

The Craylands School S.T.A.R. KS1 Long term subject: History

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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

gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Skills

- using common words and phrases relating to the passing of time
- ask and answer questions
- choosing and using parts of stories and other sources to show that they know and understand key features of events
- identify different ways the past is represented

Knowledge

- develop an awareness of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods should understand some of the ways in which we find out about the past and.
- changes within living memory
- events beyond living memory that are significant nationally or globally
- 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

			<ul style="list-style-type: none"> significant historical events, people and places in their own locality
	Term 1		
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.		
Year 1 Term 1	The place we live in (Geo/Art)		
Link to prior learning	EYFS term 6		
Vocab	house television Internet King Queen stereo gramophone fire place old/antique new/modern		
Learning objectives	Context	Skills	Knowledge
To order events in our lives CP	Can you remember something that happened yesterday, last week, last year?	<ul style="list-style-type: none"> To talk about when they were little? 	<ul style="list-style-type: none"> To talk about when they were little?
To recognise new and old objects CP	<p>What does the word past mean? Which objects have come from the past?</p> <p>https://www.twinkl.co.uk/resource/t-t-2544963-types-of-houses-and-homes-powerpoint</p>	<ul style="list-style-type: none"> To recognise objects that belong in the past e.g. houses in the past To use words and phrases such as new and old? To spot old and new things in a picture? 	<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. things we have in a house now and in the past?
To compare life in the past to now CP	<p>What would our house have looked like if we lived 80 years ago?</p> <p>https://www.youtube.com/watch?v=g8fxSnlLHuQ (Video on houses now and then)</p> <p>https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zpgggk7</p>	<ul style="list-style-type: none"> To recognise objects that belong in the past e.g. houses in the past 	<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. things

		<ul style="list-style-type: none"> To use words and phrases such as new and old? To spot old and new things in a picture? 	we have in a house now and in the past?					
To ask someone about life in the past	What can someone older than us tell us about life before we were born?	<ul style="list-style-type: none"> To ask and answer questions e.g. a grandparent whose home would have been different to today 						
To describe changes in how people have lived	What would be the same and what would be different if we lived in the past?	<ul style="list-style-type: none"> To use words and phrases such as new and old? <p>To spot old and new things in a picture?</p>	<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. technology, transport 					
Year 1 Term 2	Food Glorious Food							
Links to prior learning	Year 1 term 1							
Vocab	Explorer	Tudors	sailors	America	potatoes	Pocahontas	Christopher Columbus	tea
Learning objectives	Context				Skills		Knowledge	
To know there are changes in history	Who is our Queen at the moment? Has there always been a Queen? https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm				<ul style="list-style-type: none"> To use words and phrases such as a long time ago. 		<ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework 	
To know about significant	Who first brought foods from other countries to ours? https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn				<ul style="list-style-type: none"> To choose and use parts of stories 		<ul style="list-style-type: none"> Can they explain that food items were brought back by 	

people from the past		<ul style="list-style-type: none"> To use words and phrases such as a long time ago. 	significant individuals such as Sir Walter Raleigh?
To know the importance of significant people from the past	<p>Why did people explore in the past? Did they go looking for food?</p> <p>https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</p>	<ul style="list-style-type: none"> To choose and use parts of stories To use words and phrases such as a long time ago. 	<ul style="list-style-type: none"> Can they understand the achievements made by explorers in the past?
To know the lives of significant people linked to local area	<p>Did anyone from the discovered countries come back? Who is Pocahontas and why is there a statue of her in Gravesend?</p> <p>https://www.bbc.co.uk/sounds/play/m000j782</p>	<ul style="list-style-type: none"> To choose and use parts of stories To use words and phrases such as a long time ago. 	<ul style="list-style-type: none"> Can they retell the story of a significant person from their own locality e.g. Pocahontas.
Year 1 Term 3	Oh I do like to be beside the seaside		
Links to prior learning	Year 1 term 1 Year 1 term 2		
Vocab	Victorians Punch and Judy Cockles and whelks pier beach huts merry go round		
Learning objectives	Context	Skills	Knowledge
To ask questions about the past	<p>What do we have at a seaside now? Did we have them in the past?</p> <p>http://www.crickweb.co.uk/ks1history.html</p>	<ul style="list-style-type: none"> To ask questions 	<ul style="list-style-type: none"> Can they understand that there are changes from the past?
To use sources of evidence	<p>What was the seaside like in the past?</p> <p>http://www.crickweb.co.uk/ks1history.html</p>	<ul style="list-style-type: none"> To use sources of evidence To use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> Can they recognise similarities and difference between the past and present?

