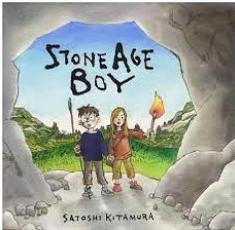


# History whole school scheme of work

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Topics	<b>Special Me Celebrations</b> <b>Land Ahoy!</b>	<b>Time Travellers</b> <b>Mary Seacole *</b>	<b>Stone Age to Iron Age*</b> <b>The Roman Empire*</b>	<b>Invaders and Settlers*</b> <b>Children and War*</b>	<b>Ancient Egypt</b>	<b>The Greeks*</b>
National Curriculum specification	<p>Changes within living memory</p> <p>Significant individuals</p> <ul style="list-style-type: none"> <li>- Link BHM</li> <li>- Guy Fawkes</li> </ul> <p>Significant events beyond living memory</p> <p>Significant historical events, people and places in their own locality (bombing).</p> 	<p>Significant events beyond living memory- Great Fire of London</p> <p>significant historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>▪ Mary Seacole</li> </ul> 	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Roman Empire and its impact on Britain</p> <p>The Roman legacy (architecture)</p> 	<p>A local history study</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England (to Edward the Confessor)</p> 	<p>Achievements of and in-depth study of Ancient Egypt</p> <p>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.</p> <p><b>The Mayan civilisation</b></p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> 
Sources of evidence	<b>Photos</b> <b>Interviews</b> <b>Stories</b> <b>Artefacts</b>	<b>Photos</b> <b>Interviews</b> <b>Artefacts</b> <b>Information books</b>	<b>Photos</b> <b>Artefacts</b> <b>Information books</b> <b>Timelines</b> <b>Stories</b> <b>VR headsets</b>	<b>Photos</b> <b>Artefacts</b> <b>Interviews</b> <b>Information books</b> <b>Timelines</b> <b>On-line research</b>	<b>Photos</b> <b>Artefacts</b> <b>Interviews</b> <b>Information books</b> <b>Timelines</b> <b>On-line research</b> <b>Maps</b>	<b>Photos</b> <b>Artefacts</b> <b>Interviews</b> <b>Information books</b> <b>Timelines</b> <b>On-line research</b> <b>Maps</b>

# History whole school scheme of work

					<b>Atlases</b> <b>Ancient Egyptian myths</b> <b>Archaeological sites</b> <b>Ancient Egyptian and Ancient Greek writings</b> <b>VR software</b>	<b>Atlases</b> <b>Greek Myths</b> <b>Archaeological sites</b> <b>Ancient Greek writings</b>
Chronology	<p>Sort artefacts- then and now</p> <p>Sorting pictures of our school – old and new</p> <p>Sequence events in their life</p>	<p>Sequence artefacts and artefacts closer together in time.</p> <p>Develop and awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Study images of London during the period of the GFOL and identify key aspects, noting similarities and differences to London today.</p> <p>To know the key events of the Great Fire of London and place them in chronological order</p>	<p>Place the time studied on a time line. Order events chronologically and mark key dates (across several time periods)</p> <p>To compare how far apart key events and eras were from each other (including in relation to previous learning on the Stone Age).</p> <p>Sequence several events or artefacts.</p> <p>Use dates and terms related to the study period and passing of time.</p> <p>Begin to understand more complex terms eg BCE/CE</p>	<p>Know and sequence significant dates and key events of time studied</p> <p>Identify key events WW2 and place these on a timeline</p> <p>Know and sequence key events for Anglo Saxons and place these on a time line</p> <p>Use dates and terms related to the Anglo Saxons and WW2.</p> <p>Understand more complex terms eg BCE/CE</p>	<p>Know and sequence significant dates and key events of time studied, relate to comparable other world events</p> <p>Use relevant terms and period labels.</p> <p>Make connections between different times and different civilisations in the past.</p>	<p>Identify and use BC and AD/ BCE and CE</p> <p>Demarcate historical periods on a timeline</p> <p>Place current study in relation to other historical periods studied</p> <p>Longevity of Ancient Greece with focus on the “Classical Golden Age 500BC-323BC.</p> <p>Timeline of the Battle of Marathon</p>

