

South Darley C.E. Primary School History Overview

Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of past events; b start to understand that there can be different versions of the same event from the past; c observe and use pictures, photographs and artefacts to find out about the past; d start to use stories or accounts to distinguish between fact and fiction; <p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.

KS1 History National Curriculum

Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- a observe or handle evidence to ask simple questions about the past;
- b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- c use evidence to explain the key features of events; sort some objects/artefacts into new and old and then and now.

KS2 History National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- a use a range of primary and secondary sources to find out about the past;
- b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- c gather more detail from sources such as maps to build up a clearer picture of the past;
- d regularly address and sometimes devise own questions to find answers about the past;
- e begin to undertake their own research.

KS2 History National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- a recognise when they are using primary and secondary sources of information to investigate the past;
- b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- c select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; <p>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; <p>describe significant individuals from the past.</p>	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

KS1 History National Curriculum

Pupils should 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.

Children can:

- a talk, write and draw about things from the past;
- b use historical vocabulary to retell simple stories about the past.

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- c start to present ideas based on their own research about a studied period.

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- c plan and present a self-directed project or research about the studied period.

Substantive Concepts Covered in KS1	Substantive Concepts Covered in LKS2		Substantive Concepts Covered in UKS2	
	Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.	
building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society technology trade transport travel war: battle, conflict	From KS1 built upon: building the church city nation/country religion ruler: king, emperor, pharaoh technology trade transport travel war: battle, conflict, invasion, army	New to LKS2 civilisation colonisation conquest culture decolonisation economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement tribe	From KS1 built upon: building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king, emperor, pharaoh, monarchy society technology trade transport travel war: battle, conflict, invasion, army	From LKS2 built upon civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement trade tribe New to UKS2 democracy golden age propaganda treaty

	KS1 Cycle A						KS1 Cycle B						KS2 Cycle A						KS2 Cycle B					
	Lest We Forget: No place like home / Remembrance	Staying Alive : Nurturing Nurses	No Stone Left Unturned: Great Explorers / Beside the Seaside	Best of British?: Famous Brits / Gunpowder Plot	World on a Plate: Beautiful India? / Living Off the Land	All the World a Stage: Cinderella / Fairy Tales of the World	Our DNA: Incredible Me / Towers and Turrets: Norman Conquest	Plague!: Pirates / The Great Fire of London	Travel Through Time: Travel and Transport	Industrial Age: Queen Victoria and Queen Elizabeth	Treasure Hunters: Special Toys through Time / Superheroes Rule	Hooray for Habitats: Different Animals / Jack and the Beanstalk	Lest We Forget: World Wars	Staying Alive: Survival	No Stone Left Unturned: Rocks	Best of British?: Romans	World on a Plate: Foods from around the World	All the World a Stage: Greeks / Olympics	Our DNA: Vikings / Anglo Saxons	Plague!: Eyam and the Plague	Travel Through Time: Space	Industrial Age: The Industrial Revolution (Local History)	Treasure Hunters: Egyptians	Hooray for Habitats: Rainforests
Historical Interpretations	X	X			X		X	X	X	X		X			X			X	X		X		X	
Historical Investigations	X	X	X		X			X	X	X		X	X		X		X	X	X		X		X	
Chronological Understanding	X		X	X				X	X	X		X	X	X	X			X	X	X	X	X	X	
Knowledge and understanding of events, people and changes in the past	X	X	X	X			X	X	X	X		X		X	X		X	X	X	X	X	X	X	
Presenting, organising and communicating	X	X	X	X			X	X		X		X		X	X		X	X	X		X		X	

	KS1	LKS2	UKS2
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There's No Place Like Home

Discuss who lives in an old or new house and what the differences might be. What do children already know about the history of their homes? What has changed there in their lifetime/ memory?

