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|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | **Teaching focus: Personal History**  Enjoys joining in with family customs and routines.  CL links:  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  Beginning to understand ‘why’ and ‘how’ questions about themselves and their families. | **Teaching focus**: discuss Birthdays: traditions  ELG: Recognise and describe special times or events for family and friends.  Know why some people and events are remembered by others. | **Teaching focus:** Ducks  **ELG: Talk about people around them and their roles in society.**  **Know some similiarities between things in the past and now, drawing on their experiences and what has been done in class.** |
| **KS1** | **Explorers**  National curriculum: The lives of significant individuals in the past who have contributed to national and international achievements:  Significant people in their own locality (Captain Cook - Yorkshire)  **Key concept: Investigate and interpret the past**  Key milestones:   * Observe or handle evidence to ask questions and find answers to questions about the past. * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past.   Build an overview of world history:   * Describe significant people from the past   Understand chronology   * Place events and artefacts in order on a time line. * Use dates where appropriate | **Victorian Life**  National curriculum: The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria  Key concept: Investigate and interpret the past  Key Milestones:   * Observe or handle evidence to ask questions and find answers to questions about the past. * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past.   Understand chronology   * Place events and artefacts in order on a time line.   Build an overview of world history:   * Describe significant people from the past   Communicate historically   * Show an understanding of the concept of nation and a nation’s history. * Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | **Sinking of the Titanic**  National curriculum: Event beyond living memory that is significant nationally or globally.  Key concept: Investigate and interpret the past  Key milestones:   * Use artefacts, pictures, stories, online sources and databases to find out about the past. * Ask questions such as: What was it like for people? What happened? How long ago?   Build and overview of world history:   * Recognise that there are reasons why people in the past acted as they did. * Describe historical events. |
| **LKS2** | **Extreme Earth (Stone-Age to Iron-Age)**  National curriculum:  Changes in Britain from the Stone Age to the Iron Age:  - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  - Bronze Age religion, technology and travel, for example, Stonehenge  - Iron Age hill forts: tribal kingdoms, farming, art and culture. | **Ancient Greece**  National curriculum:  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.  Ancient Greece – a study of Greek life and achievements and their influence on the western world.  Key concept: Understanding Chronology  Key Milestones:   * Place events, artefacts and historical figures on a time line using dates. * Understand the concept oof change over time, representing this, along with evidence, on a timeline * Use dates and terms to describe events.   Key concept: Communicate historically  Key Milestones:   * Use appropriate historical vocabulary to communicate, including Dates, Time period, Era, Change, Chronology | **Romans**  National curriculum:  The Roman Empire and its impact on Britain:  - Julius Caesar’s attempted invasion in 55-54 BC  - The Roman Empire by AD 42 and the power of its army  - Successful invasion by Claudius and conquest, including Hadrian’s Wall  - British resistance, for example, Boudica  - ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. |
| **UKS2** | Theatre - Then and Now (The context of the plays, how they have changed, globe theatre). National curriculum:  A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 [changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century].  Key milestones:  Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events  • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. | Key events in decade – How have these affected other eras? National curriculum:  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses  Key milestones:  use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events  • Use appropriate historical vocabulary to communicate, including:  • dates • time period • era • chronology • continuity • change • century • decade • legacy.  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. | **The Shang Dynasty**  National curriculum:  know and understand significant aspects of the history of the wider world: the nature of  ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses  understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Key milestones:  Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Use appropriate historical vocabulary to communicate, including:  • dates • time period • era • chronology • continuity • change • century • decade • legacy.  • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. |

