



## **INTENT, IMPLEMENTATION, IMPACT - History**

East Sheen Primary School	Intent	Implementation	Impact
<b>Reception</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Answer how and why questions about experiences and in response to stories or events</li> </ul>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Talk about the lives of people around them and their roles in society</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Talk about past and present events in their own life and in the lives of family members</li> </ul> <p><u>Links:</u></p> <ul style="list-style-type: none"> <li>- Toys over time - Year 1</li> <li>- Guy Fawkes/bonfire night - Year 1</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><i>Key vocabulary:</i> Past, Present, Old, New, Changes, Before, After, Buildings, Today, Tomorrow, Yesterday, Year</p>
<b>Year 1</b>  Guy Fawkes & Bonfire night	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> <li>• Learn about historical events, people and places in their own locality</li> <li>• Learn about changes within living memory</li> <li>• Learn about events beyond living memory that are significant globally</li> <li>• Learn about the lives of significant individuals in the past</li> <li>• Begin to understand and use historical vocabulary</li> <li>• Make connections between their own lives and lives of people in the past.</li> <li>• Know and recount episodes from stories about the past</li> <li>• Sequence and order photographs and events in chronological order</li> <li>• Use common words and phrases relating to the passing of time e.g., old</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>• Why do we celebrate Bonfire Night?</li> <li>• Who was Guy Fawkes?</li> <li>• What was the sequence of events that lead to The Gunpowder Plot?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Retelling the story of Guy Fawkes</li> <li>• Using props to retell and discuss a story</li> <li>• Sequencing pictures of the events of the Gunpowder plot</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>• To explain who Guy Fawkes was</li> <li>• The events of the Gunpowder plot</li> <li>• To know why we celebrate bonfire night</li> </ul> <p><i>Key vocabulary:</i> long time ago, recently, when my parents were children, years, passing of time, Guy Fawkes, fireworks, bonfire, explosion, Gunpowder Plot, King James I, past, present</p>

	<ul style="list-style-type: none"> <li>Develop an awareness of what the past is – relating to their own lives</li> <li>Use photos to learn about past events</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Ask simple questions about the past.</li> <li>Use photos to learn about past events.</li> <li>Be curious about people and show interest in events.</li> <li>Find answers to simple questions about the past from sources of information</li> <li>Use stories to distinguish between fact and opinion</li> </ul>	<p><u>Links:</u></p> <ul style="list-style-type: none"> <li>Past and present events in my own life and in the lives of family members - Reception</li> <li>Tudors – Year 5</li> </ul>	
Toys over time	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Learn about historical events, people and places in their own locality</li> <li>Learn about changes within living memory</li> <li>Learn about events beyond living memory that are significant globally</li> <li>Learn about the lives of significant individuals in the past</li> <li>Begin to understand and use historical vocabulary</li> <li>Make connections between their own lives and lives of people in the past.</li> <li>Know and recount episodes from stories about the past</li> <li>Sequence and order photographs and events in chronological order</li> <li>Use common words and phrases relating to the passing of time e.g., old</li> <li>Develop an awareness of what the past is – relating to their own lives</li> <li>Use photos to learn about past events</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Ask simple questions about the past.</li> <li>Use photos to learn about past events.</li> <li>Be curious about people and show interest in events.</li> <li>Find answers to simple questions about the past from sources of information</li> <li>Use stories to distinguish between fact and opinion</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>What is your favourite toy? What is it like? What was your parents' favourite toy? What was it like? What were your grandparents' favourite toys? What were they like?</li> <li>Who would play with these toys? Why? How do you know?</li> <li>How can we tell toys are old?</li> <li>What did they play with 100 years ago?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Investigating and exploring different toys, posing and answering different questions.</li> <li>Sorting old and new toys.</li> <li>Comparing old and new toys</li> <li>Timeline of toys through the years</li> </ul> <p><u>Links:</u></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history - Reception</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Explain how toys were different in the past and why.</li> <li>Compare old and new toys.</li> <li>Put toys in a timeline according to their features.</li> </ul> <p><i>Key vocabulary:</i> Past, present, new, old, technology, electrical, batteries, manufactured, handmade, factories, materials, similar, different, change</p>
Transport (Including Bessie)	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Learn about historical events, people and places in their own locality</li> <li>Learn about changes within living memory</li> <li>Learn about events beyond living memory that are significant globally</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>How do we travel?</li> <li>How did people do it before?</li> <li>How has transport changed?</li> <li>Who was Bessie Coleman and why is she significant?</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>How transport has changed</li> <li>Who was Bessie Coleman and why she is important.</li> <li>What the Titanic was.</li> </ul>