Compare the old/ new irons – which is which and how do we know? Repeat with warming pan and hot water bottle. Watch Magic Granddad episode to see them being used;

Demonstrate how to use the census website to find out who lived in a house 100 yrs ago- note similarities/ differences in names, occupations, number of people in the house, ages at which they work etc.

Watch 'bathroom' episode of magic granddad and note differences between children's own bathrooms and the old one shown;

Invite several older people with a local connection to the area into school to share their memories of living here with children. Bake old fashioned recipe to give them.

Interview children about whether they would rather be a child now or 100 years ago and ask them to explain why.

Remembrance

Talk about special times we have had and any special things that help us to remember them. Put our own reminiscences on a timeline of our lives.

Show the poppy and ask if children know what this is used to help us remember. Use the story Where the Poppies Now Grow to introduce some events of WW1, showing where on a timeline this would fit and compare what children can see of clothing etc with modern day. Tell the story of the Armistice and the first memorials.

Look at more than two versions of evacuation and the Blitz identifying differences. Investigate different accounts of the life in the trenches and be able to explain some of the reasons why the accounts may be different (letters home from soldiers compared to their own diaries).

Use a range of primary and secondary sources to find out about the WW1 and WW2 e.g. books, written diaries.

Sequence events of WW1 and WW2 involving historical figures on a timeline using dates. Complete timeline for WW1 and events leading up to WW2 storyboard.

Find out about the everyday lives of people during the Wars compared with our life today – children to complete comparison exercises e.g. comparison menus.

Identify key features, aspects and events of the World Wars – explore these through videos and first person accounts as well as looking at written evidence.

Use and understand appropriate historical vocabulary (see vocabulary list).

Present, communicate and organise ideas about the World Wars using e.g. models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Find and analyse a wide range of evidence about Britain during WW1 and WW2 – use a variety of primary and secondary resources to find out a variety of things during the course of the topic.

Use a range of evidence including letters to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past – explore how things can be interpreted differently depending on the sources.

Consider different ways of checking the accuracy of interpretations of the past using historical books and the internet – using a variety of sources decide which things are always the same and document these in the work they complete.

Start to understand the difference between primary and secondary evidence from WW2 (e.g. evacuee suitcase, propaganda) and the impact of this on reliability – explore this throughout the topic in different pieces of work.

Show an awareness of the concept of WW2 propaganda from German and British sides and know that people in the past represent events or ideas in a way that may be to persuade others.

Begin to evaluate the usefulness of different sources – children to evaluate different propaganda and decide how skewed it is.

Recognise when they are using primary and secondary sources of information to investigate WW1 and WW2 including pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic sites. Use these throughout the topic for the different session based on this topic.

Order an increasing number of significant events, movements and dates on a timeline using dates accurately for WW1 and WW2 – complete a timeline for WW1 and an events leading to for WW2.

Examine causes and results of the World Wars and the impact these had on people – carry out activities to understand why the Wars started e.g. trading game to understand Hitler's mistreatment

	<p>Visit St Mary's to look at the war memorial and the information about some of those men. Find them in the school records and look at where they lived, other family members etc. Can we find any of their war photos or records online?</p> <p>Explores some of the poems (inc In Flanders' Fields) which were written to remember what had happened and talk about children's experiences of remembrance events. Why is it important that we still remember? What do we do at remembrance events if we don't remember it ourselves? Look at the work of organisations such as the Royal British Legion, and particularly at those from other parts of the world whose contribution is remembered.</p>		<p>of the Jews.</p> <p>Describe the key features of the World Wars, including attitudes, beliefs and the everyday lives of men, women and children – cover this throughout a variety of different pieces of work.</p> <p>Know and show a good understanding of historical vocabulary (on the vocabulary list).</p> <p>Present, communicate and organise ideas about WW1 and WW2 using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, posters, news reports.</p>
<p>Staying Alive</p>	<p>Nurturing Nurses Find out about the stories of Florence Nightingale and Mary Seacole during the Crimean War and explore the similarities and differences. Look at a range of their writing and photographs and listen to the recording of Nightingale's voice. Which of these things do the children feel tells us most about the women?</p> <p>Explore the ways in which both women overcame opposition in order to fulfill their ambitions/ callings. Why did Nightingale face opposition from her family and why might they have been concerned about her choices? How did racism impact Seacole's journey from Jamaica to the UK and why was she unable to serve as an army nurse?</p> <p>Consider all the things that the women did to improve health care for the soldiers. Which do we think were the most significant new ideas?</p> <p>Why did Seacole not receive the same level of fame, despite her great nursing contribution? IS it important that she has now started to receive recognition? Why?</p>	<p>Use a range of primary and secondary sources to find out about the Shackleton's journey across Antarctica e.g. videos, different diaries, factual accounts. Use these to piece together the events of the expedition and what happened when.</p>	<p>Identify a range of primary and secondary resources to investigate the Ernest Shackleton including maps, printed sources, online material, pictures, photographs – use these to piece together the events of the expedition and what happened when.</p>