# History whole school scheme of work

<p>Range and Depth of Historical Knowledge</p>	<p>Recognise the similarities and difference between the past and present (school)</p> <p>Describe similarities and differences about life in school in different periods.</p> <p>To know about key events in the local area (Sandhurst bombing)</p> <p>To know the significance of key achievements of a famous person.</p> <p>To know what seaside holidays were like in the past and how they compare to today (school beach trip).</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify the differences between ways of life at different times ( past and present London: now and in 1666)</p> <p>To order the events from the Great Fire of London.</p>	<p>Know about the changes in Britain from the Stone Age to the Iron Age.</p> <p>Compare the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> <li>▪ Hunter gatherers and early farmers</li> <li>▪ Religion, technology and travel</li> <li>▪ Tribal kingdoms, farming, art and culture</li> </ul> <p>The Roman Empire and its impact:</p> <ul style="list-style-type: none"> <li>▪ Invasions</li> <li>▪ The Roman Army</li> <li>▪ British resistance</li> <li>▪ Romanisation</li> </ul>	<p>Understanding of Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Investigating cause and effect WW2.</p> <p>Know about the countries involved in WW2 and the involvement they had e.g. Alliances formed.</p> <p>Understanding what evacuation is and how this effected children in</p>	<p>Discuss and explore belief systems.</p> <p>Understand the concept of continuity and change, cause and consequence, similarity and difference through study of the Kingdoms and dynasties of the Ancient Egyptians.</p> <p>Understand the hierarchy of Egyptian society.</p> <p>Start to understand the terms civilisation, hieroglyph, Afterlife, Pharaoh, hierarchy, pyramid, empire</p>	<p>Make historical inferences about everyday life from secondary sources, artefacts and Greek writings.</p> <p>Understand the legacy of Greek culture, such as democracy, philosophy, value of education, medicine</p> <p>Understand the terms empire, civilisation, culture, City State</p>
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# History whole school scheme of work

				war times. Linking this knowledge to local history of school bombing.		
Interpretations of History	<p>Use information texts and stories to support children's understanding of real events.</p> <p>Children can discuss how school was different for Victorian children and compare this to their own school experience.</p> <p>Victorian school day-share information about what life was like as a Victorian child.</p>	<p>Compare versions of the Great Fire of London, how are they different (immersion day witness recounts)</p> <p>Compare pictures of people or events in the past (London 1666)</p> <p>Discuss reliability of photos, accounts, stories, pictures of the GFOL</p> <p>To identify similarities and differences between the ways of life during GFOL and now.</p> <p>To understand some of the ways that we find out about the past and identify different ways in which it is represented.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Gather information from a range of sources and discuss how accurate and reliable the sources are.</p> <p>Explain the significance of the Roman Empire based on their historical interpretation</p>	<p>Identify key pieces of information</p> <p>Research sources of information, questioning how reliable sources are; letters from evacuees, photographs, radio clips.</p> <p>Distinguish between fact and opinion.</p>	<p>Make connections, draw contrasts and create valid questions. To analyse trends</p> <p>To be able to distinguish between fact and opinion</p>	<p>Confidently use the library and internet for research.</p> <p>Make connections, contrasts and trends over time and within time (eg compare Sparta and Athens). Develop the appropriate use of historical terms.</p>

# History whole school scheme of work

<p>Historical Enquiry</p>	<p>Gather information about the past from sources of information e.g. artefacts.</p> <p>Adults/ Grandparents talking about their schooldays or childhood</p> <p>Walk around school- what is old/what is new?</p> <p>Research facts/find out about Victorian schools- use a wide range of sources.</p> <p>Sort artefacts 'then' and 'now'.</p> <p>To ask and answer questions related to different sources and objects.</p> <p>To use information from video clips to make comparisons.</p>	<p>Use a source: observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Sequence a collection of artefacts/ photographs linked to GFoL and present day (heat/light sources, writing equipment)</p> <p>Use of simple timelines (now, then, before I was born, a long time ago, a very long time ago)</p> <p>Ask historical questions to find out about the past (what, where, how, why, when)</p> <p>Research to find out information about the Great Fire of London Using a range of sources to gather information.</p> <p>Use a range of sources to find out about Mary Seacole and the Windrush,</p>	<p>Use a range of sources to find out about a period</p> <p>Use stories to learn about the past e.g. Romulus and Remus</p> <p>Devise historical questions building on knowledge of prior time periods</p> <p>Devise historically valid questions about change</p> <p>Use maps to compare different periods of time</p> <p>Begin to understanding key terminology e.g. archaeologist</p> <p>Observe small details – artefacts and pictures.</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose reliable information to enquire about the past.</p> <p>Ask a valid question valid questions about the past</p> <p>Analyse evidence and draw conclusions.</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Ask relevant questions.</p> <p>Use the library and internet for research with increasing confidence</p> <p>Start to understand how history is constructed from a range of sources</p> <p>Understand about the role of archaeologists in finding out about the past, in particular the role of Howard Carter</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Consider the use and limitations of using artefacts/myths in isolation from other sources</p> <p>Understand how our knowledge is constructed from a range of sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
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# History whole school scheme of work

