



Buckstones Community Primary School

History Medium Term Plans

September 2017

EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG - people and communities</p>	<p>Can they talk about a past and present event in their lives?</p> <p>Can they talk about a past and present event in the lives of family members?</p>	<p>Talk about starting school and growing up. Read stories about starting school. Talk about their visit (play days) they had and what they were looking forward to doing at school. Sharing the 'All about me' booklets (which have been completed with parents before Sept) Children talk about things they couldn't do as a baby but they can do now. Talk about what they have done over the holidays - writing news. Talking about special days i.e. birthdays, bonfire night. Children bring show and tell items i.e. certificates/photographs. Talking about Christmas - children share experiences.</p>
<p>Understanding the World ELG - people and communities</p>	<p>Can they talk about significant events in their own experience?</p>	<p>Talk about what they have done over the holidays - writing news. Talking about special days i.e. birthdays, bonfire night. Children bring show and tell items i.e. certificates/photographs. Talking about Christmas - children share experiences.</p>

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Understanding the World ELG - people and communities	<p>Can they talk about a past and present event in their lives?</p> <p>Can they talk about a past and present event in the lives of family members?</p>	Talking about mother's day. Sharing stories about holidays/ birthdays/ Easter.
Understanding the World ELG - people and communities	<p>Can they talk about significant events in their own experience?</p> <p>Can they talk about traditions amongst their family or communities?</p>	<p>Recount -holidays</p> <p>Talk about Easter Chinese New year - customs of the Chinese people.</p>
Understanding the World ELG - people and communities	<p>Can they talk about change?</p> <p>Can they talk about things changing over time?</p>	<p>Looking at how animals grow and change - lifecycle of a butterfly.</p> <p>Looking at past pictures when they started school - what they could do then and how much they can do now.</p>

EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG - people and communities</p>	<p>Can they talk about a past and present event in their lives? Can they talk about a past and present event in the lives of family members?</p>	<p>Talking about father's day. Sharing stories about holidays/ birthdays/ Easter.</p>
<p>Understanding the World ELG - people and communities</p>	<p>Can they talk about significant events in their own experience? Can they talk about similarities and differences between themselves and people in their family? (age, growth)</p>	<p>Recount - holidays Talking about families, read 'once there were giants' talks about how people grow and change. The little girl is now the grown up - link to life cycles.</p>
<p>Understanding the World ELG - people and communities</p>	<p>Can they talk about things changing over time?</p>	<p>Looking at past pictures when they started school - what they could do then and how much they can do now.</p>

Year 1- Autumn - HISTORY

Programme of Study

Knowledge, Skills and Understanding

Activity/ Link to scheme of work

No History this term

Year 1- Spring 1 - HISTORY
Explorers - Neil Armstrong

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>events beyond living memory:</p> <p>Chronological Understanding</p>	<p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can you use the words before and after correctly?</p>	<p>* Place 1969 (Apollo 11 landing) on class timeline.</p> <p>* Make a simple timeline of Neil Armstrong's life - when he was born, Apollo 11 landing, when he died)</p> <p>** Use of appropriate vocabulary used throughout topic</p>
<p>events beyond living memory:</p> <p>lives of significant individuals in the past:</p> <p>Knowledge and Interpretation</p>	<p>Can you explain differences between past and present in your life and that of others?</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Can you recount part of a story which tells us about the past?</p> <p>Can you explain differences between past and present in your life and that of others?</p>	<p>* Portrait sketch - children to sketch Neil Armstrong in his astronaut clothing. What do they notice? eg. US flag on sleeve</p> <p>* Make Neil Armstrong factfile. Discuss what he achieved and why he was important. Make simple comparisons between own life and Neil's life.</p> <p>* Apollo 11 newspaper report. Retell main facts about the moon landing.</p>
<p>lives of significant individuals in the past:</p> <p>Historical Enquiry</p>	<p>Can you answer questions using (sources of information e.g. artefacts, pictures, stories, Internet and databases)?</p>	<p>* Use Neil Armstrong powerpoint / The Police's <i>Walking on the Moon</i> as starting point.</p> <p>** Use of photographs, space / Neil Armstrong books and internet throughout topic.</p>

Year 1 - Spring 1 - HISTORY
Explorers - Christopher Columbus

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>events beyond living memory:</p> <p>Chronological Understanding</p>	<p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can you use the words before and after correctly?</p>	<p>* Place 1451 (Christopher Columbus' birth) on our class timeline.</p> <p>* Watch animated story of CC's life on YouTube. Children then work in pairs to make a simple timeline of CC's life - when he was born, when he moved to Spain, when he set off for The New World, when he died etc.</p> <p>* Children retell key points of CC's life to their partner. Would we have liked to be CC? Why (not)? How do you think he changed life at that time? Why do you think we still remember him now?</p> <p>** Use of appropriate vocabulary used throughout topic</p>
<p>events beyond living memory:</p> <p>lives of significant individuals in the past:</p> <p>Knowledge and Interpretation</p>	<p>Can you explain differences between past and present in your life and that of others?</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Can you recount part of a story which tells us about the past?</p> <p>Can you explain differences between past and present in your life and that of others?</p>	<p>* Portrait sketch - children to sketch CC. How do we know he lived a long time ago? eg. clothes. Make links to Samuel Pepys and Charles II.</p> <p>LINKS TO GEOGRAPHY ...</p> <p>* Study map of Europe. Can ch. locate Italy (CC born), Spain (CC moved there) and UK (where we live). MA to also study world map, locating the above, as well as The Americas and The Far East. Use and colour keys.</p> <p>LINKS TO DT</p> <p>* Split Pin Christopher Columbus with moving parts</p> <p>Eg. clothes, modes of transport, knowledge of the world etc.</p>