<p>Coleman and the Titanic)</p>	<ul style="list-style-type: none"> <li>Learn about the lives of significant individuals in the past</li> <li>Begin to understand and use historical vocabulary</li> <li>Make connections between their own lives and lives of people in the past.</li> <li>Know and recount episodes from stories about the past</li> <li>Sequence and order photographs and events in chronological order</li> <li>Use common words and phrases relating to the passing of time e.g., old</li> <li>Develop an awareness of what the past is – relating to their own lives</li> <li>Use photos to learn about past events</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Ask simple questions about the past.</li> <li>Use photos to learn about past events.</li> <li>Be curious about people and show interest in events.</li> <li>Find answers to simple questions about the past from sources of information</li> <li>Use stories to distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>What do we already know about the Titanic and what can we work out from a picture?</li> <li>How did the unsinkable Titanic sink?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Transport timeline</li> <li>Comparing an old and a new aeroplane</li> <li>Thinking hat questions to explore Bessie Coleman</li> <li>Flow map the Titanic</li> <li>Cause and effect map sinking of the Titanic</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past - Reception</li> <li>Mary Seacole Year 2 and Mae Jemison Year 2 - BAME Historical figures</li> </ul>	<ul style="list-style-type: none"> <li>Why The Titanic sank.</li> </ul> <p><i>Key vocabulary:</i> Past, present, new, old, materials, similar, different, change, transport, vehicles, railway, carriages, compare, contrast, steam train, steam engine, modern, boat, plane, long time ago, recently, when my parents were children, years, passing of time, discrimination, pioneer</p>
<p>James Cook and Joseph Banks</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Learn about historical events, people and places in their own locality</li> <li>Learn about changes within living memory</li> <li>Learn about events beyond living memory that are significant globally</li> <li>Learn about the lives of significant individuals in the past</li> <li>Begin to understand and use historical vocabulary</li> <li>Make connections between their own lives and lives of people in the past.</li> <li>Know and recount episodes from stories about the past</li> <li>Sequence and order photographs and events in chronological order</li> <li>Use common words and phrases relating to the passing of time e.g., old</li> <li>Develop an awareness of what the past is – relating to their own lives</li> <li>Use photos to learn about past events</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Ask simple questions about the past.</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Who was Joseph Banks?</li> <li>Who was James Cook?</li> <li>What are the similarities and differences between Joseph Banks and James Cook?</li> <li>What was life like on board the HMS endeavour?</li> <li>What were Cook's contributions to society?</li> <li>Where did he travel?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Investigating pictures to learn about Joseph Banks.</li> <li>Comparing a visit to Australia then/now with a double bubble map</li> <li>Cook and Banks double bubble map</li> <li>Role Play voyage on Endeavour</li> <li>Time line of History learning in Year 1</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>Know who Joseph Banks and James Cook were and why they are significant.</li> <li>Understand how Australia was different in the past.</li> <li>Understand how travelling was different in the past.</li> </ul> <p><i>Key vocabulary:</i> long time ago, recently, when my parents were children, years, passing of time Past, present, new, old, similar, different, change, transport, vehicles, ship, botanist, travel, then, now, voyage, botany, discover</p>

	<ul style="list-style-type: none"> <li>• Use photos to learn about past events.</li> <li>• Be curious about people and show interest in events.</li> <li>• Find answers to simple questions about the past from sources of information</li> <li>• Use stories to distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Trip to Kew Gardens</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>- History of the Seaside Year 2</li> </ul>	
<p><b>Year 2</b></p> <p>History of the Seaside</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> <li>• Learn about events beyond living memory that are significant globally and nationally</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Make connections between their own lives and lives of people in the past</li> <li>• Identify differences between ways of life at different times</li> <li>• Learn to recognise why people did things, why events happened and what happened as a result</li> <li>• Know where people/events studied fit into a chronological framework</li> <li>• Compare aspects of life in different periods of time</li> <li>• Learn to sequence photographs and artefacts</li> <li>• Describe key memories of key events in their life</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Understand some ways we can learn about the past.</li> <li>• Devise historical questions as a class.</li> <li>• Ask and answer appropriate questions about the past.</li> <li>• Choose and use parts of stories and other sources to show understanding of concept.</li> </ul>	<p><u>Historical investigations:</u></p> <p>What past events do I already know about and when did they happen?  What was the seaside like 100 years ago?  How does the seaside now compare to the seaside 100 years ago?  Who was Mary Anning and why was she significant?  What happened as a result of Mary Anning's findings?</p> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Chronologically order events children have learned about</li> <li>• Compare how the seaside has changed overtime- double bubble map</li> <li>• Mary Anning Fossil- exploration</li> <li>• Explore the life of Mary Anning</li> <li>• Cause and Effect map</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>- James Cook and Joseph Banks Year 1</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>• Know who Mary Anning was, what she did and what impact this had</li> <li>• Know how the seaside has changed over time</li> </ul> <p><i>Key vocabulary:</i></p> <p>Investigate, Significant, Explorers, chronological order, Artefact, Century, Coast, Dinosaur, Discovery, Extinct, fossil, influential, Jurassic Coast, palaeontology, Prehistoric, reptile, skeleton, scientist, town, Maidstone, vertebrate</p>
<p>Florence Nightingale</p>	<p><u>Pupils will:</u></p>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>• Who was Florence Nightingale and why was she important?</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p>