		understanding the significance and impact they had at a national/international level.				
Communicate knowledge through:	<p>Sorting pictures of our school – old and new</p> <p>Timeline of objects – before and now</p> <p>Drawing</p> <p>Drama/role play</p> <p>Writing (labelling objects)</p> <p>Thought bubbles – verbal (discussion)</p> <p>.</p>	<p>Pictures, writing, annotations, drama/role play, models</p> <p>Recount of events</p> <p>Great Fire of London immersion day.</p> <p>Timeline of the GFOL and sequence the key events in chronological order.</p> <p>Key facts about the GFOL.</p> <p>Poem from the perspective of the baker in the GFOL</p> <p>Story based on Samuel Pepys</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models, diaries</p> <p>Models of homes from the past</p> <p>Comparison writing between the Stone Age to Iron Age</p> <p>Draw/make a timeline detailing key dates</p> <p>Discuss/write about the impact of changes over time</p> <p>Take part in a debate and role play (hunters and gatherers, Romulus and Remus)</p> <p>Draw/label a Stone Age house based on primary and secondary</p>	<p>Display findings in a variety of ways</p> <p>Record key information in an organised and coherent way.</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate in different forms including: Ancient Egyptian God fact file</p> <p>Enactment of a press conference</p> <p>Diary writing in role of Howard Carter</p> <p>Newspaper report about the discovery of Tutankhamun’s tomb</p> <p>Rewriting an Ancient Egyptian myth</p> <p>Description of an Egyptian God</p>	<p>Sketch and label a Greek market town. Describe its structure.</p> <p>Greek board games.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Compile a tour guide to an archaeological site</p> <p>Drama: A reaction to the Battle of marathon</p> <p>Summary of life in Sparta/Athens and host a debate</p> <p>Write their own Greek myth</p> <p>Essay: Legacy of Ancient Greece</p>

# History whole school scheme of work

			<p>sources/examine photographic evidence of Iron Age house foundations</p> <p>Stone Age immersion day</p> <p>Human timeline</p> <p>Roman immersion day</p> <p>Retelling of the story of Romulus and Remus/role play</p> <p>Roman soldier advert</p> <p>Boudicca's speech</p> <p>Description of Boudicca</p>			
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## Inclusive history curriculum

Chronology	Range and depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Communicate knowledge through
<ul style="list-style-type: none"> <li>Ordering now and then pictures</li> <li>What comes first/next?</li> <li>Visual representations</li> </ul>	<ul style="list-style-type: none"> <li>Visual sources</li> <li>Widgit vocabulary/lgfl widgit page</li> <li>Pre-teach vocabulary</li> <li>Video clips e.g. BBC</li> </ul>	<ul style="list-style-type: none"> <li>Hot seating</li> <li>Mixed ability groups for a discussion</li> <li>Role play</li> <li>Hot seating</li> <li>Simplified stories</li> <li>Visual sources</li> </ul>	<ul style="list-style-type: none"> <li>Sound tins to record information</li> <li>Mixed ability groups for a discussion</li> <li>Visual sources</li> </ul>	<ul style="list-style-type: none"> <li>Simple recounts</li> <li>Factual sentences</li> <li>Labelling pictures</li> <li>Mind maps</li> <li>Thought bubbles</li> <li>Role play</li> <li>Models/pictures</li> </ul>

## *History whole school scheme of work*