Great Explorers

Explore the lives and adventures of Ibn Battuta, Matthew Henson, Ellen Macarthur and Felicity Aston. Put them on our timeline and compare how recent or more ancient their expeditions were and the ways in which we know about them (eg Ibn Battuta is mostly from his own writings, by the time of Matthew Henson there are photographs and Ellen Macarthur could talk live to reporters on film).

What were the significant contributions that each made to global exploration and pushing of boundaries and what were the obstacles that they faced?

Beside the Seaside

Consider what makes a traditional British seaside holiday, including all the features of them that we enjoy. Find out how improved transport links and new attitudes to workers' rights lead to the development of lots of our Victorian seaside towns.

Compare how beach related items have changed or stayed the same including buckets and spades, bathing costumes, ice-creams and amusements.

Ask older friends and family to tell us about their own recollections of holidays and consider what has changed and what has stayed the same in the way we take holidays over the years.

Explore our responsibility to protect our coastline for the future.

Sequence the Stone Age in relation to other great periods of history, including those that are sometimes further apart. Create timelines covering the wider period of History then focus in on the events of the Stone Age and the vast period this covered.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and include on own timeline. Use class display to reinforce this when completing timelines.

Use and understand appropriate historical vocabulary (see vocabulary list).

Present, communicate and organise ideas about the the Stone Age using e.g. models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. Use a variety of these for the different tasks completed.

Start to present ideas based on their own research about the Stone Age – stone age animal, homes, cave paintings.

Sequence the Stone Age in relation to an increasing number of significant events, movements and dates on a timeline using dates accurately and including BC and AD. Look at the timeline in classroom on display to gain a picture of the vast period of time covered by the Stone Age and compare this to other periods of time. Create their own timelines for the larger period of history and then the Stone Age.

Know and show a good understanding of historical vocabulary (see topic vocab list). Use topic list and add their own words to this when appropriate.

Present, communicate and organise ideas about the Stone Age using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Use a variety of these for the different tasks completed.

Plan and present a self-directed project or research about the Stone Age – stone age animals, homes, cave paintings.