		<p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p> <p>To use words such as before, after, past, present correctly.</p>	
To find out about life in the past	<p>What were schools like when Florence Nightingale and Mary Seacole lived?</p> <p>https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zvm3pg8</p>	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p> <p>To use words such as before, after, past, present correctly.</p>	
To find out about the life of a significant individual	<p>Who was Florence Nightingale? Who was Mary Seacole?</p> <p>https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</p> <p>https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zisxcat</p>	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p>	<p>Can they recount some facts about a significant person?</p> <ul style="list-style-type: none"> • Can they research a person that was significant in the past?

		To ask and answer questions					
To understand changes from the past	<p>What was life like in Victorian hospitals? How did Florence Nightingale change this? How did Mary Seacole change conditions?</p> <p>https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</p> <p>https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zisxcqt</p>	<p>To use sources of evidence to find out about the past</p> <p>To use common words and phrases relating to the passing of time</p> <p>To use words such as before, after, past, present correctly.</p> <p>To place events in a chronological framework</p>	<p>Can they recount some facts about a significant person?</p> <ul style="list-style-type: none"> • Can they research a person that was significant in the past? 				
Year 2 Term 2	The Great Fire of London						
Links to prior learning	Year 2 term 1						
Vocab	Stuarts	King Charles II	London	Baker	Samuel Pepys	thatched roof	diary
Learning objectives	Context				Skills		Knowledge
To identify changes from the past	<p>What is London like today? What was it like in the past?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttscw</p>				<ul style="list-style-type: none"> • To use past and present correctly. • To use appropriate vocabulary to describe the past. • To sort images of past and present. 	<ul style="list-style-type: none"> • Can they give examples of things that are different to their own life to that in the past e.g. what London was like. 	

<p>To make comparisons with the past</p>	<p>What is the same and what is different between the way that people lived in the past to now?</p>	<ul style="list-style-type: none"> • To use past and present correctly. • To use appropriate vocabulary to describe the past. 	<p>Can they compare what is the same and what is different between life now and in the past?</p>
<p>To find out about events from the past</p>	<p>What was the Great Fire of London? When and how did it start?</p> <p>https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb</p>	<ul style="list-style-type: none"> • To ask and answer questions • To choose and use parts of stories and other sources to show that they know and understand • To place events in a chronological framework 	<ul style="list-style-type: none"> • Can they try and work out how long ago an event happened?
<p>To find out about events from the past</p>	<p>How do we know about what happened during the Great Fire of London?</p> <p>https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb</p>	<ul style="list-style-type: none"> • To use past and present correctly. • To use appropriate vocabulary to describe the past. • To choose and use parts of stories and other sources to show that they know and understand 	<ul style="list-style-type: none"> • Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London.

		<ul style="list-style-type: none"> • To place events in a chronological framework 	
To find out about events the past	What happened after the Great Fire of London?	<ul style="list-style-type: none"> • To use past and present correctly. • To use appropriate vocabulary to describe the past. • To choose and use parts of stories and other sources to show that they know and understand • To place events in a chronological framework 	<ul style="list-style-type: none"> • Can they order events chronologically? • Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London
To learn about a significant event	What have you remembered about the Great Fire of London?	<ul style="list-style-type: none"> • To use past and present correctly. • To use appropriate vocabulary to describe the past. • To choose and use parts of stories and other sources to show that they know and understand • To place events in a chronological framework 	<ul style="list-style-type: none"> • Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London.

