

# History Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

## EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Communication</b>	<ul style="list-style-type: none"> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	<b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## Nursery

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
<b>Learning Overview</b>	We will look at members of our family and talk about what our families look like. Know who is in our family. Begin to know how our day is organised.							
<b>Autumn</b> <b>Who Am I?</b>	Begin to make sense of their own life-story and family's history.  Understand the key features of the life cycle of a plant and an animal.	I know and can name the different members of our family  I know who is the oldest member of my family  I know who is the youngest member of my family	How old are you?  What are we doing today?  What will we do later?	You have ___ siblings  You are ___ years old  Your ___ is ___ years old	Family Brother Mother Father Sister Sibling Age		Mutual respect Tolerance	The Gingerbread Man My First Seasons
			<b>Possible misconceptions:</b>  The children may think that the tallest person is the oldest person					

<b>Learning Overview</b>	We look at seasonal changes and how trees in particular change over time, including learning about the life cycle of a tree and how to tell its age.							
<b>Spring</b>  <b>Cycle A: Amazing Nature</b>  <b>Cycle B: Ready Steady Cook</b>	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Recall the seasonal changes that happened in Autumn and compare to what is happening in nature now	How old is the tree?	To find the age of a tree by counting the rings from the trunk	First Then Next Change Time			Tree cookies My First Seasons Errol's Garden
		Look at the history of a tree using the rings to see how old it is	<b>Possible misconceptions:</b>  Children may think that the tallest trees are the oldest					
<b>Learning Overview</b>	We will learn about astronauts visiting space and in particular Tim Peake's stay on the Space Station.							
<b>Summer</b>  <b>Cycle A: All Creatures Great and Small</b>  <b>Cycle B: Land of Make Believe</b>	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'	Learn key facts about Tim Peake	How is life different living in space?	Tim Peake is a British astronaut	Historical event Compare			My first Seasons Nursery Rhymes Whatever Next When I was a Child What Are Stars
		Learn what it was like to live in the International Space centre		Tim Peake lived in space for 6 months	Many years ago Neil Armstrong was the first man to land on the moon			
			<b>Possible misconceptions:</b>  Children may think that it is easy to get to the moon  Children may think that you can touch the moon if you stand on something high enough					

## Reception

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
<b>ELG</b>	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.							
<b>Learning Overview</b>	We will talk to our grandparents and parents and think about how we've developed from a baby to a child. We will look at photographs of us as babies and being part of a family. We will use our developing oracy skills to discuss events we recall from the past. We will recall some traditional tales and understand they have been told many times before, and in different ways. We will remember the story of Guy Fawkes and say why this was an important event. We will also reflect on Remembrance Sunday and begin to understand why some people do this. We will look at significant celebrations that occur throughout the term.							