Best of British?	<p>The Best of British Explore the lives of a number of British people who have made significant contributions to our lives, including Boudicca, David Attenborough, The Beatles, Noor Inayat Khan, Malala Yousafzai, Alan Turing, Charles Darwin, LS Lowry, Jadé Fadojutimi and Frank Bowling.</p> <p>Place them on a timeline and discuss the nature and implications of their contributions to our understanding and enjoyment of the world. Which do we find most inspiring? Which are most surprising? What might our own contribution as Great Britons be?</p> <p>The Gunpowder Plot Talk about children's experiences of Bonfire Night and their understanding of its origins and the 'Remember, remember' poem.</p> <p>Retell the story of the Gunpowder Plot, including the reasons that Guy Fawkes and friends wanted to blow up the Houses of Parliament and why it had become dangerous to be a Catholic in this country. Look at local buildings where there are priest holes secreted.</p> <p>How are religion and politics still entwined or not and how do we protect people's right to religious beliefs?</p> <p>What do children think of the way that we celebrate Bonfire Night now that they know the story? Are there any changes they would make? Invite older members of the community to tell us how the events have changed in their lifetimes (making a Guy and taking him around the streets etc.)</p>	<p>Look at more than two versions of the story of Boudicca and understand why the accounts may be different. Create a storyboard of their own to tell the story of Boudicca.</p> <p>Use a range of primary and secondary sources to find out about the Romans including maps of Roman Roads and the layout of Roman towns. Look at different sources for the different pieces of work – visit to Chester and looking at remains and visiting excavations in the Grosvenor Museum; different versions of stories; maps to find Roman roads; other objects/pictures to find out about Roman life.</p> <p>Sequence the Roman period of history in relation to other great periods of history, including those that are sometimes further apart. Create a class timeline to find out about where Romans fit into history and compare to previous topics.</p> <p>Note key changes in Roman Britain over the period of the reign and be able to give reasons for those changes. Look at the impact on Britain and complete case study of the city of Chester as well as other areas in Britain. Explore roads and buildings where they were and what they were used for.</p> <p>Find out about the everyday lives of Romans in Britain compared with our life today. Children complete a comparison exercise between now and then.</p> <p>Explain how Roman life has impacted us in our life today. Look at a variety of architectural structures which are still around and used today and what things we have now which originate from Romans e.g. sports arenas in the round, public baths etc.</p> <p>Identify key features, aspects and events of the Roman era. Children to complete fact files and information sheet with details about key features. Use primary and secondary resources to gain this information.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts</p>	<p>Find and analyse a wide range of evidence about the uprising of forces of Boudicca against the Roman Empire. Use evidence to look at different perspectives of the event using facts to support this investigation. Look at different versions of the story and compare similarities and differences. Create their own storyboard of the battle.</p> <p>Identify a range of primary and secondary resources to investigate Romans including maps, ceramics, printed sources, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Look at different sources for the different pieces of work – visit to Chester and looking at remains and visiting excavations in the Grosvenor Museum; different versions of stories; maps to find Roman roads; other objects/pictures to find out about Roman life.</p> <p>Understand and describe in some detail the main changes made to Britain by the Romans. Use a variety of sources to explore life, roads, buildings and the overall impact of the Roman occupation of Britain and how life moved on so dramatically during this time. Create information sheets and factfiles.</p> <p>Understand how some historical events/periods occurred concurrently in different locations by exploring the story of Anthony and Cleopatra. Look at the story alongside Romans and refer to class timeline. Complete storyboard</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people in Roman Britain. Look at how life changed during the Roman reign of Britain and get children to make comparisons.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing Romans – encourage throughout all the work covered.</p> <p>Describe the key features of the Roman civilisation, including attitudes, beliefs and the everyday lives of men, women and children – encourage throughout all the work covered.</p> <p>Know and show a good understanding of historical</p>
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		<p>studied – encourage throughout all the units covered.</p> <p>Use and understand appropriate historical vocabulary (see topic vocab list).</p> <p>Present, communicate and organise ideas about the Romans using e.g. models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>vocabulary (see vocab list)</p> <p>Present, communicate and organise ideas about the Romans using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p>
<p>World on a Plate</p>	<p>Living Off the Land Find out about the local tradition of well dressing. How did it come about and why was giving thanks for the water particularly important? Which local materials are used and what have the designs usually depicted?</p> <p>Ask older members of our community to talk to use about well dressing/ wakes week traditions and how they have changed over their lifetime. Do they have photographs that we can use to compare familiar streets, clothing etc?</p> <p>How has land use changed here over time? Look at old maps and see the development in housing and business use. What are the implications of that and has it improved life?</p> <p>Beautiful India?</p>		

Cinderella / Fairy tales of the World

Construct informed responses about the Olympics through careful selection and organisation of relevant historical information – produce fact files about the Olympics and how they developed and what evidence leads us to believe this. Explore a variety of sources.