The Craylands School S.T.A.R. KS2 Long term subject: History

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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
 - gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Skills

- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Knowledge

- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should understand how our knowledge of the past is constructed from a range of sources

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

	<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 			
Year 3 Term 2	Neolithic Era			
Links to prior learning	Year 2 term 2			
Vocab	Stone age flint Pre-history carbon dating hunter Homo-Sapians fossil archaeologist palaeontologist anthropologist Neanderthal			
Learning objectives	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Context</td> <td style="width: 25%; text-align: center;">Skills</td> <td style="width: 25%; text-align: center;">Knowledge</td> </tr> </table>	Context	Skills	Knowledge
Context	Skills	Knowledge		

<p>To understand the term chronology To understand the term BC</p>	<p>What happened longest ago? When may these people have lived?</p> <p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j</p> <p>https://www.bbc.co.uk/bitesize/clips/z2mfbk7</p>	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To describe events from the past using dates to state when they happened. 	<ul style="list-style-type: none"> • Can they order events from long ago? • Can they grasp the concept of people living millions of years ago?
<p>To know how we found out about people who lived long ago</p>	<p>How do we know about people who lived millions of years ago? What evidence is there?</p> <p>https://www.theschoolrun.com/homework-help/the-stone-age</p>	<ul style="list-style-type: none"> • To recognise sources of evidence from the past and from the present 	<ul style="list-style-type: none"> • Can they recognize the role that archaeology plays in helping us understand the past? • Can they consider which sources of evidence we would have from a period of history?
<p>To use sources of evidence to find out about the past</p>	<p>What can you see in these wall paintings? Why do you think they were used?</p>	<ul style="list-style-type: none"> • To use sources of evidence to ask and answer questions. • To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> • Can they recognise that early humans would not have communicated as we do?
<p>To use sources of evidence to find out about life in the past</p>	<p>What do you think these artefacts are? What would they have been used for?</p>	<ul style="list-style-type: none"> • To use sources of evidence to ask and answer questions. • To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> • Can they imagine what life would have been like for early humans?

To recognise how a civilisation lived	How would those who lived in the Stone Age have got food? What were their clothes like? What were their homes like? https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they imagine what life would have been like for early humans?
To place periods of history chronologically	When did the Stone Age become the Iron Age? https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn	<ul style="list-style-type: none"> To order events chronologically To place events on a time line 	<ul style="list-style-type: none"> Can they identify the changes in Britain from the Stone Age to the Iron Age?
To recognise changes in a period of history	What changes were made to how people lived during the Stone Age and Iron Age? https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past To compare periods of history 	<ul style="list-style-type: none"> Can they identify the changes in Britain from the Stone Age to the Iron Age?
To understand the impact of the past on life today	What evidence is there today that people lived in the Stone Age? What is Stone Henge? https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they explain what we know about Stone Henge?
Year 3 Term 3	Ancient Greeks		

Links to prior learning	Year 3 term 2		
Vocab	Ancient civilisations	Parthenon Zeus	Empire tunic slave vase Olympics
Learning objectives	Context	Skills	Knowledge
To compare when periods of history happened To use the terms BC and AD	<p>What periods of history have we looked at so far? Do we think the Ancient Greeks lived at the same time, before or after the Stone Age? What does Ancient mean?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</p>	<ul style="list-style-type: none"> To place periods of history into a chronological framework To use the terms BC and AD 	<ul style="list-style-type: none"> Can they understand the term 'Ancient'? Can they recognise when Ancient Greeks lived in comparison with Stone Age? Can they understand the terms BC and AD?
To recognise where an Empire lived	<p>What is an Empire? Where did the Ancient Greeks live and conquer?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</p>	<ul style="list-style-type: none"> To use historical language accurately. 	<ul style="list-style-type: none"> Can they understand what an Empire is?
To use source of evidence	<p>What can we find out about the Ancient Greeks from these artefacts?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs</p>	<ul style="list-style-type: none"> To use a range of sources of evidence to piece together life in the past. To appreciate how items in the past tell us about what life was like. To use historical language accurately. 	<ul style="list-style-type: none"> Can they appreciate why we use artefacts to find out about life in Ancient Greece?
To understand how a	<p>How did the Ancient Greeks live? What is democracy?</p>		<ul style="list-style-type: none"> Can they explain what life was like for the people living in