and Mary Seacole	<ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant globally and nationally</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Make connections between their own lives and lives of people in the past</li> <li>Identify differences between ways of life at different times</li> <li>Learn to recognise why people did things, why events happened and what happened as a result</li> <li>Know where people/events studied fit into a chronological framework</li> <li>Compare aspects of life in different periods of time</li> <li>Learn to sequence photographs and artefacts</li> <li>Describe key memories of key events in their life</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Understand some ways we can learn about the past.</li> <li>Devise historical questions as a class.</li> <li>Ask and answer appropriate questions about the past.</li> <li>Choose and use parts of stories and other sources to show understanding of concept.</li> <li>Compare two versions of a past event</li> </ul>	<ul style="list-style-type: none"> <li>Who was Mary Seacole and why was she important?</li> <li>What motivated Mary Seacole/Florence Nightingale and what obstacles did they face?</li> <li>What are the similarities and differences between Mary Seacole and Florence Nightingale?</li> <li>How did Florence Nightingale and Mary Seacole change hospitals and nursing?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Look at photos and artefacts based on Florence Nightingale</li> <li>Ask questions about Florence Nightingale</li> <li>Use thinking hats to explore and answer questions</li> <li>Order events into a timeline</li> <li>Complete double bubble maps to compare two significant figures</li> <li>Make comparisons between old and modern hospitals</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Bessie Coleman BAME Historical Figures – Year 1 Mae Jemison – Year 2</li> <li>Rights of women through History links to Ancient Greeks - Year 3</li> </ul>	<ul style="list-style-type: none"> <li>Who Florence Nightingale was and why her work was important</li> <li>Who Mary Seacole was and why her work was important</li> <li>How the two historical figures are similar and different</li> <li>How old and modern hospitals differ</li> </ul> <p><i>Key vocabulary:</i> long time ago, recently, when my parents were children, years, decades, centuries, passing of time, past, present, <b>Florence Nightingale</b>, Crimean War, Scutari, Nursing, Medicine, Victorian, <b>Mary Seacole</b></p>
The Great Fire of London	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant globally and nationally</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Make connections between their own lives and lives of people in the past</li> <li>Identify differences between ways of life at different times</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>What was London like in 1666?</li> <li>How do we know about the Great Fire of London?</li> <li>How did the Great Fire of London start and how did it spread?</li> <li>How did London change after the Great Fire?</li> </ul> <p>Key activities in the unit of work are:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>When the GFoL happened</li> <li>Why the GFoL started</li> <li>How the GFoL spread</li> <li>What the impact of the GFoL was</li> <li>How we know about the GFoL</li> </ul> <p><i>Key vocabulary:</i></p>

	<ul style="list-style-type: none"> <li>Learn to recognise why people did things, why events happened and what happened as a result</li> <li>Know where people/events studied fit into a chronological framework</li> <li>Compare aspects of life in different periods of time</li> <li>Learn to sequence photographs and artefacts</li> <li>Describe key memories of key events in their life</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Understand some ways we can learn about the past.</li> <li>Devise historical questions as a class.</li> <li>Ask and answer appropriate questions about the past.</li> <li>Choose and use parts of stories and other sources to show understanding of concept.</li> <li>Compare two versions of a past event</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and tell the story of the GFOL</li> <li>Examine and discuss different sources of evidence- The diary of Samuel Peyps</li> <li>Visit the National Archives- to observe primary sources</li> <li>Write a diary account of the GFOL</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>National Archives to observe Primary Resources Tudors Year 5</li> </ul>	<p>The Great Fire of London, Letters, Danger, Survive, Newspapers, Storm, chronological order, Bakery, Ignite, Leather buckets, London, Monument, Thames, King Charles II, Samuel Pepys</p> <p>First/Next/Finally</p>
<p>The History of Space Travel</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant globally and nationally</li> <li>Learn about the lives of significant individuals in the past who have contributes to national and international achievements.</li> <li>Identify differences between ways of life at different times</li> <li>Learn to recognise why people did things, why events happened and what happened as a result</li> <li>Know where people/events studied fit into a chronological framework</li> <li>Compare aspects of life in different periods of time</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Understand some ways we can learn about the past.</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Has man ever been to the moon and how can we know for sure?</li> <li>Why did the astronauts risk their lives going to the moon?</li> <li>Which significant individuals have travelled to space?</li> <li>How has space travel evolved?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Recall when the first moon landing took place</li> <li>Recall who the first men were to visit the moon</li> <li>Sequence the main events leading up to the moon landing and the journey itself</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>History of Transport Year 1</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>USA and Russia wanted to be first to land on the moon.</li> <li>Laika was the first dog to orbit Earth in 1957.</li> <li>Yuri Gagarin was the first man in space and Valentina Tereshkova was the first woman.</li> <li>Neil Armstrong, an American, was the first person to walk on the moon in 1969.</li> <li>Neil Armstrong flew in Apollo 11.</li> <li>"One small step for a man, a giant leap for mankind."</li> <li>Mae Jemison was the first black woman to travel into space.</li> </ul> <p><i>Key vocabulary:</i> Race to space, Neil Armstrong ,Yuri Gagarin, Valentina Tereshkova, moon,</p>



	<ul style="list-style-type: none"> <li>Devise historical questions as a class.</li> <li>Ask and answer appropriate questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>BAME historical figures linked to Bessie Coleman – Year 1 and Mary Seacole – Year 2</li> </ul>	orbit, Earth, astronaut, engineer, USA, Russia, space, flight, NASA, Apollo 11, launch, rocket, Laika, Albert I & II, Mae Jemison
<b>Year 3</b>  Stone Age to Iron Age (Prehistory)	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To understand changes in Britain from the Stone Age to the Iron Age</li> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>To understand how knowledge of the past is constructed from a range of sources</li> <li>Begin to know and understand the history of the UK as a coherent, chronological narrative from the earliest times to present day</li> <li>Understand more complex terms e.g. BCE/AD</li> <li>Begin to place periods of time studied on a timeline and make links to other known events/periods</li> <li>Sequence several events or artefacts</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Begin to devise historically valid questions.</li> <li>Begin to select and organise relevant historical information.</li> <li>Use a collection of artefacts to learn about the past.</li> <li>Discuss the reliability of photos, accounts and stories</li> <li>Carry out guided research using books and internet</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>What is the Stone Age and when did it happen?</li> <li>What were the three stages of the Stone Age?</li> <li>What were settlements in the Stone Age like?</li> <li>What did people eat in the Stone Age?</li> <li>What was Stonehenge built for?</li> <li>How did the introduction of bronze improve the quality of life in prehistory?</li> <li>How was bronze used in the UK?</li> <li>What was the Iron Age and how was it different to the Bronze and Stone ages?</li> <li>Were there any significant beliefs during prehistory?</li> <li>How did the Stone, Bronze and Iron age influence modern life?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Timeline of prehistory in chronological order</li> <li>Create a flow map to show how life changed throughout the different stone age periods</li> <li>Flow map to show how stone age homes developed (D&amp;T link)</li> <li>Look at evidence to enquire which food was eaten in each period</li> <li>Built a stone henge model after learning how it was built</li> <li>Cause and effect maps to show how bronze was used</li> <li>Discover and evaluate artefacts</li> <li>Bubble map to show the main features of life in the Iron Age</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>Prehistory consists of the Stone Age, Bronze Age and the Iron Age</li> <li>How life developed throughout the stone age</li> <li>How homes changed throughout Prehistory and how they supported life</li> <li>Children can identify each home typical to each period in the stone age</li> <li>Stonehenge was built by humans</li> <li>Bronze was used to create better weapons, jewellery, develop farming</li> <li>How artefacts can tell us how people in prehistory lived</li> <li>How life developed during the Iron Age</li> <li>To know the order of events</li> </ul> <p><i>Key vocabulary:</i></p> <p>Use appropriate historical vocabulary including dates, time, period, era, change, chronology, primary, secondary, source</p> <p>Prehistory, Stone age, Palaeolithic, Mesolithic, Neolithic Period, Hunter-gathers, Stonehenge, Bronze Age, Iron Age, Beaker people, Celts, Hillforts, Druids</p>