Address and devise their own questions completing their own research to find answers about the Ancient Greeks – children to decide on questions they would like answered about the Greeks at the start of the topic and work on these throughout the topic.

Find out about the everyday lives Ancient Greeks compared with our life today and lives of Greeks living in Sparta and Athens – complete a comparison activity between Sparta and Athens and then compare this to our life today.

Explain how people and events in Ancient Greece have influenced life today e.g. democracy, buildings, maths, philosophy – look at specific examples of how the Greeks have influenced life today. Can the children think of their own examples?

Identify key features, aspects and events of Ancient Greece – explore everyday life and what the people were like, what they believed, what work they did and any other questions the children would like to know. Present this information in a variety of ways.

Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Use and understand appropriate historical vocabulary (see topic list)

Present, communicate and organise ideas about the Ancient Greeks using e.g. models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides – work covered to be presented in a variety of ways.

Construct informed responses about the Olympics through use of a wide range of different evidence to find out about the past, such as ceramics, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites – produce fact files about the Olympics and how they developed and what evidence leads us to believe this. Explore a variety of sources.

Select relevant sections of information to address their own lines of enquiry using historically valid questions and construct detailed, informed responses about the Ancient Greeks – children to decide on questions they would like answered about the Greeks at the start of the topic and work on these throughout the topic.

Identify and note connections, contrasts and trends over time in the everyday lives of the people of Ancient Greece – explore changes over time and document these on a timeline.

Use appropriate historical terms such as culture, religious, social, economic and political when discussing/studying Ancient Greeks – children provided with vocabulary lists to keep in their books and refer to.

Describe the key features of Ancient Greece, including attitudes, beliefs and the everyday lives of men, women and children – explore everyday life and what the people were like, what they believed, what work they did and any other questions the children would like to know. Present this information in a variety of ways.

Know and show a good understanding of historical vocabulary (see topic vocab list)

Present, communicate and organise ideas about The Ancient Greeks using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports- work covered to be presented in a variety of ways..

Incredible Me!

Children create their own timeline, noticing things that have changed about them and things they are looking forward to being able to do.

Create their own immediate family tree.

Towers and Turrets

Study the Norman conquest of England in 1066.

Discuss why William the Conqueror embarked on a programme of castle building across the country.

When King Ethelred died, who would you have chosen to be king and why?

Introduce children to what life would have been like in the Middle Ages. Create a banquet with children in roles as royalty/ servants etc. Who would you have chosen to be in a castle? Who would feel safe? Who would not? Why?

Children investigate different accounts of the Viking Invasion and be able to explain some of the reasons why the accounts may be different – comparison activity looking at events and deciding which ones they think are most likely to be factual/most plausible.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time – timeline of events through the Viking era.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Children to use timelines in classrooms to find Viking invasion. Discuss BC and AD and divisions of time and how some events run alongside each other. Create timeline of events during the Viking invasion.

Gather more detail from sources such as maps to build up a clearer picture of the past – look at maps of the invasion process and discuss with the children why the Vikings decided to invade in this direction.

Note key changes over a period of time and be able to give reasons for those changes – how did the Vikings/Anglo-Saxons change England. Create fact file.

Find out about the everyday lives of people in time studied compared with our life today – explore life of the Vikings and how it compares with today.

Explain how people and events in the past have influenced life today – are there any aspects of Vikings we can still see today?

Describe connections and contrasts between aspects of history, people, events and artefacts studied – compare and contrast sources of evidence. What do they tell us and what how do we know?

Use and understand appropriate historical vocabulary to communicate information – recap on historical vocabulary used before and build on this.

Present, communicate and organise ideas about the past using models, drama role play and

Children start to understand the difference between primary and secondary evidence and the impact of this on reliability;- When were accounts of the Vikings written and by who – look at different accounts and decide which are most viable.