civilisation lived	https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q		<p>Ancient Greece and make comparisons?</p> <ul style="list-style-type: none"> • Can they explain similarities and differences between aspects of life in Ancient Greece and our own?
To understand the beliefs of a civilisation	<p>What did the Ancient Greeks believe in terms of Gods?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</p>	<ul style="list-style-type: none"> • To use sources of information to find out about the past • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history? • Can they explain similarities and differences between aspects of life in Ancient Greece and our own?
To recognise differences in a civilisation	<p>Did everyone in Ancient Greece live the same? Who lived in Athens and who lived in Sparta?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</p>	<ul style="list-style-type: none"> • To use sources of information to find out about the past • To use historical language accurately 	<ul style="list-style-type: none"> • Can they explain what life was like for the people living in Ancient Greece and make comparisons?
To understand threats to a civilisation	<p>Did anybody try to attack the Ancient Greeks? Were they successful?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</p>	<ul style="list-style-type: none"> • To choose and use parts of stories and other sources to show that they know and understand 	<ul style="list-style-type: none"> • Can they retell what happened with the Battle of Marathon?

		<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately 	
To understand the legacies of an Ancient civilisation	<p>What are the legacies of the Ancient Greeks? What stories do we have about them? What events still take place today as a result of the Ancient Greeks?</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</p>	<ul style="list-style-type: none"> To relate past events to current events To retell stories from the past 	<ul style="list-style-type: none"> Can they explain the impact that the Ancient Greeks have had on today's world?
Year 4 Term 2	Ancient Egypt		
Links to prior learning	Year 3 term 3		
Vocab	Ancient Egyptians	pharaohs Rosetta Stone	pyramid hieroglyphics
	canopic jars	Nile	afterlife
Learning objectives	Context	Skills	Knowledge
To recognise the terms BC and AD To place a period of history in a chronological framework	<p>What periods of history have we looked at so far? Do we think the Ancient Egyptians lived at the same time as the Ancient Greeks?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/</p>	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline. To use maths skills to calculate how long ago periods of history were. 	<ul style="list-style-type: none"> Can they understand what the term 'Ancient' means?
To understand the reasons behind a settlement	Looking at a map of Egypt, what was important to them in order to live?	<ul style="list-style-type: none"> To use historical language accurately. To use a range of sources of evidence to 	<ul style="list-style-type: none"> Can they explain what life was like for the people

		piece together life in the past.	<p>living in Ancient Egypt and make comparisons?</p> <ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history?
To understand how a civilisation lived	<p>How did the Ancient Egyptians live? How were they able to farm?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty/</p>	<ul style="list-style-type: none"> • To use historical language accurately. To use a range of sources of evidence to piece together life in the past. 	<ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history?
To understand how a civilisation lived	<p>What jobs did the Ancient Egyptians have? Were all Egyptians considered the same?</p> <p>https://www.bbc.co.uk/bitesize/clips/zgkd7ty</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4wdnrd/</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs/</p>	<ul style="list-style-type: none"> • To use historical language accurately. To use a range of sources of evidence to piece together life in the past. 	<ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history? • Can they explain how aspects of life in Ancient Egypt is different to our own?
To use artefacts to find out about the past	<p>What can we tell about the Ancient Egyptians from these artefacts?</p> <p>https://www.twinkl.co.uk/resource/egyptian-artefacts-ks2-t2-h-028</p>	<ul style="list-style-type: none"> • To use artefacts to piece together life in the past • To appreciate how items in the past tell us about what life was like. 	<ul style="list-style-type: none"> • Can they explain why we rely on artefacts from ancient civilisations to find out about what life was like?