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| History  (Victorian Life) | NC: The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victori | | | | | | |
| L.I. To understand the differences between Victorian Schooling and modern schooling.  Victorian School Day:  Preparation:  KS1 Staff to dress up in their Victorian outfits  Displays to be covered  Desks separated and in rows.  Times tables displayed  Picture of Queen Victoria displayed,  Victorian school rules displayed.  Children to experience a full Victorian School day – Lining up in height order, boys and girls separate entrance, bow/curtesy, reciting alphabet/timetables, handwriting, chalk writing, recite monarchy.  Afternoon – Boys technical drawing, girls sewing.  Session at the end of the day to make comparisons between Modern and Victorian schooling. How did you feel about the day?? How different is it to school today? Are there any benefits to the Victorian way of school?  What surprised you the most about Victorian School?  P4C session – Was Victorian schooling better than modern schooling? | L.I. To use artefacts to find out about the past.  Teach: Present children with a range of Victorian Artefacts (SLS) and pictures.  Children to spend time exploring the artefacts. Considering the following questions:  What do you think this item is?  What would its purpose have been?  Why do you think it is different to what we use nowadays?  Activity:  Children to choose a Victorian artefact use stem sentence to explain its use.  Write a sentence under each pair of Victorian/Modern Day household items to explain why the item is different and how it has changed?  Reference changes in technology etc as a reason why the equipment has developed  Advancing: Explain why artefacts are important in history. (Y1 use stem sentence for support) | 2 afternoons needed: One for local walk  One for session below:  L.I. To use artefacts, pictures and online sources to find out about the past.  Teach:  Explain that buildings can tell us a lot about the past.  Look at buildings in the local environment that support our understanding of history. e.g. the old school building  Compare and contrast buildings (school buildings, churches, houses) from Victorian era to today.  Provide stem sentences e.g. Dates on buildings are important because…  Create art work focusing on stone and brickwork.  Plenary: Discuss why buildings are important to tell us about the past. Explain that some buildings can be a memorial. A structure built in order to remind people of a famous person or event. Introduce ‘Royal Albert Hall. Explain that this was built in the memory of Prince Albert (Queen Victoria’s husband) – We will find out more about this over the next 2 weeks. | L.I – To name a significant monarch from the past. / To place events in order on a timeline.  Teach:  Bring up term: The Victorian Era. Discuss: Why was this period in time called The Victorian Era?  Watch video to introduce your to Queen Victoria.  <https://www.bbc.co.uk/>  bitesize/topics/zkrkscw  /articles/zfdkhbk  Introdyce the term ‘monarch’ What does it mean?  Look at the life of Queen Victoria. Discuss her life, and achievements.  Identify dates – When was Queen Victoria’s reign?  Basic: When was Queen Victoria’s reign?  Advancing: Organise information about Queen Victoria | L.I. To be able to name significant monarchs from the past.  Teach:  Explain what makes Queen Victoria a significant person. Discuss that she was very affected by her husbands death – Prince Albert.  It was suggested that a great memorial be built which she approved. The Royal Albert Hall in London.  Share photographs and online sources (website) to find out about The Royal Albert Hall.  Link to artefacts (The royal albsert hall houses over 4 million objects, each telling a story about life in the past.)  Activities:  Advancing: Why was the Royal Albert Hall built – list 2 reasons.  Basic – Describe what is meant by the word memorial.  Deep: Do you agree? Every town and city should have public libraries, museums and art galleries. | L.I- To show an understanding of the concept of nation and a nation’s history.  Teach:  Key vocab: reign, nation  Discuss that Queen Victoria was involved in running the country throughout her reign and her legacy was to improve the relationship between the public and the monarchy. This helped furutre monarchs. She had a significant impact on the nation. (A nation is a group of people who share the same culture, history, language or ethnicity.)  Identify and plot the monarchs between her death and Queen Elizabeth II on a timeline. Discuss length of reign.  Pose question: Which monarch is likely to have been the most significant and why? | L.I. To compare aspects of life between Queen Victoria and Queen Elizabeth II  Recap terms from last week – Monarchy, throne, reign.  Link to Literacy: Pose question: What do you know about Elizabeth II? Think, pair, share.  Compare and Contrast key events in the running of the country for both Queen Victoria and Queen Elizaeth II  Activity:  Advancing: Compare and contrast how Queen Victoria was involved in the running of the country to the role of another Queen (Queen Elizabeth II) |