Children know that people in the past represent events or ideas in a way that may be to persuade others – look at different points of view of the Vikings and discuss.

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, online material, pictures, artefacts, historic statues, figures, sculptures, historic sites – use a variety of evidence to find out about the Vikings.

Order an increasing number of significant events, movements and dates on a timeline using dates accurately– timeline of events through the Viking era.

Accurately use dates and terms to describe historical events – be able to discuss events on the timeline.

Understand and describe in some detail the main changes to an aspect in a period in history;

Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt – look at world history and where the Viking era is positioned within this. Use timeline on wall.

Identify and note connections, contrasts and trends over time in the everyday lives of people - how did the Vikings/Anglo-Saxons change England. Create fact.

Use appropriate historical terms such as culture, religious, social, economic and political when describing the past – become more familiar with these terms as each topic studied and be able to use them in context.

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children – explore life of Vikings/Anglo Saxons and create fact files.

Know and show a good understanding of historical vocabulary – see vocab list

Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions,

		different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides – produce a variety of work in different ways to share knowledge and understanding.	accounts, diaries, letters, information/travel guides, posters, news reports - produce a variety of work in different ways to share knowledge and understanding.
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Pirates!

Find out about a range of historical pirates and the lives they led. Why did piracy seem a good lifestyle choice?

Compare to smugglers and learn about the dispute between starving local people and the landowners who were being charged large taxes by the King. Why might smuggling have seemed the only solution? Was it justified?

Great Fire of London

Use a range of modern and historical documents and pictures to learn about the events that led up to the Great Fire, how it progressed and the changes that were made to building designs, including houses and St Paul's Cathedral, and firefighting in the aftermath. Compare with the fire at Notre Dame.

Watch Magic Grandad's Samuel Pepys episode. Consider which sources are likely to be more or less reliable. What were the positives and negatives of the effects of the fire for the people of London? Were there really only a handful of deaths? Why might more not have been reported? Would that happen now?

Look at more than two versions of the same event or story in history and identify differences. Look at different sources to find out what happened in the village of Eyam and spot which things are the same and different. Decide on most reliable version of events.

Gather more detail from sources such as maps to build up a clearer picture of the past – look at maps of Eyam and where the main places of interest are in the village. Visit these places when on the trip.

Sequence several events, artefacts or historical figures on a timeline using dates – timeline of events of the plague and how they unfolded.

Find out about the everyday lives of people in time studied compared with our life today.

Explain how people and events in the past have influenced life today. Refer to the decisions made by the people of Eyam and write letters from their point of view. How is covid similar to this?

Identify key features, aspects and events of the time studied. Covered through all work completed and trip to the museum.

Use and understand appropriate historical vocabulary to communicate information (see vocabulary lists)

Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;

Consider different ways of checking the accuracy of interpretations of the story of the Eyam Plague. Look at a variety of versions of events and decide which are most reliable.

Find and analyse a wide range of evidence about the past. Use sources to complete work and writing based on the plague in Eyam.

Use a wide range of different evidence to collect evidence about the past, such as documents, printed sources, online material, artefacts, historic sites. Explore evidence in the village of Eyam and in the museum to recount people's lives and what happened to them. Also look at records available online to look at.

Accurately use dates and terms to describe historical events. Make references to dates and event in work completed.

Examine causes and results of great events and the impact these had on people. Look at the story of how the plague came to Eyam and its subsequent spread. Complete timeline/story board work related to this.

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Refer to the decisions made by the people of Eyam and write letters from their point of view.

Know and show a good understanding of historical vocabulary (see vocabulary lists)

Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;

Travel and Transport

Find out about the life of George Stephenson and his impact on local developments and national ones.

Learn about the only journey of Titanic, the ship that couldn't sink, and the human failings that led to this disaster. Why weren't more people saved? What safety features/ procedures ensure that modern journeys are safer?