		<ul style="list-style-type: none"> <li>• Circle map to show prehistory beliefs across the stone, bronze and iron age</li> <li>• Order events in chronological order on a timeline</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>- Different beliefs through time links to Prehistory – Year 3, Romans – Year 4, Anglo Saxons- Year 5, Vikings Year 5 and Egyptians – Year 6</li> </ul>	
--	--	--	--



<p>Ancient Greeks</p>	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>• To understand historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>• To identify reasons for and results of people's actions</li> <li>• To know and understand Ancient Greek life and achievements and their influence on the western world</li> <li>• To understand why people may have wanted to do something</li> <li>• To continue to develop chronologically secure knowledge of history.</li> <li>• Begin to place periods of time studied on a timeline and make links to other known events/periods</li> <li>• Begin to know and understand the history of the UK as a coherent, chronological narrative from the earliest times to present day</li> <li>• Understand more complex terms e.g. BCE/AD</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Begin to devise historically valid questions.</li> <li>• Begin to select and organise relevant historical information.</li> <li>• Use a collection of artefacts to learn about the past.</li> <li>• Discuss the reliability of photos, accounts and stories</li> <li>• Carry out guided research using books and internet</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks?</li> <li>• Who did the Ancient Greeks worship?</li> <li>• What is democracy and how did the Ancient Greeks use it?</li> <li>• How was pottery used in Ancient Greece? (artefacts)</li> <li>• How did Ancient Greeks live day to day?</li> <li>• What was Ancient Greek architecture like?</li> <li>• Why were the Olympics important to the Ancient Greeks?</li> <li>• What was it like to see Ancient Greek theatre?</li> <li>• What happened in the Battle of Marathon?</li> <li>• Were there any significant and important Ancient Greek individuals?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Put the events of the Ancient Greeks in chronological order</li> <li>• Matching the Greek Gods to their information</li> <li>• Create a brace map to show aspects of daily life in Ancient Greece</li> <li>• Double bubble map to compare ancient and modern Olympics</li> <li>• Designing and labelling a Greek temple for a God or Goddess</li> <li>• Interpreting and re-creating Greek theatre</li> <li>• Comparison between the two city states</li> <li>• Sequence the events of the Battle of Marathon</li> <li>• Debate the question: 'Should women be able to vote' - exploring democracy</li> <li>• Evaluating the impact of Ancient Greek legacies</li> </ul> <p>Links:</p>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>• When and where the Ancient Greeks lived</li> <li>• How and who the Ancient Greeks worshipped</li> <li>• Explain the concept of democracy and how it developed Greek life</li> <li>• Explain what pottery is and how it was used</li> <li>• Describe a typical day in Ancient Greece (some children may be able to explain differences in class)</li> <li>• Know about Greek theatre</li> <li>• Know about the events of the Battle of Marathon</li> <li>• Name significant individuals during this period</li> </ul> <p><u>Key vocabulary:</u> Use appropriate historical vocabulary including dates, time, period, era, change, chronology, primary, secondary, source</p> <p>Ancient Greece, Democracy, City states, Temple, Gods/ Goddesses, Mount Olympus, Spartan, Athenians, Parthenon, Olympics, Theatre, Trojan war</p>
-----------------------	--	---	---