<p>lives of significant individuals in the past:</p> <p>Historical Enquiry</p>	<p>Can you answer questions using (sources of information e.g. artefacts, pictures, stories, Internet and databases)?</p>	<p>* Watch <i>CC</i>'s animated story on YouTube</p> <p>* Study paintings of <i>CC</i> ... himself and his boats. Why no photos? Again, make links to <i>Great Fire</i>.</p> <p>** Use of internet throughout topic.</p>
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Year 1- Spring 2 - HISTORY
Great Fire of London

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>events beyond living memory:</p> <p>Chronological Understanding</p>	<p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can you use the words before and after correctly?</p>	<p>Sequencing of The Great Fire events - 5 day timeline.</p> <p>Great Fire-related Now / Then comparison eg. London, monarchs, fire-fighting equipment etc.</p> <p>Portrait Study of Samuel Pepys and King Charles - when were they alive? How do we know this? Looking for evidence eg. old-fashioned clothes / hairstyles, paintings not photos etc.</p> <p>Samuel Pepys sketches - portrait sketches. Use of magnifying glasses. Emphasis on now (new) / then (old) differences.</p> <p>Add 1666 to class timeline.</p> <p>** Use of appropriate vocabulary used throughout topic</p>
<p>events beyond living memory:</p> <p>lives of significant individuals in the past:</p> <p>Knowledge and Interpretation</p>	<p>Can you recount part of a story which tells us about the past? E.g. the Great Fire of London</p> <p>Can you explain differences between past and present in your life and that of others?</p>	<p>Look at paintings from the time. Discuss why they were paintings and not photographs. Art - Brusho dye / wax resist pictures of The Fire itself (focus on shapes, colours)</p> <p>Re-enactment of The Great Fire on school field to establish what issues were with putting the fire out. Discuss issues they faced and solutions they could see.</p> <p>English - Great Fire diary entries - ch. write as though they</p>

	<p>Can they identify objects from the past e.g. houses?</p>	<p>were actually at The Great Fire in 1666 - pretend they are children of Samuel Pepys.</p> <p>Maths - symmetrical Tudor houses. Emphasise houses were made of wood. How is this different to our houses today? Why the change?</p> <p>Great Fire quiz (mixed ability house groups) to end topic. Summary of what we have learned. Use Purple Mash story to confirm answers.</p>
<p>lives of significant individuals in the past:</p> <p>Historical Enquiry</p>	<p>Can you answer questions using (sources of information e.g. artefacts, pictures, stories, Internet and databases)?</p>	<p>English - make posters (in pairs) about what we have learned during this topic. Children to select from 15 questions. Use secondary sources (non-fiction books, the internet) to help them to answer their chosen questions.</p> <p>HOMEWORK - Great Fire research task. Children to make a poster, booklet, piece of artwork etc.</p> <p>Computing- using www.fireoflondon.org children go back in time to learn more about main events. They make choices about secondary sources of information.</p>

Year 1 - Summer - HISTORY
History of Toys
 (links to National Life)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Changes within living memory:</p> <p>Chronological Understanding</p>	<p>Can they put up to three objects in chronological order (recent history)? (5)</p> <p>Can they tell me about things that happened when they were little? (2)</p> <p>Can they explain how they have changed since they were born? (1)</p>	<p>Task 1: Children work together in pairs, looking at pictures of toys from a group of their choice - trains, dolls and teddies. Put in chronological order, Encourage ch. to explain their choices to their partner. Sequence from oldest to newest.</p> <p>Task 2: Children talk about things that happened when they were younger. How far back can they remember? Record in pictures with captions. What were their earliest / favourite memories? Share their favourite memories with the class in Show and Share activity,</p> <p>Task 3: Children talk about how they have changed since they were babies (make links to Science). Again, record as pictures with captions. Compare notes with children on their table.</p>
<p>events beyond living memory:</p> <p>changes within living memory:</p> <p>*comparisons*</p> <p>Knowledge and Interpretation</p>	<p>Can you explain differences between past and present in your life and that of others? (4)</p> <p>Can they begin to identify the main differences between old and new objects? (3b)</p> <p>Can they identify objects from the past?</p>	<p>Task: Activity A: Ask the children what they think I might have played with as a child?! Speaking & Listening activity (half class at a time, differentiated) - I describe my favourite childhood toys. RB - atlas. GY - wooden springy toy. Children listen then draw as I describe. Write sentences to explain in more detail (differentiated). Show ch. my toys, How are they different to toys today? eg. old-fashioned pictures, springy toy made of wood, faded colours, poor condition etc.</p> <p>Activity B: Homework - interview an older person. Ask them</p>

	(3a)	<p>questions about their favourite childhood toys. Draw and label picture too. Show and share with class upon return.</p> <p>Task: Firstly, sort real-life toys into 2 groups - old / new. Encourage children to look for clues (eg. colour, material, condition) and get them to explain their choices. Pay particular attention (and clarify) to any misunderstandings. Follow-up activity: MA / mid to sort pictures of toys into old / new groups. LA to do the same on the computer (espresso)</p>
<p>events beyond living memory:</p> <p>Changes within living memory:</p> <p>*comparisons*</p> <p>Historical Enquiry</p>	<p>Can they ask and answer questions about old and new objects? (6)</p> <p>Can they give a plausible explanation about what an object was used for in the past? (7)</p> <p>Can you answer questions using (sources of information e.g. artefacts, pictures, stories, Internet and databases)?</p>	<p>ongoing questions being asked and answered throughout the topic.</p> <p>Task: Arrange for parcel of old toys to be delivered to class. Unpack parcel together. Children first play with toys, then choose a favourite to study in more detail with a partner. Research toy, sketch it and answer a series of questions.</p> <p>Task: Can they describe how each toy might have been used? Can they come up with explanations as to how each one might have been used? eg. whip and top</p> <p>Task: Cross-curricular art activity: Study Dieter Brugel's painting <i>Children's Games</i>. Children to be detectives, using magnifiers, encourage children to talk about what games children are playing. How many games can they spot / name / describe? Encourage them to ask questions to find out more. Can they explain what various objects were used for?</p> <p>Ongoing use of various artefacts, photos, internet etc.</p>