<p>To understand the beliefs of a civilisation</p>	<p>What artefacts were found in a Ancient Egyptian tomb? What do they tell us about Ancient Egyptians views on life and death?</p> <p>https://www.bbc.co.uk/bitesize/clips/zb4kjxs</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</p>	<ul style="list-style-type: none"> • To use artefacts to piece together life in the past • To appreciate how items in the past tell us about what life was like. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they recount information about religious beliefs of Ancient civilisation?
<p>To compare life in the past with that of today</p>	<p>What did the Ancient Egyptians believe in terms of Gods?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</p>	<ul style="list-style-type: none"> • To use sources of information to find out about the past • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history? • Can they explain how aspects of life in Ancient Egypt is different to our own?
<p>To compare life in the past with that of today</p>	<p>What does Ancient Egyptian writing tell us about them?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr/</p>	<ul style="list-style-type: none"> • To use artefacts to piece together life in the past • To appreciate how items in the past tell us about what life was like. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they describe features and historical events/people from periods of history? • Can they explain how aspects of life in Ancient Egypt is different to our own?
<p>To explain the impact of history on the present</p>	<p>What do we have left from the Ancient Egyptians? What is their legacy?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr7qy9q/</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can they explain the impact that a historical civilisation has had on their lives?

Year 4 Term 3	Rotten Romans		
Links to prior learning	Year 3 term 3 Year 4 term 2		
Vocab	Romans	centurion Emperor Senate toga	gladiator Celts democracy Boudicca mosaic Republic
Learning objectives	Context	Skills	Knowledge
To recognise the terms BC and AD To place a period of history in a chronological framework	<p>What periods of history have we looked at so far? Who were the Romans? Do we think the Romans lived at the same time as any of the civilisations we have studied?</p>	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To place periods of history onto a timeline, recognizing when historical periods overlap accurately. <ul style="list-style-type: none"> • To use maths skills to calculate how long ago periods of history were. • . 	<ul style="list-style-type: none"> • Can they understand when the Romans lived in comparison with the Ancient civilisations?
To understand who the Romans were	<p>Where did the Romans live? Did they have an Empire like the Greeks?</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use historical language 	<ul style="list-style-type: none"> • Can they explain where the Romans lived and which countries were included in their Empire?
To know how a civilisation	<p>Did all the Romans live the same? How was the Roman Empire governed?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain how the Roman empire

lived in the past	https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg	<ul style="list-style-type: none"> To use sources of evidence to understand about the past To use historical language 	<p>worked e.g. democracy.</p> <ul style="list-style-type: none"> Can they explain difference between those who lived within the Roman Empire?
To know how a civilisation lived in the past	<p>What did the Romans do to entertain themselves?</p> <p>https://www.bbc.co.uk/bitesize/clips/z7k8q6f</p> <p>https://www.bbc.co.uk/bitesize/clips/zy98q6f</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use sources of evidence to understand about the past To use historical language 	<ul style="list-style-type: none"> Can they explain how Romans lived?
To understand the beliefs of a civilisation	<p>What did the Roman believe in terms of Gods?</p> <p>https://www.bbc.co.uk/bitesize/clips/z7fvr82</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language 	<ul style="list-style-type: none"> Can they explain the beliefs of the Romans? Can they compare the Romans beliefs with other civilisations/Empires?
To understand why people in the past invaded	<p>What made the Romans want to invade Britain?</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt</p> <p>https://www.bbc.co.uk/bitesize/clips/zvthfg8</p>	<ul style="list-style-type: none"> To use sources of evidence to understand about the past To use historical language 	<ul style="list-style-type: none"> Can they explain why people invade other countries in the past?
To understand what life in Britain was like before the	<p>What was Britain like before the Romans invaded? Who lived there and how did they live?</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztgg4wx</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can they explain what life was like in Britain before the Romans invaded?

Romans invaded		<ul style="list-style-type: none"> To use sources of evidence to understand about the past 					
To know about a significant person from history	<p>Were the people of Britain happy the Romans invaded? Who was Boudicca and what did she do?</p> <p>https://www.bbc.co.uk/bitesize/clips/z8bg9j6</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use sources of evidence to understand about the past To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they recount stories related to the Celts e.g. Boudicca. 				
To explain the impact of history on the present	<p>What legacy did the Romans leave behind? What evidence in the UK is there?</p> <p>https://www.bbc.co.uk/bitesize/clips/zwjhfrd</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</p>		<ul style="list-style-type: none"> Can they explain the impact of Roman invaders on Britain? 				
Year 5 Term 2	Anglo Saxons and Vikings						
Links to prior learning	Year 3 term 2 Year 3 term 3 Year 4 term 3						
Vocab	Vikings	Anglo Saxons	long boat	Bayeux Tapestry	runes	Offa's Dyke	thatched house
Learning objectives	Context			Skills		Knowledge	
To recognise the terms BC and AD	<p>What periods of history have we looked at so far?</p> <p>Do we think the Anglo Saxons lived at the same time as any of the civilisations we have studied?</p>			<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline, 		<ul style="list-style-type: none"> Can they understand when the Anglo Saxons lived in comparison with 	