		- Rights of women through History links To Florence Nightingale, Mary Seacole in Year 2	
<p><b>Year 4</b></p> <p>World War 2</p>	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To use evidence to reconstruct life in the time studied</li> <li>To develop understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>To identify historically significant people and their impact on history</li> <li>To be aware of the historical significance in their local area</li> <li>To offer a reasonable explanation for some events</li> <li>To identify reasons for and results of people's actions</li> <li>To note connections, contrasts and trends over time</li> <li>To continue to use timelines within and around chosen time periods studied</li> <li>To relate current studies to previous studies</li> <li>Understand more complex terms e.g. BCE/AD and place them on a timeline</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>To pose questions and then investigate answers</li> <li>To use a range of sources to research, then organise and communicate historical information</li> <li>To begin to understand that different versions of the past may exist, giving some reasons for this</li> <li>To use texts and historical knowledge to form an opinion or explanation about events in the past</li> <li>To use a collection of artefacts to learn about the past</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>When and why did WW2 start?</li> <li>Who were the allies and axis powers in WW2?</li> <li>What are artefacts and how do they help us learn about the past? How do everyday objects from the 1940's compare to those today?</li> <li>What was the Blitz? Why did it happen?</li> <li>How did people keep safe during the Blitz?</li> <li>Why was evacuation important? What was the experience like for children?</li> <li>How was everyday life affected by rationing?</li> <li>How was our local area affected by the Blitz? How can maps teach us about the past?</li> <li>What was life like living as a Jew during WW2?</li> <li>How did propaganda influence people during WW2?</li> <li>What were the key events of WW2?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Find answers to questions using sources</li> <li>Placing events on a timeline</li> <li>Looking at Digi map and bomb maps of local area</li> <li>Visiting the local air raid shelter</li> <li>Henley Fort residential trip (Home guard, bomb shelter, ARP experiences)</li> <li>Looking at photos and artefact boxes</li> <li>WW2 workshop</li> <li>Investigating and analysing WW2 propaganda</li> <li>Thinking maps activity about Anne Frank</li> <li>Double bubble comparisons</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>Why WW2 started and who were the significant individuals involved</li> <li>The main allies and the axis powers during the war</li> <li>How everyday objects during WW2 may differ from modern day (including transport)</li> <li>What the Blitz was and why it happened</li> <li>How people kept safe during the war including evacuation</li> <li>Understand how it would have felt to be an evacuee</li> <li>Understand how East Sheen was affected (local bombs and air raid shelter)</li> <li>To know about the treatment of Jews before and during WW2</li> <li>To raise empathy for Jews (Anne Frank)</li> <li>To list some key dates during the war e.g. Pearl Harbour and some causes and effects (USA joining allies)</li> </ul> <p><u>Key vocabulary:</u> Dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence.</p> <p>Propaganda, Rationing, Evacuation, The Blitz, Government, Nazi, Allies, Axis, Jews, Surrender, Adolf Hitler, Neville Chamberlain, Winston Churchill.</p>

		<ul style="list-style-type: none"> <li>Cross curricular - English writing</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Use of maps to learn about the past – Year 5 Vikings and Egyptians Year 6</li> </ul>	
Ancient Romans (Invaders and Settlers)	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>To identify historically significant people and their impact on history</li> <li>To gain a coherent knowledge and understanding of Britain's past and that of the wider world by knowing about the Roman Empire and its impact on Britain</li> <li>To note connections, contrasts and trends over time</li> <li>To continue to use timelines within and around chosen time periods studied</li> <li>To understand more complex terms e.g. BCE, AD</li> <li>To make comparisons between different times in history</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>To pose questions and then investigate answers</li> <li>To use a range of sources to research, then organise and communicate historical information.</li> <li>To begin to understand that different versions of the past may exist, giving some reasons for this</li> <li>To use a collection of artefacts to learn about the past</li> <li>To identify primary and secondary sources</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>What are invaders and settlers? Where do the Romans and Celts fit on a timeline?</li> <li>Who were the Romans and what land did their empire rule?</li> <li>How and why did the Romans invade Britain?</li> <li>Who lived in Britain before the Romans? What was the Celtic way of life like?</li> <li>Who was Boudicca and how did she revolt against the Romans?</li> <li>Why was the Roman army so successful? What was their uniform like?</li> <li>What influences did Romans have on Britain? What parts of modern Britain came from the Romans?</li> <li>What were the most popular forms of entertainment during the Ancient Roman civilisation?</li> <li>What might you find in an Ancient Roman home? How did rich and poor houses differ?</li> <li>Who did the Ancient Romans worship? How did their beliefs affect their everyday lives?</li> <li>How can Roman artefacts teach us about the past?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Placing events on a timeline</li> <li>Identifying countries in the Roman Empire on a map</li> <li>Use a flow map to show the invasions of Britain</li> <li>Make comparisons between the Roman and Celts</li> <li>Learn about Boudicca's revolt and about different viewpoints on her</li> </ul>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> <li>The difference between invaders and settlers</li> <li>When the Roman Empire began and ended</li> <li>Which three dates the Romans invaded Britain and by whom</li> <li>Who were the Celts? Remember the link to Iron Age (Year 3)</li> <li>Who Boudicca was and why she is remembered. Offer different viewpoints on her actions</li> <li>Why the Roman army was so successful, listing reasons and making comparisons with the Celts' way of life</li> <li>List some Roman influences on Britain and why they were important</li> <li>List forms of entertainment and similarities/differences to modern day</li> <li>Make comparisons between rich and poor Roman housing</li> <li>Explain about how Ancient Romans worshipped many different Gods and Goddesses</li> <li>How artefacts can teach us about the Roman era e.g. the clothing, food utensils.</li> </ul> <p><i>Key vocabulary:</i></p> <p>Dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence.</p> <p>Empire, Emperor, Invaders, Settlers, Conquer, Julius Caesar, Emperor</p>