**Year 2-Gunpowder Plot and Remembrance Day
Autumn Term (see also creative planning)**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can you sequence a set of events/objects in chronological order & give reasons for your order?</p> <p>Can they use phrases and words like: ', 'past', 'present', 'then' and 'now'; in their historical learning?</p>	<p>Sequence a series of monarchs from past to present. Why do they think certain ones are from the past? Why are some more recent? Think about difference between paintings and photographs, look at clothes.</p>
Knowledge and Interpretation	<p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a Parliament?</p> <p>Can you explain why Guy Fawkes' actions may be considered a folly? E.g. Gunpowder plot</p>	<p>Sequence famous events in history e.g. Voyage of Christopher Columbus, moon landing, Great Fire of London, Gunpowder Plot, start of World War I.</p> <p>Who do you think is famous and what makes them famous? What questions would you ask them?</p> <p>The children will be able to place the Gunpowder Plot on a class time line and sequence the main events of the Plot. They will understand why the plot was created and what happened; understand some of the results of the plot. They will know that the plot was represented in different ways and why there were different points of view for and against.</p> <p>The children will begin to compare and contrast different sources of information about the plot.</p> <p>Discuss Houses of Parliament. Use Woodlands</p>

	<p>Can you explain what role religion played in the Gunpowder Plot?</p>	<p>Junior website to examine functions.</p> <p>The children will take part in hot seating sessions as various characters from the plot while the other children ask them questions about their actions and feelings about what they have done.</p> <p>Class debate: for and against? Secret ballot. Who was right?</p> <p>Discuss the differences between Catholics and Protestants. Why were the Plotters so distressed with King James I? Why was King James so angry with the Catholics? What is your opinion? Hotseating of Guy Fawkes, Robert Catesby and King James I.</p> <p>Children to write a letter to King James I as Guy Fawkes showing his reasons for his actions?</p>
<p>Historical Enquiry</p>	<p>Can they answer questions by using a specific source, such as an information book?</p>	<p>Remembrance Day ~ The children will visit the war memorial in Shaw. They will discuss the sort of information war memorials can give us.</p> <p>The children will watch video extracts of events in London and around the world and examine newspaper reports detailing both events during the First and Second World wars and Remembrance Events today.</p> <p>Gather relevant information from war memorial and communicate what they have learned through drawing and writing.</p> <p>Children to watch extracts from the British legion archives and DVD of the soldiers in the trenches in World War I. Children to write</p>

	<p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p>	<p>their own letters as though they were a soldier writing home.</p> <p>Discuss with the children what happens in the local community on Remembrance Day. Which of our class actually attended the event and what can they tell us about it?</p> <p>Show the children video extracts of events in London. Ask the children to identify the special features of the commemoration, e.g. wearing poppies, the march to the cenotaph, laying of wreaths, the involvement of the Queen and government representatives, two minute silence and special military music.</p> <p>Listening to extracts from a book written by a soldier living in the trenches. How can we learn what conditions were like from these first hand experiences? Look at key words and phrases.</p> <p>Listening to the poem In Flanders Fields by John McCrae. Critical analysis. What does it mean to the children?</p> <p>Learn and perform the poem 'In Flanders Fields.'</p>
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Year 2 Spring
Queen Elizabeth I and Queen Elizabeth II

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can you sequence events about own life and/life of a famous person?</p> <p>Can you sequence a set of events/objects in chronological order & give reasons for your order?</p> <p>Can they use phrases and words like: ', 'past', 'present', 'then' and 'now'; in their historical learning?</p>	<p>The children will gain insight into the life of Queen Elizabeth II. They will look at events of her reign e.g. her marriage, the Coronation, the Silver Jubilee, Golden and Diamond Jubilee; the birth of her children, and be able to sequence them correctly. Use whole class teaching cards.</p> <p>They will examine the Royal family tree and trace previous Kings and Queens of England. (revision from work on Gunpowder Plot and Remembrance Day)</p> <p>Compare the reigns of the two Queens. Use historical vocabulary to show the differences. recently, when my parents were children, decades, era, age and centuries to describe the passage of time,</p> <p>The children will examine the role of the Queen in our country today-looking at some of her Royal duties, her work for charities and her personal appearances around the world. The children will use books, encyclopedias, pictures and DVD's to find out about the life of Queen Elizabeth II. They will be able to</p>

		<p>recount episodes from the life and work of Queen Elizabeth II. They will use internet sites Woodlands Junior and royal.gov.uk to research aspects of her life.</p> <p>The children will use books, encyclopedias, pictures and DVD's to find out about the life of Queen Elizabeth II. They will be able to recount episodes from the life and work of Queen Elizabeth II. They will use internet sites Woodlands Junior and royal.gov.uk to research aspects of her life. Produce information booklets.</p> <p>Focus on the Coronation of Queen Elizabeth II. Use video sources to understand the significance of the event in the lives of the people at that time. Children to produce a newspaper report.</p>
<p>Knowledge and Interpretation</p>	<p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p>	<p>Examine the life of Queen Elizabeth I. How did she change the way of life of the British people? Examine how in some ways the Tudor Age was a very creative time-famous playwrights, authors and artists? Examine the Queen's role in the defeat of the Spanish Armada.</p> <p>Examine some of the portraits of Queen Elizabeth I. What do the symbols on her clothes represent and what is their significance? Match statements to paintings. Children to produce their own portrait of Queen Elizabeth using the same criteria.</p> <p>Place famous events in history e.g. Gunpowder</p>