<p><b>Autumn</b></p> <p><b>Who Am I?</b></p>	<p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>To use past tense when talking about their personal histories.</p> <p>To understand that time passes in sequential order.</p> <p>To comment on images of familiar situations in the past.</p> <p>To talk about members of their family.</p> <p>To understand that events/celebrations take place at specific points of the year.</p> <p>To know about some familiar situations in the past (Diwali/Christmas).</p> <p>To discuss the historical figure Guy Fawkes and how events that happened have influenced us.</p>	<p>What can I do now that I couldn't do when I was a baby?</p> <p>What festivals do I celebrate?</p> <p>What happens during Diwali?</p> <p>How do people celebrate Christmas?</p> <p>Who is Guy Fawkes?</p>	<p>As I get older I can do different things.</p> <p>Today/yesterday/ tomorrow are words relating to time.</p> <p>Festivals are celebrated by different cultures at various times throughout the year.</p> <p>Guy Fawkes is the reason why people celebrate Bonfire Night.</p>	<p>Remember</p> <p>Routine</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Yesterday</p> <p>Today</p> <p>Tomorrow</p> <p>Growing</p> <p>Growth</p> <p>Remembrance</p> <p>Celebration</p>	<p>Learn Playground games</p>	<p>Mutual Respect and Tolerance</p> <p>Democracy</p>	<p>Chapatti Moon</p> <p>Leaf Man</p> <p>The Best Me</p> <p>All Kinds of Families</p> <p>Guy Fawkes for kids:The Gunpowder Plot of 1605</p> <p>A Stroll through the Seasons</p> <p>The Best Diwali</p> <p>The journey home from Grandpa's</p> <p><a href="#">Guy Fawkes</a></p>
<p><b>Learning Overview</b></p>	<p>Through stories we will look at different life cycles of both plants and animals and relate this to human growth. We look at days of the week and the passage of time.</p>							
<p><b>Spring</b></p> <p><b>Amazing Nature</b></p>	<p>Connect one idea to another using a range of conjunctions.</p> <p>Describe events in some detail.</p>	<p>Be able to sequence events in Jack and the Beanstalk using time connectives</p> <p>Be able to say the days of the week in the correct order</p>	<p>What did Jack take first?</p> <p>What did we do yesterday?</p>	<p>There are seven days in a week.</p>	<p>First</p> <p>Next</p> <p>Then</p> <p>After that</p> <p>Finally</p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p>			<p>Jack and The Beanstalk</p> <p>The Hungry Caterpillar</p> <p>The Growing Story</p> <p>The Enormous Turnip</p>
			<p><b>Possible misconceptions:</b></p> <p>Children may think that Monday is the first day of the week</p>					
<p><b>Learning Overview</b></p>	<p>We will learn about ourselves and how we came into the world as babies and how we will grow and develop. We will create a 'Now and Then' timeline. We will think about how the passage of time changes us all. We will refer to what we did in the past using the correct tense. We will think about what we would like to be when we grow up.</p>							

<b>Summer</b>  <b>All Creatures Great and Small</b>	Comment on images of familiar situations in the past.	Create a photo timeline of how we have changed since we were a baby	How have I changed since I first started at this school?	Co-op Academy Penny Oaks was first called St Peter's Catholic Primary School	Timeline Change Historic			One Little World
	Compare and contrast characters from stories, including figures from the past.	Look at how our school has changed over time.  Create a school timeline	Why is our school called Penny Oaks?	<b>Possible misconceptions:</b>  Children might think that they still look like they did when they started the year				

## Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>Castles</b>  Queen Victoria's reign	Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.  Children to look at significant historical events, people and places in their own locality.	Sequence 3 or 4 artefacts from distinctly different periods of time  Match objects to people of different ages  They know and recount episodes from stories about the past  Use stories to encourage children to distinguish between fact and fiction.  Find answers to simple questions about the past from sources of information e.g. artefacts  Communicate their <b>knowledge</b> through:  Discussion.... Drawing pictures... Drama/role play.. Making models.....	<u>Chronology &amp; Causation</u> Children will recount some of the changes Queen Victoria made to Britain's society  <u>Similarities and Differences</u> Children will describe similarities and differences between Queen Victoria and Sarah Forbes Bonetta  <u>Historical Significance</u> Children will recognise why Queen Victoria is significant in history  <u>Sources and Evidence</u> Children will use pictures and stories to understand what castles are and why they are built  <u>Impact on Society</u>	What are castles?  Who was Queen Victoria?  Why was Queen Victoria such a significant person?  Who was Sarah Forbes Bonetta and why is she remembered?  Who lived in Skipton Castle?	Queen Victoria's reign is known as the Victorian era  Victoria was 18 when she became Queen in 1837  Queen Victoria ruled almost 64 years  Victoria would become the longest reigning British Monarch, and Queen of the biggest empire in history.  Sarah Forbes was the daughter of an African chief.  Queen Victoria paid for Sarah's education and made sure she had everything that she needed.	Empire Turret Draw bridge Moat Portcullis Victorian Arrow slit Battlements Dungeon Monarch Throne Reign Coronation	Skipton Castle Visit  50 things: Ride on a Train	Race, Sex: Sarah Forbes Bonetta  Rethink Food – Gender Equality  <a href="#">Wangari Maathai (The Tree Mother)</a>	Historical Association  English Heritage  Planbee  Primary Futures  King Leonard's Teddy  The Worst Princess  The King who Banned the Dark