		<p>actions by looking at different sources</p> <ul style="list-style-type: none"> <li>Look at Roman artefacts at school and at the Richmond Museum</li> <li>Roman workshop</li> <li>Use double bubble maps to compare aspects of Roman and modern life</li> <li>Discuss and rank the importance of Roman influences on Britain</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>- Different beliefs through time links to Prehistory – Year 3, Anglo Saxons- Year 5, Vikings Year 5 and Egyptians – Year 6</li> <li>- The life of rich and poor, Year 6 Victorians and Year 6 Tudors</li> </ul>	<p>Claudius, Boudicca, Gladiator, Iceni, Chariot, Mosaic, Artefacts,</p>
<p><b>Year 5</b></p> <p>Anglo Saxons</p>	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To develop understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>To identify historically significant people and their impact on history</li> <li>British history that extends their chronological knowledge beyond 1066</li> <li>About Britain's settlement by Anglo-Saxons and Scots</li> <li>To relate current studies to previous studies</li> <li>To place current study on timeline in relation to previous studies</li> <li>To make links between events, situations and changes within and across different periods/societies</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Use a range of sources and concepts to support and inform responses to questions.</li> <li>Offer reasons for different versions of events</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Who were the Anglo-Saxons and where did they come from?</li> <li>How and why did they invade?</li> <li>How was Anglo-Saxon Britain ruled?</li> <li>What did the Anglo-Saxons believe?</li> <li>What was life like in an Anglo-Saxon village?</li> <li>How can historians learn about the Anglo-Saxons?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Use thinking hats and a range of secondary sources to investigate life in an Anglo-Saxon village</li> <li>Use sandpit and bury items from artefact box</li> <li>Children to become archaeologists.</li> <li>Discuss different sources and identify primary and secondary sources</li> <li>Children to develop questions about artefacts</li> <li>Paganism and Christian conversion</li> <li>Viking and Anglo-Saxon workshop</li> </ul> <p>Links:</p>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>Who the Anglo-Saxons were and where they lived</li> <li>The reasons for invasion and their invasion tactics</li> <li>The ways of life as an Anglo-Saxon</li> <li>The beliefs of the Anglo-Saxons</li> </ul> <p><i>Key vocabulary:</i> Dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer</p> <p>Invaders, Germanic tribe, Jutes, Franks, Friisians, Angles, Saxons, Anglo-Saxons, Scots, Picts, slaves, King Vortigern, Weregild, Christian conversion, paganism, heptarchy, Northumbria, Mercia, Wessex, East Anglia, Kent.</p>

	<ul style="list-style-type: none"> <li>• Understand how contrasting arguments and interpretations of the past have been constructed.</li> <li>• Developing their questions about artefacts</li> <li>• Deduce information from studying a different period</li> <li>• Use a collection of artefacts to learn about the past</li> <li>• Begin to understand the process of history and learn about archaeology</li> <li>• Begin to use different resources to research independently</li> </ul>	- Different beliefs through time links to Prehistory – Year 3 and Romans – Year 4, Vikings Years and Egyptians – Year 6.	
Vikings	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>• To develop understanding historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>• To study different aspects of different people of the past</li> <li>• Understand Britain's settlement by Anglo-Saxons and Scots</li> <li>• Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• To use relevant terms and period labels</li> <li>• To relate current studies to previous studies</li> <li>• To place current study on a timeline in relation to previous studies</li> <li>• To make links between events, situations and changes within and across different periods/societies, demonstrating a global perspective</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• To use a range of sources and concepts to support and inform responses to questions.</li> <li>• To offer reasons for different versions of events</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>• Who were the Vikings and why did they leave their homelands?</li> <li>• Where did the Vikings first invade?</li> <li>• How and where did the Vikings explore and settle?</li> <li>• How and why did England change when the Vikings invaded?</li> <li>• What did the Vikings believe and how did this change?</li> <li>• How did the Viking age come to an end?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>• Create a timeline linking previous history topics</li> <li>• Pose questions</li> <li>• Use maps to locate countries</li> <li>• Suggest reasons for the invasion</li> <li>• Double bubble map to show similarities and differences between the legal systems</li> <li>• Discuss how historians know about their beliefs</li> <li>• Use thinking maps and posters to show understanding of Anglo-Saxon life/villages and the impact of the Viking invasion</li> <li>• Look at photos, artefacts and videos of Sutton Hoo and discuss findings</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>• Who the Vikings were and where they first invaded.</li> <li>• Why they explored, invaded and settled.</li> <li>• How did England change after Viking invasion?</li> <li>• What did the Vikings believe?</li> <li>• What were the most important features of the Viking age?</li> </ul> <p><u>Key vocabulary:</u> Dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer.</p> <p>Runes, Long ship, Jorvik, Lindisfarne, Loot, Mead hall, Mercia, Wessex, Vahalla, Danelaw, King Canute, Eric the Red, Edward the confessor, Battle of Hastings</p>