<https://www.burtonschool.co.uk/summer-term-titanic-topic/>

Look at the development of classic cars through time and create a timeline of them. Find out about the life of Carl Benz.

Find out about the journeys taken by Neil Armstrong and Amelia Earhart. Compare their lives and note similarities and differences. Consider the range of available sources for finding out about them and say which we think are more/ less reliable and why.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time – look at the main events to do with space and create timelines/fact files to show this information.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) – recap this when discussing major events to do with space. What did people think of space BC? Look at different theories.

Explain how people and events in the past have influenced life today – during discussion and various pieces of work, what can we do nowadays thanks to space exploration?

Order an increasing number of significant events, movements and dates on a timeline using dates accurately - look at the main events to do with space and create timelines/fact files to show this information.

Accurately use dates and terms to describe historical events – during discussion encourage the children to remember dates and use appropriate vocabulary.

Understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt – what was happening in the world when major advances in space exploration were made?

Examine causes and results of great events and the impact these had on people - during discussion and various pieces of work, what can we do nowadays thanks to space exploration?

Kings and Queens

Create a family timeline of monarchs from QEII going back to Queen Victoria. Tell the stories of each, including the abdication.

Compare the two Queens, including how much of the world they rule. Consider the implications of empire and commonwealth. (*Queen Victoria made the wearing of knickers fashionable!*)

Complete a family tree for QEII and immediate family.

Look through a selection of old magazines featuring the coronation of QEII. Compare them to current coverage. What do they notice? What do they think about the young Queen compared to later pictures?

Find out how our royal family are linked with the Tsars of Russia... and how that dynasty came to an end.

Look at more than two versions of the same event or story in history and identify differences - Mill Owners and Mill workers investigate different accounts of these historical events and be able to explain some of the reasons why the accounts may be different

Regularly address and sometimes devise own questions to find answers about the past. Give children the chance to ask their own questions about the topic and what they know already. Write questions at the start of the topic and see if they are answered at the end.

Begin to undertake their own research – research history of the mills.

Sequence several events, artefacts or historical figures on a timeline using dates – create a timeline of events during the industrial revolution.

Note key changes over a period of time and be able to give reasons for those changes – link this to timeline and major developments during the industrial revolution discussed throughout the topic.

Find out about the everyday lives of people in time studied compared with our life today – comparison of life of children who worked in the mills compared to children today.

Explain how people and events in the past have influenced life today – how have the mills affected the area we live in. Inventions from the era which we still use today.

Identify key features, aspects and events of the time studied – research, fact files and discussions.

Describe connections and contrasts between aspects of history, people, events and artefacts studied – compare and contrast different areas of the country. What is the same and different.

Use and understand appropriate historical vocabulary to communicate information – see vocab list

Present, communicate and organise ideas about the past using models, drama role play and

Show an awareness of the concept of propaganda. Look at the adverts for workers in the mills. Was it as described. Find out about it on trip to Cromford Mills.

Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past – look at written evidence and compare differing views e.g. mill workers

Begin to evaluate the usefulness of different sources – whenever sources are used take time to evaluate them.

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites – visit Cromford and look at evidence there to draw conclusions about the era.

Investigate their own lines of enquiry by posing historically valid questions to answer – children to think of questions they would like answering at the start of the topic and see if they can answer them at the end.

Understand and describe in some detail the main changes to an aspect in a period in history – research, discuss and carry out work related the vast changes during the industrial revelation and the impact on England.

Identify and note connections, contrasts and trends over time in the everyday lives of people – make comparisons with this era and today as well as noting how the industrial revolution changed the lives of people.

Use appropriate historical terms such as culture, religious, social, economic and political when describing the past – children become familiar with language throughout the whole of the topic.

Examine causes and results of great events and the impact these had on people – how did the great events/buildings and inventions change people's lives.