		Writing.. Using ICT	Children understand people from the past lived in castles not far from Bradford (Skipton Castle).						
				<b>Possible Misconceptions:</b> All castles were built from stone. It was always cold inside a castle.					
<b>Oracy opportunities for Autumn term</b>	Was Queen Victoria a trend setter? (Introduction to opinions- what is an opinion?)								
<b>Spring</b> <b>Eco Warriors</b>  The History of Toys	Pupils should be taught about changes within living memory.  Where appropriate, these should be used to reveal aspects of change in national life	Recognise the difference between past and present in their own and others lives  Use stories to distinguish between fact and fiction  Find answers to simple questions about the past from sources of information e.g. artefacts  Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Writing	<u>Chronology &amp; Causation</u> Children will know that the toys their parents and grandparents played with are different to their own  Children will organise toys by age  Children will create a simple timeline to show the evolution of toys  <u>Similarities and Differences</u> Children will describe similarities and differences between modern toys and toys from the past  <u>Historical Significance</u> Children will consider how toys have changed since the invention of plastic  <u>Sources and Evidence</u> Children will use artefacts and pictures to learn about the past	What did people use before plastic?  Why was plastic invented?  How has plastic use changed over time?  What are the positives of using plastic?  What are the negatives of using plastic?	A plastic is a kind of material that is made by people.  Most plastics are strong and lightweight.  Plastics can be made into almost any shape by heating them.  In 1869 John Wesley Hyatt, a U.S. inventor, made the first plastic.  Plastics are very useful, but they can also cause many problems for the environment if they end up in the oceans.  Items made out of plastic do not break down and take up room in landfill.	Environment Plastic Material Landfill Oceans Invention Lightweight	Trip to The Deep  50 things: Have your face painted	Age: David Attenborough	Historical Association  Primary Futures  BBC Bitesize  Dear Earth by Isabell Otter  Somebody Swallowed Stanley by Sarah Roberts
<b>Oracy opportunities for spring term</b>	<b>For or against</b> is good to start off thinking towards debates. Give children a range of facts related to your topic.' They can organise the facts into 'good' and 'bad' then they can decide whether or not they agree or disagree with the statement based on the facts they have in front of them. Question children will answer is 'was inventing plastic a good idea?'								

<p><b>Summer</b></p> <p><b>Incredible India</b></p> <p>Who was Gandhi?</p>	<p>Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Match objects to people of different ages.</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Communicate their knowledge through:</p> <p>Discussion....  Drawing pictures...  Drama/role play..  Making models.....  Writing..  Using ICT...</p>	<p><u>Chronology &amp; Causation</u>  Children will recount some key events in Gandhi's life</p> <p>Children will recount some of the changes in India following Gandhi's campaign for Independence</p> <p><u>Similarities and Differences</u>  Children will describe the differences between India before independence and now</p> <p><u>Historical Significance</u>  Children will recognise why Gandhi is significant in India's history</p> <p><u>Sources and Evidence</u>  Children will speak to adults about their recollections of the past</p> <p><u>Impact on Society</u>  Children to understand after the independence many families from India and other South Asian countries moved to the UK- including Bradford. Bradford has one of the largest South Asian communities in the UK.</p>	<p>Who was Gandhi?</p> <p>Why is Gandhi remembered?</p> <p>What were the most important events in his life?</p> <p>What was India like when he was alive?</p> <p><b>Possible Misconceptions:</b></p> <p>Peaceful protests cannot be successful</p> <p>Gandhi always wore the white dhoti</p>	<p>Gandhi was born on October 2, 1869 in Porbandar, Gujarat, India.</p> <p>Ghandi protested without using violence and weapons.</p> <p>India wanted independence from the United Kingdom.</p> <p>On the anniversary of Gandhi's birth, <b>Gandhi Jayanti</b> is celebrated.</p> <p>People followed Gandhi 240 miles across India in protest. This was called the Salt March.</p>	<p>Independence  Racism  Protest  Freedom  Equality</p>	<p>Indian cooking day with parents</p> <p>Indian celebration Day</p> <p>Trip to Tropical World</p> <p>Primary source- Indian grandparent</p>		<p>Historical Association</p> <p>English Heritage</p> <p>Primary Futures</p> <p>BBC Bitesize</p>
<p><b>Oracy opportunities for summer term</b></p>	<p>Ignite speech: Why was Gandhi a significant person?</p>								

# Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>History of flight</b>  The Wright brothers and Amelia Earhart	Pupils should be taught to look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  They should look at the lives of significant individuals in the past who have contributed to national and international achievements.	Sequence artefacts closer together in time - check with reference book  Describe memories of key events in lives.  Recognise why people did things, why events happened and what happened as a result  Identify differences between ways of life at different times  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories  Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.  Communicate their knowledge through:  Discussion.... Drawing pictures... Drama/role play.. Writing..	<u>Chronology &amp; Causation</u> Children will create a simple timeline with key events from the lives of the Wright Brothers  Children will identify some of the changes in society due to Amelia Earhart  <u>Similarities and Differences</u> Children will identify differences between ways of travel in the past and ways of travel now  Children will compare the everyday life of women in the past to the everyday life of women now  Children will identify similarities and differences between Amelia Earhart and Amy Johnson  <u>Historical Significance</u> Children will consider why Amelia Earhart is significant in world history  <u>Sources and Evidence</u> Children will look carefully at pictures and objects to find information about the past	What transport was used in the past?  What means of transport do we use now?  What are the Wright brothers famous for?  How was the Aviation changed after Wright Brother’s invention?  What was Amelia Earhart famous for?  What problems did Amelia Earhart encounter?  What impact has she had on society today?	The Wright Brothers, Orville Wright and Wilbur Wright were born in Dayton, Ohio.  They designed, built and flew the first engine powered aeroplane in December 1903.  They were also known for inventing a way to steer an aeroplane.  The Wright Brothers invented wing warping to control the wings. Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.  Amelia Earhart was the first person to fly solo from Hawaii to the United States.	Transport Aviation Vehicle Aeroplane Flight Gliders Steering Engine	Engineering-aspirations  Pilot’s visit	Sex: First woman Pilot-Amelia Earhart  <a href="#">Amy Johnson and Sir George Cayley</a>	Historical Association  BBC Teach- Amelia Earhart.  Emma Jane’s Aeroplane  I am Amelia Earhart  Taking Flight: How Wright Brothers Conquered the Skies  Whoever heard of a flying bird  Cherry Blossom and Paper Planes Kites

**Possible Misconceptions:**

- The Wright Brothers were the first people to fly.
- Amelia Earhart was the first woman ever to fly an aeroplane.