	<ul style="list-style-type: none"> <li>To understand how contrasting arguments and interpretations of the past have been constructed.</li> <li>To develop their questions about artefacts</li> <li>To deduce information from studying a different period.</li> <li>To use a collection of artefacts to learn about the past.</li> <li>To begin to understand the process of history and learn about archaeology.</li> <li>To begin to use different resources to research independently</li> </ul>	<p>Links:</p> <ul style="list-style-type: none"> <li>- Different beliefs through time links to Prehistory – Year 3 and Romans – Year 4, Anglo Saxons Year 5 and Egyptians – Year 6.</li> <li>- Use of maps to learn about the past – Year 4 WW2 and Egyptians Year 6</li> <li>- Monarchy - Tudors in year 5 and Victorian era in Year 6.</li> </ul>	
Tudors	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To develop understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference.</li> <li>To study different aspects of different people of the past</li> <li>To make comparisons between an aspect of life with another</li> <li>To understand development of Britain beyond 1066</li> <li>To use relevant terms and period labels</li> <li>To relate current studies to previous studies</li> <li>To place current study on timeline in relation to previous studies.</li> <li>Make links between events, situations and changes within and across different periods/societies, demonstrating global perspective</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>To use a range of sources and concepts to support and inform responses to questions.</li> <li>To offer reasons for different versions of events</li> <li>To understand how contrasting arguments and interpretations of the past have been constructed.</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Who were the Tudors?</li> <li>How did the Tudor era begin and who belonged on the throne?</li> <li>What was Henry VIII like as a king?</li> <li>What is Henry VIII remembered for?</li> <li>Why is Hampton Court Significant?</li> <li>What was life like for the rich and the poor in Tudor Britain?</li> <li>What was Tudor crime and punishment like?</li> <li>How and why did religion change in Britain?</li> <li>Who was Mary I and why was she nicknamed Bloody Mary?</li> <li>What challenges did Elizabeth I face?</li> <li>How did Elizabeth I overcome these challenges?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Globe theatre trip</li> <li>Pose questions</li> <li>Place events on a timeline</li> <li>Richmond Museum artefact box</li> <li>War of Roses flow map</li> <li>Bubble map of Henry VIII – sharing opinions based on sources</li> <li>Explain causes and effects of Henry's marriages</li> <li>Double bubble map – rich and poor compare and contrast</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>Describe Henry VIII.</li> <li>Explain the War of the Roses.</li> <li>Describe Tudor life for rich and poor</li> <li>Crime and punishment in the Tudor era.</li> <li>How London has changed across time.</li> <li>The change Henry VIII brought about for religion.</li> <li>Why Mary was called Bloody Mary.</li> <li>What type of leader Queen Elizabeth I was.</li> </ul> <p><u>Key vocabulary:</u> Dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer.</p> <p>Henry VII, Roman catholic, Divorce, Beheaded, Church of England, Dynasty, Henry Tudor, Edward VI, Mary, Elizabeth, Hampton Court, War of the Roses</p>



	<ul style="list-style-type: none"> <li>To develop their questions about artefacts</li> <li>To deduce information from studying a different period.</li> <li>To use a collection of artefacts to learn about the past.</li> <li>To begin to understand the process of history and learn about archaeology.</li> <li>To begin to use different resources to research independently</li> </ul>	<ul style="list-style-type: none"> <li>Flow map detailing changes to London</li> <li>Look at sources on National Archives – comparing crime and punishment to the modern day</li> <li>Religion cause and effect map</li> <li>Mary I bridge map</li> <li>Elizabeth I thinking map activity</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Year 6 Victorians - the life of rich and poor and Year 4 - Romans</li> <li>National Archives to observe Primary Resources Great Fire of London – Year 2</li> <li>Monarchy - Vikings in year 5 and Victorian era in Year 6.</li> </ul>	
<p><b>Year 6</b></p> <p>Ancient Egyptians</p>	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity and difference</li> <li>To find out about beliefs, behaviour and characteristics of people</li> <li>To understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.</li> <li>To understand the history of agriculture in developing settlements</li> <li>To place current study on timeline in relation to previous studies</li> <li>To understand the significance of centuries and years</li> <li>To create a 'bigger picture' of history – seeing how things fit together over a long time span.</li> </ul> <p>Pupils will be given the opportunity to develop the following skills:</p>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Where is Egypt and why is Ancient Egypt significant in history?</li> <li>Why was the River Nile significant to Ancient Egyptian society?</li> <li>Who was the first Pharaoh and why was he significant?</li> <li>What did the Ancient Egyptians believe about the afterlife?</li> <li>How do we know about how the Egyptians lived 5000 years ago?</li> <li>Why did the Egyptians build pyramids?</li> <li>What legacy did they leave behind?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Locate Egypt on a world map</li> <li>Locate Ancient Egyptian civilisation on world history timeline</li> <li>Write facts about the River Nile</li> <li>Complete flow map explaining the farming cycle of Ancient Egypt based on the significance of the Nile</li> <li>Retell the story of Osiris using a flow map</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>Where the Egyptians lived</li> <li>Where they are placed on a world timeline – in relation to other time periods studied</li> <li>How the River Nile was significant during this period</li> <li>How they built the pyramids and what jobs needed to be done</li> <li>How the Egyptians have influenced the wider world</li> </ul> <p><i>Key vocabulary:</i> period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer, bias, reliability, Civilisation, Fertile, Tomb, Trade, Settlement, Pharaoh, Embalm, Mummification, Pyramid</p>

	<ul style="list-style-type: none"> <li>Consider ways of checking the accuracy of interpretations</li> <li>Recognise the strengths and limitations of sources</li> <li>Reach conclusions based on evidence</li> <li>Use original ways to present information and ideas effectively</li> <li>Know where to locate suitable information and ideas.</li> <li>Use sources of evidence to form deductions and hypotheses about the past</li> <li>Use a collection of artefacts to learn about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about Egyptian artefacts</li> <li>Complete labelled diagram of an Egyptian pyramid</li> <li>Write facts about jobs, tools, materials etc. relating to pyramids</li> <li>Act out the mummification process and create a 'guide'</li> <li>Create hieroglyphics</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Different beliefs through time links to Prehistory - Year 3, Romans – Year 4, Anglo Saxons- Year 5 and Vikings Year 5.</li> <li>Use of maps to learn about the past – Year 4 WW2 and Year 5 Vikings.</li> <li>Links to the agriculture, empire and socio-economic diversity of the Victorian period.</li> </ul> <p>Also link to the changes brought about by the Industrial Revolution to focus on the contrast in pre-industry and post-industry (long arc of development - NC)</p> <ul style="list-style-type: none"> <li>Links to another ancient civilisation Ancients Greeks Year 3</li> </ul>	
Victorians	<p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> <li>Focus on trends in population, mental health, urbanisation, inventions, education and healthcare across the Victorian period</li> <li>Understand the story of agriculture in developing settlements</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</li> <li>Place current study on timeline in relation to previous studies</li> <li>Create a 'bigger picture' of history – seeing how things fit together over a long-time span.</li> <li>Describe main changes of a period in history using terms such as social, political, religious, cultural</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>What does chronological mean? Can you describe when in history the Victorian era took place?</li> <li>What were Victorian schools like and how do they compare to schools today?</li> <li>What were the lives of rich and poor Victorian children like?</li> <li>What was the industrial revolution and how did Britain change during this time?</li> <li>What was life like for a Victorian child during the industrial revolution?</li> </ul> <p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> <li>Place events in chronological order on a Victorian timeline</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>When the Victorian era took place (chronology)</li> <li>What Victorian schools were like and how they compare to schools today</li> <li>What life was like for a rich Victorian children</li> <li>What life was like for poor Victorian children</li> <li>What the industrial revolution was and how Britain changed during this time</li> </ul> <p><i>Key vocabulary:</i>  dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer, bias, reliability, Monarch, Reign, Empire,</p>