	<p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p>	<p>Plot, Fire of London, First Moon landing on a timeline using knowledge of chronological order. Children to research an event of their own for homework and present it to the rest of the class.</p> <p>They will examine the Royal family tree and trace previous Kings and Queens of England. Relate the period of History when Queen Elizabeth I ruled to our time. Which Kings and Queens have the children heard of? What are they remembered for? Make a whole class chart with children contributing towards a section.</p>
<p>Historical Enquiry</p>	<p>Can they answer questions by using a specific source, such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p>	<p>The children will use books, encyclopedias, pictures and DVD's to find out about the life of Queen Elizabeth I.</p> <p>Focus on the portraits of Queen Elizabeth I and how and why she used them to promote positive aspects of her reign.</p> <p>Examine some of the portraits of Queen Elizabeth in detail. What do the symbols on her clothes represent and what is their significance? Match statements to paintings.</p> <p>Children to produce their own portrait of Queen Elizabeth using the same criteria.</p>

**Year 2 Summer
Local History- Shaw**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can you use words and phrases like: <i>before I was born, when I was younger?</i></p> <p>Can you sequence a set of events/objects in chronological order & give reasons for your order?</p> <p>Can they use phrases and words like: ', 'past', 'present', 'then' and 'now'; in their historical learning?</p>	<p>Look at photographs of buildings in Shaw. Which are old, which are new? Why do you think this?</p> <p>Compare old photographs of Market Street with new photographs.</p>
Knowledge and Interpretation	<p>Can you give examples of things that are different in your life from that of someone in the past?</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p>	<p>How is Shaw different now to the time when your Grandparents were young? Children to take a questionnaire home to interview parents and grandparents. Children to bring results back to school and discuss findings. Oral evidence, photographs.</p> <p>Reference to the importance of the cotton mills in the history of Shaw. Examine maps, and photographs of shops in Shaw.</p> <p>Questionnaire to be sent home for grandparents to complete e.g. What type of house did they live in? What school did they go</p>

		to? What toys did they play with? What shops were there? What holidays did they go on?
Historical Enquiry	<p>Can they find out something about the past by talking to an older person?</p> <p>Can they answer questions by using a specific source, such as an information book?</p>	<p>Grandparents to be interviewed in groups by the children about what life was like at school for them. Children to devise their own questions.</p> <p>Use photographs of the mill landscape in Shaw past and present.</p> <p>Use extracts from a book about Shaw to answer questions e. g What schools were there in the past? What shops were there? What were the houses like? What evidence do we still have today?</p> <p>Trail around Shaw</p> <p>Look at historical evidence on our trail around Shaw for the past e.g. terraced houses, cobbled streets, outside toilets, public houses, Shaw theatre.</p>

Year 3-Changes in Britain from Stone Age to Iron Age (Autumn)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they describe events from the past using dates when things happened?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>Can you describe events and periods using the words: ancient, modern, BC, AD, century and decade?</p>	<p><u>Introduction - What does prehistory mean?</u></p> <p>Use simple timelines of their own lives to help ch understand the concepts of 'chronology' and 'significant events'.</p> <p>Use a longer timeline and work together to add important dates and events that ch already know about, e.g. Fire of London.</p> <p>Work with the ch to extend timeline in 100 year intervals, then in 500 and 1000 year intervals to include AD and BC and explain these terms. Use the timeline to show that the period we will be studying is a very long time before most of the other events we have mentioned.</p> <p>Discuss the term 'prehistory'. If there was no writing, how do we know about it?</p> <p>In groups, ch to put event cards into chronological order and explain decisions and reasoning to the class.</p> <p>Individually, ch cut out five name and date cards for this period and stick on own timeline.</p> <p>What questions do the ch have about this period? Write them on post-its to refer back to during this topic.</p>
Knowledge and Understanding	<p>Do they appreciate that the early Britons would not have communicated as we do or have eaten as we do?</p>	<p><u>Prehistoric Britain</u></p> <p>Watch BBC 2 The Story of Britain (The Middle Stone Age).</p> <p>Use websites and information books to look at how early Stone Age people lived and recorded the world around them. (Link to Art - Cave Paintings).</p> <p>Give groups of ch a card showing a different achievement of Stone Age society: making fire, inventing the wheel, making tools, domesticating animals. Ch discuss what the picture shows, then act it out to the rest of the class.</p> <p>Record two Stone Age achievements as cave art drawings.</p>