To place a period of history in a chronological framework	https://www.twinkl.co.uk/search?term=vikings+and+anglo+saxons	recognizing when historical periods overlap. <ul style="list-style-type: none"> To use maths skills to calculate how long ago periods of history were. 	other periods of history studied?
To know what Britain was like before the Anglo Saxons invaded	Who lived in Britain before the Anglo Saxons invaded? What was life like? https://www.bbc.co.uk/bitesize/topics/zxsbcdm	<ul style="list-style-type: none"> To make comparisons between historical periods. To use historical language accurately. 	<ul style="list-style-type: none"> Can they recall what life was like under the Romans in Britain?
To understand why people in the past invaded and why they settled where they did	Who were the Anglo Saxons and why did they invade Britain? Why did they settle where they did? https://www.bbc.co.uk/bitesize/topics/ztyr9j6 https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they explain why the Vikings and Anglo Saxons invaded Britain? Can they explain how these groups of people travelled to invade?
To understand how people in the past lived	What was life like for the Anglo Saxons? How did they live? What did they do? https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwiq2hv https://www.bbc.co.uk/bitesize/clips/zniqxnbn	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the impact that these invasions had on Britain?
To understand the beliefs of those from the past	What did the Anglo Saxons believe in terms of Gods? Is this the same or different from the Romans before? https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdm	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the religious beliefs of the Anglo Saxons? Can they compare the beliefs with other

			civilisations they have studied?
To understand how archaeological finds tells us about the past	What is Sutton Hoo? What was found there? What does it tell us about the Anglo Saxons?	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To appreciate how artefacts teach us about life in the past. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they explain what was found at Sutton Hoo? • Can they understand why artefacts are important in understanding how Anglo Saxons lived?
To recount significant events from history	<p>What happened at Lindesfarne? Who were the Vikings and where did they come from and why?</p> <p>https://www.bbc.co.uk/bitesize/clips/zrpnvcw</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zicxwty</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they explain what battles took place in this period of history and the reasons why? • Can they explain why the Vikings and Anglo Saxons invaded Britain?
To understand how the Vikings invaded	<p>What did the Vikings have that helped them to invade? What did they use to travel? Were they good warriors?</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3</p> <p>https://www.bbc.co.uk/bitesize/clips/zgmxp4</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they explain why the Vikings invaded Britain?
To know the events of a significant person in history	<p>Did anyone try to stop the Vikings from invading Britain? Who was Alfred and why was he referred to as Great?</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they explain what battles took place in this period of history and the reasons why?

		<ul style="list-style-type: none"> To give more than one reason for a historical argument. 	
To understand changes that occurred in a period of history	<p>What was different about the way the Vikings lived compared with the Anglo Saxons?</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To make comparisons between historical periods. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the impact that these invasions had on Britain?
To recount a significant event from history	<p>What happened to the Anglo Saxons and Vikings? What was the significance of the Battle of Hastings?</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z8q487h</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z3s9j6f</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain what battles took place in this period of history and the reasons why?
Year 5 Term 3	Crime and Punishment		
Links to prior learning	Year 1 term 2 Year 2 term 2 Year 5 term 2		
Vocab	Punishment execution guillotine hanging pick pocketing smuggling vandalism justice		
Learning objectives	Context	Skills	Knowledge
To order events chronologically	<p>What happened when you committed a crime in Roman times? Anglo Saxons? Tudors? Victorians? Are they all the same?</p>	<ul style="list-style-type: none"> To place features of historical events and people in order chronologically. 	<ul style="list-style-type: none"> Can they explain how crime and punishment has changed over the years?