	<p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Consider ways of checking the accuracy of interpretations</li> <li>Recognise the strengths and limitations of sources.</li> <li>Reach conclusions based on evidence.</li> <li>Decide how to present findings effectively.</li> <li>Know where to locate suitable information and ideas</li> <li>Use a range of primary and secondary sources and discuss their validity</li> </ul>	<ul style="list-style-type: none"> <li>Create a double bubble map comparing a Victorian classroom with a modern one</li> <li>Double bubble map comparing rich and poor Victorian children</li> <li>Cause and effect map of industrial revolution</li> <li>Use different sources to investigate the life of a Victorian chimney sweep and the advent of the railway</li> <li>Evaluate the advent of the railway</li> <li>Use of primary and secondary sources to make deductions and hypotheses about Queen Victoria</li> <li>Geography link: Use Digi maps identify countries under British rule</li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>The life of rich and poor, Year 5 Tudors and Year 4 Romans</li> <li>Monarchy - Tudors in year 5 and Vikings in Year 5.</li> </ul>	<p>Poverty, Population, Industrial Revolution, Urbanisation, Life expectancy, Mining, Sovereign, Public health</p>
Mayans	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</li> <li>Understand the achievements of the earliest civilisations through an in-depth study</li> <li>Understand the history of agriculture in developing settlements.</li> <li>Chronology</li> <li>Place current study on timeline in relation to previous studies.</li> <li>Understand the significance of centuries and years</li> <li>Create a 'bigger picture' of history – seeing how things fit together over a long time span.</li> <li>Describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural)</li> </ul>	<p><u>Historical investigations:</u></p> <ul style="list-style-type: none"> <li>Who were the Maya and where and when did they live?</li> <li>How do we know about the Ancient Maya and how accurate is our knowledge of the past?</li> <li>What were the beliefs of the Maya people?</li> <li>What was life in the rainforest like?</li> <li>How does Ancient Mayan civilisation compare to British history?</li> <li>What happened to the Mayans and what is their legacy?</li> </ul> <p>Key activities in the unit of work are</p> <ul style="list-style-type: none"> <li>Map work (cross-curricular links to geography)</li> <li>Study of sources and research of excavation sites – including validity and making own deductions/hypotheses</li> <li>Double bubble map comparing different stages of Maya to coinciding</li> </ul>	<p><u>When assessed, pupils will demonstrate the following sticky knowledge:</u></p> <ul style="list-style-type: none"> <li>The earliest Maya were agricultural</li> <li>The Maya showed advanced cultural traits like pyramid-building, city construction and the inscribing of stone monuments.</li> <li>How Mayan civilisation changed over time</li> <li>Where the Mayans lived and why.</li> <li>Excavations of Maya sites and what has been found</li> <li>Maya cities were surrounded and supported by a large population of farmers.</li> <li>The Maya worshipped various gods</li> <li>At the top of Maya society were the kings, or “kuhul ajaw” (holy lords), who claimed to be related to gods and followed a hereditary succession</li> <li>The Mayan Calendar</li> </ul>

	<p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Understand that events, people and changes can be interpreted in different ways</li> <li>• Recognise the strengths and limitations of primary and secondary sources (understanding bias)</li> <li>• Use sources of evidence to form deductions and hypotheses about the past</li> <li>• Decide how to present findings effectively.</li> <li>• Know where to locate suitable information and ideas.</li> <li>• Use original ways to present information and ideas</li> </ul>	<p>periods in British history (e.g. Early Maya with Iron Age)</p> <p>Links:</p> <ul style="list-style-type: none"> <li>- Different beliefs through time links to Prehistory - Year 3, Romans – Year 4, Anglo Saxons- Year 5, Vikings Year 5 and Ancient Egyptians – Year 6.</li> <li>- Use of maps to learn about the past – Year 4 WW2 , Year 5 Vikings, Year 6 Ancient Egyptians.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between Mayan beliefs and British beliefs: Monarcy and 'kuhul ajaw' etc. Geographical?</li> <li>• How historians know about Ancient Maya</li> </ul> <p><i>Key vocabulary:</i>  Social, religious, political, cultural, ancient, civilisation, Maya, Mesoamerica, indigenous, contrast, agriculture, pyramid, excavation, kuhul ajaw, olmec, dates, time, period, era, change, chronology, primary, secondary, source, deduce, justify, continuity, explicit/implicit evidence, legacy, hypothesis, infer, bias, reliability</p>
--	--	--	---