	<p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Do they understand how changes in technology from the Stone Age to the Iron Age affected everyday life?</p>	<p>Draw out that Stone Age society was more sophisticated than people often think.</p> <p><u>Examining the Evidence (Historical Enquiry).</u></p> <p>Read part of a story book about the Stone Age, e.g. Stone Age Boy. Is this fiction or fact? Fiction based on what the evidence suggests life was like in the Stone Age, but we can't be sure.</p> <p>What kind of evidence might archaeologists use to find out about this period of history? Create class list. Show pictures from Starr Carr in Yorkshire (important Mesolithic archaeological site).</p> <p>Show ch a picture of one Stone Age tool. In groups, ch to work out what they can from this one piece of evidence: what they know for certain, what they can deduce (check ch understand what this means) and what more they would like to know. Share ideas, then reveal example answers. Ch repeat the process for three other artefacts, completing a table of information. Which object do they think tells us most about life in the Stone Age?</p> <p><u>Neolithic Farmers - What was life like at Skara Brae?</u></p> <p>Watch BBC2 The Story of Britain (2)</p> <p>Go online to research what it might have been like in Skara Brae. Use (http://www.bbc.co.uk/scotland/learning/primary/skarabrae) and information from TES iboard resources, making notes about where it is, what it is, what the houses are like, what we know about the people and what happened there. The focus is on understanding how farming changed the way people lived in the Neolithic period. Each group to present one section of their findings to the class. Give ch picture and statement cards to sort and match.</p> <p>Together, sort statements into a Before and After Venn diagram to show changes and similarities between early and late Stone Age life.</p> <p>Debate - Nomads v Settlers.</p> <p><u>What was so good about bronze? How was the Bronze Age different to the Stone Age?</u></p> <p>Revisit the timeline from lesson 1. Where does the Stone Age end? What comes next? Show ch examples of stone and bronze. How are they different? What could they be used for?</p> <p>Show/discuss 4 items made from bronze, e.g. weapons, plough, jewellery,</p>
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	<p>Can they suggest why certain events happened as they did in history?</p> <p>Can they recognise that Britain has been settled by several different groups over time?</p> <p>Do they understand how the economy of the early settlers worked, e.g. bartering, trading with different groups of people?</p>	<p>ornaments. In pairs, can ch work out some of the reasons that making things out of bronze meant such a significant change for society?</p> <p>Where does bronze come from? Explain process using a simple diagram, then show video clip of the smelting process. Individually, ch to order picture cards and write each step of the process underneath (LA match pictures with statements).</p> <p>Explain that it is believed bronze was brought to this country by settlers from Europe, called The Beaker People because they were often buried with pottery vessels that looked like beakers or mugs.</p> <p><u>What do grave goods tell us about the Bronze Age?</u></p> <p>Discuss the fact that in the Bronze Age people were often buried in graves called round barrows, sometimes with a selection of 'grave goods', objects or artefacts buried alongside the person in the grave. These items can tell us a lot about how wealthy or powerful the person was and more about what life was like in the Bronze Age. What would ch choose to put in a barrow to represent themselves?</p> <p>Give ch a list of items, e.g. human bones, woven cloth, metal jewellery, pottery, animal fur, teeth, fingernails, human flesh. Which would survive over time and which would not?</p> <p>Give ch image cards of items that have survived. In pairs discuss what each item might tell us about the person with which they were buried. Ch to feedback ideas to the class. Give statement cards for ch to match to the images. Were their ideas similar? Remind ch that we are 'deducing'. We don't know for certain. Connect to https://www.flickr.com/photos/wessexarchaeology/sets/72057594078945080/ to see images of Bronze Age artefacts and what they tell us about life during that period.</p> <p>Ext: Research The Amesbury Archer.</p> <p><u>What was life like at an Iron Age hill fort?</u></p> <p>Explain that a new age began when iron replaced bronze as the main metal for tools and weaponry. Revisit the timeline to find out when this was (about 800BC).</p> <p>Explain the iron is harder to make than bronze because you need a furnace not</p>
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	<p>Can they suggest why certain people acted as they did in history?</p>	<p>an ordinary open fire, but it is harder and tougher than bronze. Better for weapons such as swords and for the tips of ploughs.</p> <p>Society changed a lot and people lived in tribes that often fought each other. In pairs, ch to use books, information sheets, and online resources to research Iron Age life, focusing on farming, houses and hill forts, e.g. Maiden Castle. Present their findings in a written report. Use ICT to design their own hillfort.</p> <p><u>What was Iron Age Art like?</u></p> <p>Explain that the Iron Age people (often called Celts now), left behind many elaborate pieces of jewellery, pottery and other artefacts showing a distinctive style of art. Show images of brooches, coins, shields and torcs and match each item to a written description.</p> <p>Visit http://www.timetrips.co.uk/rom-art-celtbrooch.htm to have a look at brooch designs. Ask ch to look out for designs based on animals, symmetrical patterns, circles, spirals, crosses and knots. Ch to choose one design and describe it to a partner, seeing if they can guess which one it is.</p> <p>Give ch time to do further research from books or other websites, recording a variety of designs in their sketchbooks, then design their own Iron Age shield or brooch, using Celtic designs and patterns. Paint with vibrant colours.</p> <p><u>What have we learnt about this period of history?</u></p> <p>Return to timeline of this period and revise the main features of the Stone Age, the Bronze Age and the Iron Age through a class quiz.</p> <p>Assessment: Ch to complete assessment sheet by writing what they have learnt about each Age.</p> <p><u>Assessment</u></p> <p>Ch can:</p> <p><u>Expected</u></p> <p>Describe the major characteristics of each age Demonstrate understanding of change through the period Explain what kind of sources are used to find out about this period</p> <p><u>Emerging</u></p> <p>Talk about some characteristics of this period Give examples of some of the evidence used to tell us about this period</p> <p><u>Exceeded</u></p>
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		<p>Use accurate historical vocabulary to discuss each of these ages</p> <p>Explain the changes that occurred in British society over this period</p> <p>Assess how useful different types of sources are in giving us information about the past</p>
<p>Historical Enquiry</p>	<p>The objectives below are covered throughout all lessons in this unit.</p> <p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they research a specific event from the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>Can they, through research, identify similarities and differences between given periods in history?</p>	

	Can you look at two versions of an event and say how they differ?	
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Year 3- Ancient Egypt (Spring Term)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they describe events and periods using the words: ancient, modern, BC, AD, century and decade?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>Can they describe events from the past using dates when things happened?</p>	<p><u>Introduction</u> Children will find out about the way of life of people living in Ancient Egypt from archaeological discoveries. They will develop their understanding of the characteristic features of a society. They will identify the different ways the past is represented and use sources of information to make simple observations, inferences and deductions. The topic will include whole class, group and individual work together with independent research including ICT, practical activities, art and drama. Cross-curricular links: Geography, Art, DT, Drama, Literacy.</p> <p><u>Enjoyment Fun/Practical /First Hand</u> First hand experience of Archaeology through the use of an Archaeo-Box - children will discover artefacts for themselves as a stimulation for investigation. Children will use a range of ICT to investigate historical questions - DVDs, CR-ROMs, interactive whiteboard activities. A half day visit to Touchstones in Rochdale. Children will explore Egyptian art and writing, painting a life-size pharaoh, making patterned jewellery, writing cartouches on papyrus, making Egyptian calendars. Sculpture/DT - children will make clay mummies and play Egyptian board games.</p> <p><u>Locate Egypt in time and place.</u> Use printed timelines and constructed timeline (using multilink) to visualize this period in history.</p>