To understand an aspect of life in a period of history	What was crime and punishment like in Roman times?	<ul style="list-style-type: none"> • To compare similarities and different/ continuity and change in periods of history. • To use historical language • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain how crime and punishment has changed over the years? • Can they describe crime and punishment in the Roman period?
To understand an aspect of life in a period of history	What was crime and punishment like in Anglo Saxon times?	<ul style="list-style-type: none"> • To compare similarities and different/ continuity and change in periods of history. • To use historical language • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain how crime and punishment has changed over the years? • Can they describe crime and punishment in the Anglo Saxon period?
To understand an aspect of life in a period of history	What was crime and punishment like in Tudor times?	<ul style="list-style-type: none"> • To compare similarities and different/ continuity and change in periods of history. • To use historical language • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain how crime and punishment has changed over the years? • Can they describe crime and punishment in the Tudor period?
To understand an aspect of	What was crime and punishment like in Victorian times?	<ul style="list-style-type: none"> • To compare similarities and different/ continuity 	<ul style="list-style-type: none"> • Can they explain how crime and

life in a period of history		<p>and change in periods of history.</p> <ul style="list-style-type: none"> To use historical language To communicate verbally and in writing knowledge of a historical period. 	<p>punishment has changed over the years?</p> <ul style="list-style-type: none"> Can they describe crime and punishment in the Victorian period? 			
To compare the past with the present	How does today's crime and punishment compare with that of the past? Which is better?	<ul style="list-style-type: none"> To give more than one reason for a historical argument. To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can they describe present day crime and punishment? 			
Year 6 Term 1	Chocolate; from the Rainforest to our tummies					
Link to prior learning	Year 3 term 3 Year 4 term 2 & 3 Year 5 term 2					
Vocab	Mayans	cacao	glyph	Quetzal	Yucatan Peninsula	Ahau or Ahaw
Learning objectives	Context		Skills		Knowledge	
To recognise the terms BC and AD To place a period of history in a chronological framework	<p>What periods of history have we looked at so far? Who do we think the Mayans lived at the same time as? Who came after them in history? What was happening elsewhere in the world?</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg</p>		<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline, recognizing when historical periods overlap. To use maths skills to calculate how long ago 		<ul style="list-style-type: none"> 	

		periods of history were.	
To understand how a civilisation in the past lived	<p>Were all Mayans the same? How did their society compare with other historical periods that have been studied?</p> <p>https://www.twinkl.co.uk/resource/tp2-h-078-planit-history-uks2-the-maya-civilisation-unit-pack</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4</p>	<ul style="list-style-type: none"> • To make comparisons between historical periods. • To use historical language accurately. • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain the ways in which different members of society would have lived at the time?
To understand how a civilisation in the past lived	<p>How did the Mayans live? What did they eat? What were their homes like? What did they do for entertainment?</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt</p>	<ul style="list-style-type: none"> • To use historical sources of evidence to find out about the past • To appreciate how artefacts teach us about life in the past. • To make comparisons between historical periods. • To use historical language accurately. • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain what life was like for Mayans making comparisons with other periods of history?
To understand the beliefs of a civilisation	<p>What did the Mayans believe in terms of Gods and religion?</p> <p>https://www.twinkl.co.uk/resource/tp2-h-071-planit-history-uks2-the-maya-civilisation-lesson-2-religion-and-gods-lesson-pack</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use historical language accurately. 	<ul style="list-style-type: none"> • Can they explain the religious beliefs of the Mayans? • Can they compare the beliefs with other