Know and show a good understanding of historical

		different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides – produce a variety of work for different areas studied.	vocabulary – see vocab list Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports produce a variety of work for different areas studied.
Hooray for Habitats	Paws, Claws and Whiskers / Jack and the Beanstalk	Sequence several events, artefacts or historical figures on a timeline using dates - explore main events of the Mayan culture. Describe connections and contrasts between aspects of history, people, events and artefacts studied - explore the lives of the Mayan people and create information sheets and fact files.	Accurately use dates and terms to describe historical events – explore main events of the Mayan culture. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children – explore the lives of the Mayan people and create information sheets and fact files.

Toys Through Time

Children look at a variety of toys and decide from what era each one originates. They sort the toys in a variety of ways

Children look at how the materials used for making toys have changed over the last 50 years.

Children look at paintings of toys, old and new. Identify old and new toys from images.

Invite a parent/ Grandparent to visit with their favourite books. Children explore children's books from their parents and grandparents era, looking at themes, styles and trends. They identify a favourite story and say what they like best about it. Ask questions of our visitors to find out how books have changed/ stayed the same.

Children explore the illustrations in children's books and how these have changed in style and content over the last 50 years.

Superheroes Rule

Think about the way that cartoons have always been used to tell stories (eg Bayeux tapestry) and are often used to make people think. What does the Sophia Huang picture tell us/ who is it for?

<https://www.thinglink.com/scene/751913284227039232>

[Who Invented Comic Books? | COLOSSAL QUESTIONS - YouTube](#)

[5 Amazing SPIDER-MAN Facts | 5 FACTS - YouTube](#)

Look at some famous historical cartoons from newspapers and decide who they were for, what they were saying and who might not like the message. When have people got into trouble for their cartoons? How much should people have free speech?

Look at and order chronologically a range of superhero cartoons. What are the similarities and differences in the way they have developed?

Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Do comparison activities for Egyptians in different aspects of society.

Use a range of primary and secondary sources to find out about the past. Look at a selection of primary sources to initiate the topic and decide what they tell us about Ancient Egypt and what questions they pose.

Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information – explore evidence and write a summary of aspect of life based on what has been researched.

Gather more detail from sources such as maps to build up a clearer picture of the past – look at sources and decide what this tells us about what happened in the past.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) – complete timeline showing connection between Ancient Egypt and Britain. Look at events which occurred at the same time during this vast period of time.

Describe connections and contrasts between aspects of history, people, events and artefacts studied - explore the every day life of Ancient Egyptians and pose questions.

Start to present ideas based on their own research about a studied period. Complete their own writing project based on Tutankhamun

Start to understand the difference between primary and secondary evidence and the impact of this on reliability. Begin to evaluate the usefulness of different sources. Use primary and secondary sources for variety of tasks and when used always discuss and evaluate how useful these sources have been.

Find and analyse a wide range of evidence about the past – look at evidence from Egyptian times and use this to come to conclusions about events which happened during this era.

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Use a variety of evidence throughout the topic to find out about different aspects of the Egyptians.

Recognise when they are using primary and secondary sources of information to investigate the past. Look at a selection of primary sources to initiate the topic and decide what they tell us about Ancient Egypt and what questions they pose.

Select relevant sections of information to address historically valid questions and construct detailed, informed responses – when looking at sources of evidence always encourage the children to ask questions about what they see and read.

Order an increasing number of significant events, movements and dates on a timeline using dates accurately – look at the events during the Egyptian era and appreciate the vast period of time this covers.

Accurately use dates and terms to describe historical events – be able to discuss events from the time line accurately.

Understand and describe in some detail the main changes to an aspect in a period in history – focus in on main changes during this era and discuss.

Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt – look at a timeline of Britain

			<p>alongside the vast period of time covered by the Egyptians and get the children to complete a matching activity. What happened in Britain during which happenings in Ancient Egypt?</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children – explore the every day life of Ancient Egyptians and pose questions.</p> <p>Plan and present a self-directed project or research about the studied period – children to choose an area to complete their own research project about.</p>
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