		<p>Geography - use globes, atlases and maps to locate Egypt in the world, together with its main geographical features.</p>
<p>Knowledge and Understanding</p>	<p>Can they understand the idea of an ancient civilization?</p> <p>Can they explain who the Pharaohs were and why they were important?</p> <p>Can they explain the impact Ancient Egyptians had on our society?</p> <p>Can they explain what archaeologists have helped us find out about Ancient Egypt?</p> <p>Can they explain what we have learnt from Ancient Egyptian writing?</p> <p>Can they explain how pyramids were built and what their purpose was?</p>	<p><u>Make deductions about life in the past from pictures of the landscape.</u></p> <p><u>Learn how much of the life of Egypt depended on the Nile.</u></p> <p>Use colour photos, maps etc... to learn about the importance of the annual flood for the people of ancient Egypt. Understand the importance of the desert. What else would the Nile be used for?</p> <p>Geography - use photographs, atlases, information books, DVD and weather charts to locate the Nile and follow it from its source. Understand the climate of Egypt and how this affects farming and daily life.</p> <p>To develop empathy - children to read ancient Egyptian poetry about the Nile and the consequences of no flood or too high a flood. Play 'Flood!' game in pairs.</p> <p><u>Observe an object in detail and to make inferences and deductions.</u></p> <p><u>Record accurately information about an object.</u></p> <p>Children to use the archaeo-box to discover one artefact and ask/answer questions in order to discover as much about it as possible. Record observations/deductions in drawing and writing.</p> <p><u>Classify information in various ways.</u></p> <p><u>Learn about the range of objects which have survived from Ancient Egypt. Make inferences from objects about the way of life in ancient Egypt.</u></p> <p>Using picture cards, posters, information books, children sort the artefacts shown into groups, e.g. what they are made from or which tell us about food, farming, clothing, animals and work? In groups children to research evidence related to a given topic, e.g. food and farming, games, buildings, clothing,</p>

		<p>animals. Use 3 pictures that illustrate aspects of their topic. Infer and record information.</p> <p>Literacy - each group to make a small papyrus booklet from their recordings.</p> <p><u>Learn about ancient Egyptian writing from what has survived.</u></p> <p>Explain development of Egyptian hieroglyphs. Show model of Rosetta stone and explain its importance. Use translated hieroglyphs to read and write familiar words.</p> <p>Art - children to make own cartouches on papyrus.</p> <p><u>Learn about Egyptian tombs, pyramids and burial sites.</u></p> <p>Explore the concept of life after death for the ancient Egyptians. Use child-friendly ICT to explore the mummification process (Children's University of Manchester or The British Museum). What objects would children want in their tombs?</p> <p>Visit from Ian Tully's Mobile Museum - full day visit of activities related to the work of an Ancient Egyptian embalmer.</p> <p>Drama - children to act out 'The Weighing of the Heart Ceremony'</p> <p>Art/DT - children to use clay and mod-roc to make own mummy.</p>
<p>Historical Enquiry</p>	<p>The objectives below are covered throughout all lessons in this unit.</p> <p>Can they use various sources of evidence to piece together information, and answer questions, about a period in history?</p> <p>Can they research a specific event from the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p>	

	Can they, through research, identify similarities and differences between given periods in history?	
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Yr 4-Local History

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	Can they plot recent history on a timeline using centuries and showing periods of time?	On IWB, complete a timeline of history from the Roman times to the Present day (brief mention of Tudors and then the Victorians so they can see where the industrial revolution fits.
Knowledge and Interpretation	<p>Can the children explain why Manchester was important during the Industrial Revolution?</p> <p>What part have the mills played in the history of Manchester?</p> <p>Can the children explain the advantages and disadvantages of life in Manchester during the Industrial Revolution?</p>	<p>Thinking about the subjects of Lowry's paintings, why do you think there are so many mills in Manchester? Can you think of any mills near here? (Littlewoods)</p> <p>Discuss reasons for there being so many cotton mills in Manchester</p> <ul style="list-style-type: none"> • Damp climate meant cotton didn't break • Skilled wool workers in Manchester as there were lots of sheep farms (poor climate for crops) • Close to Liverpool (transport cotton) and eventually good transport links via ship canal and rail. <p>Produce zig zag book called 'Why are there so many mills in Manchester?'</p> <p>Research the homes and general living conditions of working people in Manchester during the industrial revolution. Create an</p>

		<p>estate agent style poster 'advertising a worker's home' (How many people share the toilet, how many families per house, drafty, no lock on door, water pump near open drain)</p> <p>Discuss how this would differ from the life of a mill owner.</p>
<p>Historical Enquiry</p>	<p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can you give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p>Quarry Bank Mill visit (Being an apprentice during the 1840s)</p> <p>What was it like living as an apprentice? Big write - diary of an apprentice at QBM.</p> <p>Debate - Should children have been allowed to work during the industrial revolution? Research the different jobs (miner, chimney sweep, housemaid, mill worker) Why did children work (needed to support family, cheap labour for business owners, children not seen as being as valuable as adults. 10 hour working day law, education act 1870)</p> <p>Split into 6 groups, 3 to argue for children working and 3 arguing against.</p>

Year 4 - Roman Empire

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they plot recent history on a timeline using centuries and showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	Sort events on a long timeline in groups from the Stone Age to the present day.
Knowledge and Interpretation	<p>Can they explain how events from the past have helped shape our lives?</p> <p>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Can you identify similarities and differences between periods in history?</p>	<p>Learn about Roman Roads, Aqueducts, baths etc</p> <p>Use a map of the world and colour in countries which formed part of the Roman Empire. Discuss what the word 'Empire' actually means.</p> <p>Research Roman food, Roman transport and weapons.</p> <p>Study the lives of rich people in Ancient Rome and then look at how poor people lived. Especially in the city where people lived in 'high rise' flats with many people sharing one room with no toilet facilities. Also look at the lives of Roman Soldiers and how these differed. Were soldiers poor or wealthy?</p>