			civilisations they have studied?
To consider how civilisations end	<p>What happened to the Mayans?</p> <p>https://www.youtube.com/watch?v=SxwxTgFVUDE (Video on why the Mayan civilization collapsed)</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3</p>	<ul style="list-style-type: none"> To use historical sources of evidence to find out about the past To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they explain the different possible reasons for the collapse of the Mayan civilisation?
To explain the impact of history on the present	<p>What legacy has the Mayan civilisation given us?</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zs2ph39</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can they appreciate the achievements of ancient civilisations such as the Mayans?
Year 6 Term 2	Exploration; changes over time		
Links to prior learning	Year 1 term 2 Year 2 term 2 Year 5 term 3		
Vocab	Sir Francis Drake colonisation steam engine Industrial revolution monarchy Great Exhibition inventors		
Learning objectives	Context	Skills	Knowledge
To question why events happened in the past	Why did people explore in the past?	<ul style="list-style-type: none"> To ask and answer questions 	<ul style="list-style-type: none"> Can they explain the reasons behind exploration in the past?
To order events chronologically	When did people first explore? What period of history was the 'age of exploration'?	<ul style="list-style-type: none"> To place periods of history onto a timeline. To use maths skills to calculate how long ago periods of history were. 	<ul style="list-style-type: none"> Can they state that much exploration occurred during the Tudor period?

To recount the life of significant historical figures	Why contributions did Tudor explorer such as Sir Francis Drake and Sir Walter Raleigh have on exploration?	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To describe a key event using a range of sources. 	<ul style="list-style-type: none"> • Can they recognise the improvements that were made across periods of history e.g. Tudors
To use sources of evidence	What was life like for Tudor explorers?	<ul style="list-style-type: none"> • To compare the reliability of sources of evidence from 2 different viewpoints. • To communicate verbally and in writing knowledge of a historical period. 	
To make comparisons between periods of history	<p>What advancements in exploration and travel had made up to the end of the Victorian period?</p> <p>https://www.bbc.co.uk/bitesize/clips/z4fvr82</p>	<ul style="list-style-type: none"> • To use historical language accurately. • To make comparisons between historical periods. 	<ul style="list-style-type: none"> • Can they appreciate that Britain once had an Empire and how this impacted on other countries?
To order chronologically events from the past	<p>What happened during the Victorian period? What changes took place?</p> <p>https://www.bbc.co.uk/bitesize/clips/zhwqxn timer</p>	<ul style="list-style-type: none"> • To order events in a period of history chronologically. 	<ul style="list-style-type: none"> • Can they recognise the improvements that were made across periods of the Victorian period of history and the impact these had on Britain and its place

			in the rest of the world.			
To compare sources of evidence	Were all the changes accessible for all the people during the Victorian period?	<ul style="list-style-type: none"> To appreciate how artefacts teach us about life in the past. To compare the reliability of sources of evidence from 2 different viewpoints. 	<ul style="list-style-type: none"> Can they reflect on differences in society during a time of British history? 			
To recount a significant event	What was the significance of the Great Exhibition?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can they recognise the improvements that were made across periods of the Victorian period of history and the impact these had on Britain and its place in the rest of the world. Can they reflect on differences in society during a time of British history? 			
Year 6 Term 3	Where we live now and then					
Links to prior learning	Year 1 term 1 Year 5 term 3					
Vocab	Fossils	pre-historic	Palaeolithic	Archaeology	Neanderthal	Excavation
Learning objectives	Context		Skills		Knowledge	

<p>To research the history of the local area</p>	<p>What is Swanscombe best known for? What was discovered in the heritage park? Who does the Swanscombe skull belong to?</p>	<ul style="list-style-type: none"> • To carry out historical research To use the terms BC and AD • To use historical language • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they find out about the Swanscombe Skull and how long ago it is dated from? Can they describe life in Swanscombe from when the Swanscombe man was found?
<p>To understand what a census is used for</p>	<p>Who has lived in Swanscombe over the years? How can we find out?</p>	<ul style="list-style-type: none"> • To use a source of evidence to find out about the past • To use historical language accurately. • To make comparisons between historical periods. 	<ul style="list-style-type: none"> • Can they explain what a census is?
<p>To understand how a locality has changed</p>	<p>How has Swanscombe changed in the past 100 years?</p>	<ul style="list-style-type: none"> • To use a source of evidence to find out about the past • To use historical language accurately. • To make comparisons between historical periods. • To use data including population information to discuss changes 	<ul style="list-style-type: none"> • Can they discuss changes to the local area in recent times? • Can they explain the reasons why there has been a change? • Can they recognise changes that have happened in Swanscombe over the years?