<b>Oracy opportunities for Autumn Term</b>	Discussion: What really happened to Amelia Earhart? Hot seating Wilbur Wright Ignite speech: What are Wright Brothers famous for?								
<b>Spring</b>  <b>My Country-My City</b>  Francis Laidler – king of the pantomime	Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  They will look at events beyond living memory that are significant nationally or globally.  Children to look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Sequence photographs etc. from different periods of their life  Describe memories of key events in lives  Recognise why people did things, why events happened and what happened as a result  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories  Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.  Communicate their knowledge through:  Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<u>Chronology &amp; Causation</u> Children will describe why Francis Laidler was known as the King of the Pantomime  <u>Similarities and Differences</u> Children will identify differences in people’s lives after the Alhambra theatre was built  <u>Historical Significance</u> Children will consider why Francis Laidler is important in the context of local history  <u>Sources and Evidence</u> Children will use and select evidence and say how it can be used to find out about the past  Children will look carefully at pictures and objects to find information about the past  <u>Impact on Society</u> Children to understand Francis Laidler put Bradford on the map as an important place for theatre.	Who is Francis Laidler?  How has Francis Laidler’s history impacted Bradford and UK?  Why was Francis Laidler called the king of the pantomime?  What role did the theatre play in the lives of Bradford people?  What is special about the design of the Alhambra theatre?  Who are the Sunbeams?	Francis Laidler was born in 1867, in Thornaby-on-Tees.  In 1902 Laidler moved to Bradford and for 50 years delivered pantomimes in his Bradford theatre, as well as in Leeds, Keighley and London.  Francis Laidler opened the Alhambra theatre.  The Alhambra Theatre was opened at 2pm on 18 March 1914.  The Sunbeams are locally chosen children who perform in the pantomimes.	Pantomime Impresario Alhambra Theatre Interval Foyer Architecture Heritage	50 things: Alhambra visit- Pantomime  Bradford Playhouse visit  Heritage: Mapping unique buildings in Bradford- Bradford walk  Heritage: Creating a display of photographs of the children with their parents in unique places in Bradford (encouraging parents and children to visit Bradford’s famous places)	Race: Seeds of friendship  Race: Invisible	Historical Association  BBC Teach  BBC Bitesize  Historic England Education-Knowing Bradford  Seeds of friendship  Invisible  All Through the Night  Small Mouse, Big City  Beegu
<b>Oracy opportunities for spring Term</b>	Discussion: Performing a play with assistance of JE (Historic England)								

<p><b>Summer</b></p> <p><b>The Great British Seaside</b></p> <p>Victorian Seaside</p>	<p>Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils to look at significant historical events, people and places in their own locality.</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>🗨️ Communicate their <b>knowledge</b> through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Writing..</p>	<p><u>Chronology &amp; Causation</u> Children will describe memories and events from a Victorian seaside holiday</p> <p><u>Similarities and Differences</u> Children will compare a modern seaside holiday to a Victorian seaside holiday</p> <p>Children will discuss how Filey has changed since the Victoria Era</p> <p><u>Historical Significance</u> Children will consider why seaside holidays become popular</p> <p><u>Sources and Evidence</u> Children will look carefully at pictures and objects to find information about the past</p> <p>Children will recount historic details from eye-witness accounts, photos and artefacts</p> <p><u>Impact on Society</u> Children understood this was a start for tourism for working class families in Bradford. “Wakes Weeks” were introduced so people could visit the seaside.</p>	<p>When did seaside holidays become popular?</p> <p>How did people travel to the seaside?</p> <p>How does a modern-day seaside holiday compare to a Victorian seaside holiday?</p> <p>What entertainment did people have at the seaside?</p> <p>Why did people choose to go to the seaside?</p> <p>What did Filey look like in the past?</p> <p>How has Filey changed over time?</p> <p>What do people still continue to do at the beach?</p> <p><b>Possible Misconceptions:</b></p> <p>In the Victorian times only rich people could go to the seaside.</p>	<p>As the steam trains became more and more popular, people starting going to the seaside for day trips, weekends and holidays.</p> <p>Lots of people in the Victorian times, chose to stay fully dressed when they were on the beach.</p> <p>Activities on the Victorian seaside included eating food, puppets shows, brass bands and jugglers.</p> <p>People would walk along the promenade, build sandcastles and have picnics.</p> <p>Filey is a seaside town in the Borough of Scarborough.</p> <p>Filey was a fishing village and has now become a popular tourist resort</p>	<p>Steam train Carriages Seaside Puppet shows Juggler Brass Band Promenade Fishing village</p>	<p>Trip to the Seaside- Filey</p>	<p>Age: David Attenborough and plastic pollution</p>	<p>Now Press Play- Maps</p> <p>Little Turtle and the Sea</p> <p>The Storm Whale</p> <p>The Big Book of The Blue</p> <p>One World</p> <p>Dolphin Boy</p>
<p><b>Oracy opportunities</b></p>	<p>Debate: Seaside now or in the past?</p>								

