Impact</p> <p>Effects</p> <p>Reason</p> <p>Change</p> <p>Continuity</p> <p>Primary source</p> <p>Secondary source</p> <p>This source suggests that...</p> <p>This source doesn't show that...</p> <p>Eyewitness</p>	<p>Region</p> <p>Settlement</p> <p>Hostile</p> <p>Invade</p> <p>Trade</p> <p>Port</p> <p>This source suggests that...</p> <p>This source doesn't show that...</p> <p>Eyewitness</p> <p>Reliable</p> <p>Unreliable</p>

Long Term - History

					Reliable Unreliable	
Challenge					<p>Investigate reasons for why primary sources/ historical accounts may have differing accounts of events (e.g. bias)</p> <p>Argue how WWII or Windrush has impacted modern day society.</p>	<p>Find out about the significance of Chichen Itza and what happens and the spring and autumn equinox.</p>

Ideas / Notes