		How was life in Roman times similar to life in Britain today? How was it different?
Historical Enquiry	<p>Can they research two versions of an event and say how they differ?</p> <p>Can you use various sources to piece together information about a period in history?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p>The founding of Rome (legend) Read the story and compare it to another version.</p> <p>Watch videos, read stories, use the internet, look at artefacts and visit a museum/have a visitor in school to learn about life in Rome. Using the information you have found out, produce writing, posters and drawings on Life in Rome (See above)</p> <p>Research an aspect of Roman life online. (CT to find a website which contains inaccurate information before hand) Using what you already know about Rome, say whether you think the information presented on the websites is believable. Why? Why not?</p>

Year 4- Britain's settlement by Anglo Saxons and Scots

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they plot recent history on a timeline using centuries and showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	Order The history of Britain from the Romans to now onto a timeline
Knowledge and Interpretation	<p>Can the children explain who the Anglo-Saxons were and how they influenced life today?</p> <p>Can they explain how the Anglo-Saxons brought law and order to Britain?</p> <p>Which Anglo-Saxon Christian symbols remain today? St Bede's church</p> <p>Can the children identify the famous Anglo-Saxons and explain why they were famous?</p>	<p>Discuss where the jutes, angles and Saxons came from. Can the children find the origins of these tribes on a map of Europe?</p> <p>Study after Alfred The Great since he was really one of the first 'English' kings. Discuss what law is and how it is maintained today.</p> <p>Before Alfred of Wessex, remind the children that England wasn't really a country on its own but a group of independent kingdoms. So there was a lot of fighting and crime.</p> <p>Alfred was a devout Christian so the laws he introduced were very much based on the Bible. Hamilton trust moot game.</p> <p>Offa - The Dyke and the introduction of</p>

		<p>coinage.</p> <p>Short research project on Alfred the Great.</p> <p>Who was ALFRED THE GREAT AND WHY WAS HE AN IMPORTANT FIGURE IN ANGLOS SAXON TIMES?</p>
Historical Enquiry	<p>Can they research two versions of an event and say how they differ?</p> <p>Can you use various sources to piece together information about a period in history?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p>Research on Alfred The Great</p> <p>Moot game</p>

NB Spring 1 - Victorians (see old plan for 2014-15 as Viking takes over in 2015-16)

Year 5 Spring 2- Non-European society Early Islamic civilization		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can you place a specific event on a timeline by decade?</p> <p>Can they use their mathematical skills to work out exact time scales and differences as need be?</p>	<p>1. <u>Locate Baghdad in the world</u></p> <p>Locate Baghdad in atlases. Discuss its geographical features- e.g. rivers, nearby locations, continents etc. What is it like there? Video showing Baghdad.</p> <p>2. <u>Understand Baghdad's locality in relation to Silk Road.</u></p> <p>On interactive whiteboard, show Silk Road- and show a map of the known world at that time. What is Silk Road? What might be the benefits of the locality of Baghdad?</p> <p>Highlight to the children that the Chinese and Islamic Empires were driving forces of civilization at that time. They were successors to the Greeks and Romans and forerunner of the European expansion.</p> <p>3. <u>Create a timeline of significant dates in Early Islamic Civilization.</u></p> <p>Use an image of a timeline with significant</p>

		<p>dates. Chn will order key events from Baghdad and early Islamic Civilization. Children will learn a little about each event mentioned in their timeline.</p> <p>Chn will then use a more complex timeline and add their own events as they take notes.</p> <p>Using this information, what do you think it was like to live at this time?</p>
<p>Knowledge and Interpretation</p>	<p>Can the children explain what this 'Golden Age' gave the world?</p> <p>Can they explain who the Prophet Muhammad is and how he was associated with the 'Golden Age'?</p> <p>Can they find out about the 'House of Wisdom'?</p> <p>Can they find out what part the 'Golden Age' had in improving health care?</p>	<p>4. <u>Explain what the Golden Age was and what was gained from it.</u></p> <p>Explain the 'Islamic Golden Age'. Take ideas about what the children think that means and then read through the booklet with facts from the golden age.</p> <p>Research famous people who were great thinkers in the golden age using the worksheets provided. They will do this in groups. At the end of the session children will share their findings and present to class in chronological order.</p> <p>5. <u>Understand how the round city developed.</u></p> <p>Who were the Abbasids? What was the round city?</p> <p>Draw and label a diagram of the original layout of Baghdad.</p>

		<p>Write a description of the original layout of Baghdad from the point of view of a builder working on the construction of the city.</p> <p>Write a description of Baghdad from the point of view of a trader coming into the city. Look at the size of the Abbasid Empire and discuss what produce you may have been able to buy in a market in Baghdad.</p> <p>6. <u>Investigate and design geometric patterns (see DT planning)</u></p> <p>Look at examples of circles in Islamic architecture. Circles play an important role in Islamic Architecture as they have no end, reminding Muslims that Allah is infinite. Complete activities using circles and lines with rulers and compasses for geometric patterns.</p> <p>7. <u>Understand the importance of Muhammad ﷺ during the Golden Age</u></p> <p>Who is Muhammad? What was his association to the Golden Age? Learn about Muhammad ﷺ.</p> <p>Create a fact file on Muhammad ﷺ using the same template as that used for the great thinkers.</p> <p>8. <u>Understand what 'The House of Wisdom' is.</u></p> <p>What is the house of wisdom?</p> <p>Look at the location of Baghdad on a map and</p>
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		<p>look at where traders might have come from. Look at trade routes.</p> <p>Look at some of the original translations and other work completed in the House of Wisdom. Discuss the importance of translation in sharing knowledge. Find out about al Tabari who was a historian who wrote and taught in Baghdad. Design an advertisement or prospectus for the House of Wisdom explaining all the things people can learn there. Include information about the library and the translation work.</p>
Historical Enquiry	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Can they carry out their own research about Baghdad in AD900?</p>	<p>9. <u>Create an information leaflet about the changes in the city of Baghdad from AD900-1258</u></p> <p>Create a booklet or fact file split into three stages: the construction of Baghdad, the growth of Baghdad and then finally the destruction of Baghdad in 1258. Children can show what they have learned about how the city changed during this period.</p>

