



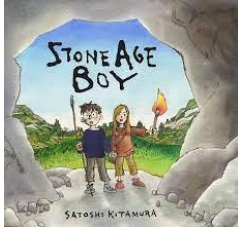





History whole school scheme of learning

	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Topics	<p>Humpty Dumpty Full, Full, Full of Love Can we Fix it? Down on the Farm Water, Water Everywhere</p>	<p>Marvellous Me Out and About Emergency! Emergency! Zoom! Zoom! Zoom!</p>	<p>Special Me Celebrations Land Ahoy!</p>	<p>Time Travellers Mary Seacole *</p>	<p>Stone Age to Iron Age* The Roman Empire*</p>	<p>Invaders and Settlers* Children and War*</p>	<p>Ancient Egypt</p>	<p>The Greeks*</p>
National Curriculum specification	<p>Understanding the world</p> <p>Past and Present</p> 	<p>Understanding the world</p> <p>Past and Present</p> 	<p>Changes within living memory</p> <p>Significant individuals</p> <ul style="list-style-type: none"> - Link BHM - Ruby Bridges - Guy Fawkes <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"> ▪ Mary Seacole 	<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>The Mayan civilisation</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> 

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Sources of evidence	<p>Photos Stories Toys e.g. dolls, boats Role play</p>	<p>Photos Stories Toys e.g. dolls house, old and new toys Role play</p>	<p>Photos Interviews Stories Artefacts</p>	<p>Photos Interviews Artefacts Information books</p>	<p>Photos Artefacts Information books Timelines Stories VR headsets</p>	<p>Photos Artefacts Interviews Information books Timelines On-line research</p>	<p>Photos Artefacts Interviews Information books Timelines On-line research Maps Atlases Ancient Egyptian myths Archaeological sites Ancient Egyptian and Ancient Greek writings VR software</p>	<p>Photos Artefacts Interviews Information books Timelines On-line research Maps Atlases Greek Myths Archaeological sites Ancient Greek writings</p>
Chronology	<p>Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life story and family's history</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<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>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>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</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>

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				To know the key events of the Great Fire of London and place them in chronological order	Begin to understand more complex terms e.g. BCE/CE	the Anglo Saxons and WW2. Understand more complex terms e.g. BCE/CE		
Range and Depth of Historical Knowledge	<p>Recognise where the chn belong within their family through photos</p> <p>To compare old and new bridges</p> <p>To explain the changes that have happened to the chicks using passing of time vocabulary.</p> <p>To compare old and new boats</p>	<p>To know how they have changed since they were babies</p> <p>To compare old and new houses</p> <p>To compare old and new shops</p> <p>To discuss how the emergency services has changed.</p> <p>To compare old and new toys/transport</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</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"> ▪ Hunter gatherers and early farmers ▪ Religion, technology and travel ▪ Tribal kingdoms, farming, art and culture <p>The Roman Empire and its impact:</p> <ul style="list-style-type: none"> ▪ Invasions ▪ The Roman Army ▪ British resistance ▪ Romanisation 	<p>Understanding of Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) 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>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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			today (school beach trip).			<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 child in war times. Linking this knowledge to local history of school bombing.</p>		
Interpretations of History	<p>To use photos to understand their family.</p> <p>Use stories to compare the past to the present</p> <p>To use toys to compare old and new</p>	<p>To use photos to understand how they have changed since they were born.</p> <p>Use stories to compare the past to the present</p> <p>To use toys to compare old and new</p>	<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>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 (e.g. compare Sparta and Athens). Develop the appropriate use of historical terms.</p>

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				To understand some of the ways that we find out about the past and identify different ways in which it is represented.				
Historical Enquiry	<p>Gather information about their family e.g. from photos</p> <p>Use toys to compare e.g. old and new bridges</p> <p>To use real life objects e.g. the chicks to discuss the passing of time.</p>	<p>Gather information about how they have changed since they were a baby e.g. from photos</p> <p>Use toys to compare e.g. old and new houses/shops</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</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>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>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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			<p>related to different sources and objects.</p> <p>To use information from video clips to make comparisons.</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, understanding the significance and impact they had at a national/international level.</p>	<p>Begin to use the library and internet for research</p>			
<p>Communicate knowledge through:</p>	<p>Discussions</p> <p>Pictures</p> <p>Role play</p> <p>Family tree</p>	<p>Discussions</p> <p>Pictures</p> <p>Role play</p>	<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>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>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>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>Retell the discovery of Tutankhamun's tomb</p>	<p>Create a model of Parthenon</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 marathón</p>

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				<p>Debate – who was to blame for the fire?</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 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>		<p>Retell an Ancient Egyptian myth</p> <p>Description of an Egyptian God</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>
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History whole school scheme of learning

Inclusive history curriculum

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