for summer Term	
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## Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>Who first lived in Britain? Stone Age</b>	Changes in Britain from the Stone Age to the Iron Age	Place the time studied on a time line  Use dates and terms related to the study unit and passing of time  Sequence several events or artefacts  Find out about everyday lives of people in time studied  Identify reasons for and results of people's actions  Understand why people may have wanted to do something  Look at representations of the period – museum, cartoons etc  Use a range of sources to find out about a period  Observe small details – artefacts, pictures  Select and record information relevant to the study  Communicate their knowledge through: -Discussion.... -Drawing pictures... -Drama/role play.. -Making models..... -Writing..	<u>Chronology &amp; Causation</u> Children will begin to understand that the past is divided into different named period of times  Children will place the Stone Age, Bronze Age and Iron Age on a timeline  Children will use appropriate dates and chronological conventions e.g BCE & CE  Children will put artefacts in chronological order  Children will recognise some of the reasons people in the Stone Age, Bronze Age & Iron Age acted as they did  <u>Similarities and Differences</u> Children will find similarities and differences between the Stone Age, Iron Age & Bronze Age  <u>Historical Significance</u> Children will understand that the discovery of bronze created much change for people  <u>Sources and Evidence</u> Children will use a variety of sources to collect information about	What is a timeline?  When did the stone age, bronze age and iron age occur?  What were the tools like in those ages?  What were the houses like in those ages?  How do we know about life in the stone age?	There were 3 periods of time during the stone age · Palaeolithic · Mesolithic · Neolithic  The Stone Age began about 2.6 million years ago. When the first humans began to live in Europe they used stones as tools.  The Bronze Age began about 4000 years ago. Metals were used to make hunting tools. Humans also began to farm land.  The Iron Age started between 1200 BCE and 1000 BCE Humans used iron to make tools, and farmed land instead of hunting. They lived in communities.	BCE – Before Common era CE – Common era Prehistoric timeline Hunter gatherer Artefacts Roundhouse Druid Palaeolithic Mesolithic Neolithic	Stone Age Now Press Play  Trip to Cliffe Castle Museum		The First Drawing, Stone girl bone girl  DK findout stone age  Historical Association  English Heritage
				<b>Possible Misconceptions:</b>  Stone Age people lived alongside dinosaurs.  Stone Age people lived in caves.					

			the past Children will identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence					
<b>Oracy opportunities for Autumn term</b>	<b>Debate: Life was more dangerous in the stone age than it is now</b>							
<b>Summer</b> <b>Greeks</b> Ancient Greece	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Compare with our life today  Identify and give reasons for different ways in which the past is represented  Distinguish between different sources – compare different versions of the same story  Use a range of sources to find out about a period  Observe small details – artefacts, pictures  Select and record information relevant to the study  Begin to use the library and internet for research Communicate their knowledge through: -Discussion... -Drawing pictures... -Drama/role play.. -Making models..... -Writing.. -Using ICT...	<u>Chronology &amp; Causation</u> Children will understand how the Ancient Greek period occurred concurrently with the Iron Age in the UK  <u>Similarities and Differences</u> Children will compare the everyday life of people in Athens and Sparta  Children will compare the olympics in Ancient Greece with the olympics today  <u>Historical Significance</u> Children will begin to understand how democracy in Ancient Greece has influenced democratic societies today  <u>Sources and Evidence</u> Children will observe and use pictures, photographs and artefacts to find out about the past  Children will understand that there are different types of sources that can be used to represent the past  <u>Impact on Society</u> Children to understand the Greeks wanted people to have a voice,	How can we find out about life in Ancient Greece?  What was it like to go to school in Ancient Greece?  What is democracy?  How were the Ancient Greek Olympics different to the modern-day Olympics?	The first known democracy was in Ancient Greece.  The Olympic Games began over 2,700 years ago in Olympia.  Every four years, around 50,000 people came from all over the Greece to watch and take part in the Olympic Games.  The Olympic Games were held in honour of Zeus, the king of the gods.	Athens Sparta Temple Stoa Democracy Olympics	Now Press Play Ancient Greece  Trip to Leeds City Museum  <a href="#">Cynisca</a>  <a href="#">Hephaestus</a>	Herakles  Myths and Mayhem in Ancient Greece
				<b>Possible Misconceptions:</b>  <b>Ancient Greece was one country.</b>  <b>Everyone in Ancient Greece had the right to vote.</b>  <b>All buildings in Ancient Greece were built from stone and marble.</b>				