Year 5 - Viking and Anglo Saxon struggle for the Kingdom of England - time of Edward the Confessor

<i>Programme of Study</i>	<i>Knowledge, Skills and Understanding</i>	<i>Activity/ Link to scheme of work</i>
<i>Chronological Understanding</i>	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can you place a specific event on a timeline by decade?</p> <p>Can they use their mathematical skills to work out exact time scales and differences as need be?</p>	<p>1. Create a timeline of the Viking and Anglo Saxon era.</p> <p>Show the chn a historical timeline. Pick out major events at times on the timeline. Locate the Viking and Anglo Saxon period on a timeline and add events of major happenings on to it. Show chn key details from events.</p>
<i>Knowledge and Interpretation</i>	<p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they explain the relationship between the Anglo-Saxons and the Vikings?</p> <p>Can they explain how and why the Vikings came to Britain?</p> <p>Can they explain what a peasant is?</p> <p>Can they explain that most people in Anglo-Saxon society were either freemen or slaves?</p>	<p>2. Understand the relationship between Anglo Saxons and Vikings.</p> <p>Questioning: Ask chn if they can explain what has been happening in Baghdad at this time if they have already learnt about the Islamic civilization topic.</p> <p>Research anglo Saxons and Vikings. Share info with chn and discuss... chn complete a question based information sheet to help explain the</p>

	<p>Can they understand the hierarchy in Anglo Saxon society? (thanes, kings, free peasants or ceorls, poor slaves)</p> <p>Can they explain the rules of peasantry and slavery?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p>	<p>relationship.</p> <p>3. Understand why the Vikings came to Britain.</p> <p>Show chn a documentary video of the Viking invasion which explains why they came to Britain. Make notes with chn for all the reasons why they did it. Write a newspaper report about the event.</p> <p>4. Create a diagram to show the hierarchy of society. Chn learn about this hierarchy- show explanations of each societal group. Chn must follow up their diagram by writing a paragraph to write about each group: thanes, kings, free peasants or ceorls, poor slaves.</p> <p>5: Pick key events that have changed society today.</p> <p>Using knowledge of this era. Chn write a paragraph about how they think this event has changed the UK today. Share with class opinions. Jot down/compare all the things that are the same today as they were then.</p>
<p><i>Historical Enquiry</i></p>	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the</p>	<p>6. Investigate ancient objects. Use ancient artefacts/images and ask chn to guess what they were used for. Time detectives style workshop. At the end reveal answers and chn must state correct answers</p>

	present and past?	and explain them.
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Year 6 - A study of an aspect of history which extends beyond 1066 i.e. Battle of Britain

<i>Programme of Study</i>	<i>Knowledge, Skills and Understanding</i>	<i>Activity/ Link to scheme of work</i>
<i>Chronological Understanding</i>	Can they place features of historical events in a chronological framework?	Timeline of key events during the war
<i>Knowledge and Interpretation</i>	<p>Can they suggest relationships between causes in history?</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Can they explain who Churchill was and what role did he play in the Battle of Britain?</p>	<p>1930s - The Devil's Decade - the Road to War Research and written report about the Wall Street Crash, the world wide depression and the effects of the Treaty of Versailles.</p> <p>Who was Winston Churchill? Mini-biography</p> <p>Who was Churchill referring to when he said this - "Never have so many owed so much to so few"</p>
<i>Historical Enquiry</i>	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?	"Careless talk costs lives" - look at a range of poster produced by Britain. How are Hitler/Nazis presented?

	<p>Can you state and explain your understanding of propoganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p> <p>Can you pose and answer your own historical questions?</p> <p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p>	<p>Produce your own propoganda poster. Could be linked to keeping healthy, growing your own food or preventing waste.</p> <p>What was the Battle of Britain? Why was it such an important event during the war?</p> <p>What was the Blitz? Why were children evacuated? What was it like to be an evacuee?</p> <p>What were children's experiences of the war? Discuss with the children factors that might affect children's experiences of the war, eg <i>where they lived, their nationality</i>. Explain that children in many countries were bombed. Locate areas of heavy bombing on the world map. Establish the idea of refugees having to leave their homes. Refer to the many children and their parents, who were imprisoned and killed because they were Jewish. Read extracts from the story of Anne Frank.</p>
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Year 6 - Ancient Greece

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>Timeline of key events (BMAg Timeline)</p> <p>When and where was ancient Greece?</p> <p>Looking at a World map for modern Greece and marking on a map the key city states of ancient Greece.</p>
Knowledge and Interpretation	<p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>How has ancient Greece influenced Britain?</p> <ul style="list-style-type: none"> * democracy * language * architecture <p>Compare two city states - Athens v Sparta, comment on their differences and how they also fought together.</p>
Historical Enquiry	<p>Can you pose and answer your own historical questions?</p> <p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and</p>	<p>How did people live in ancient Greece?</p> <p>Chdn will look at the lives of men, women, chdn and slaves. (poster)</p> <p>Think about the many different battles of significance e.g., Battle of Marathon, Battle of</p>

	changes might be seen as more significant than others?	Thermopylae, Battle of Salamis. Chdn will compare the events and ideas behind the holding of and competing in the modern and ancient Olympics.
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