			<p>just like the people of Bradford today, vote for their local councillors.</p> <p>The City Hall building mirrors Ancient Greek neoclassical architecture.</p>				
Oracy opportunities for summer term	Ignite speech: what have ancient Greeks given us?						

## Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>Our Magical City</b>  Sir Titus Salt	A local history study	Look at the evidence available  Begin to evaluate the usefulness of different sources  Offer a reasonable explanation for some events  Use text books and historical knowledge	<u>Chronology &amp; Causation</u> Children will explain the reasons why Sir Titus Salt decided to build Saltaire  <u>Similarities and Differences</u> Children will compare the living and working conditions before and after Saltaire was built  <u>Historical Significance</u> Children will explain why Sir Titus is important in the context of local history  <u>Sources and Evidence</u> Children will use a range of sources to collect information about the past  Children will investigate different accounts of life in Saltaire and explain some of the reasons why these accounts may be different  <u>Impact on Society</u>	What was life like in Victorian Bradford?  Who was Sir Titus Salt?  Why did Sir Titus Salt build Saltaire?  Why did Sir Titus Salt name it Saltaire?  What was it like working in a mill?  <b>Possible Misconceptions:</b>  People lived in the houses Sir Titus Salt built for free.  You could only live in Saltaire if you worked at the mill.	Saltaire was built by Sir Titus Salt to provide better living and working conditions for his workers.  Saltaire gets its name from Sir Titus Salt, and the River Aire which runs through it. When Salts mill opened it was the largest mill in the world.	Mill Textile Alms houses Alpaca Mausoleum infirmary	Experiences - Now Press Play Victorian Britain  Experiences–visiting Saltaire village  50 things: Make a guy for the bonfire	Titus Salt – age and religion	

			Children to understand Salt's mill and the village is now a UNESCO World Heritage Site.					
<b>Oracy opportunities for Autumn Term</b>	<b>Debate: Sir Titus Salt – Was he a good man?</b>							
<b>Spring</b> <b>17<sup>th</sup> Century Britain</b>  The Plague/The Great Fire of London	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Place events from period studied on time line  Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE/CE  Use evidence to reconstruct life in time studied  Identify key features and events of time studied	<u>Chronology &amp; Causation</u> Children will accurately set out the events of the Great Fire of London on a timeline  Children will understand the word century and be able to use it appropriately when referring to a period of time  Children will consider why the Great Fire of London spread so quickly <u>Similarities and Differences</u> Children will compare 17 <sup>th</sup> Century Houses to modern houses  Children will discuss how the fire service has changed since the Great Fire of London  <u>Historical Significance</u> Children will explain changes in Britain following the Great Fire of London  <u>Sources and Evidence</u> Children will use a range of sources to collect information about the past	What was life like in 17 <sup>th</sup> Century London?  What were the houses made of in the 17 <sup>th</sup> Century?  How are 17 <sup>th</sup> Century houses different to modern houses?  How did the Great Fire of London start?  Why did the fire spread so quickly?  Who was Samuel Pepys?  What changed after the fire?	Houses were usually made of timber, wattle and daub.  The upper storeys of some Tudor houses were bigger than the ground floor and would overhang.  The overhang was called a jetty.  The Great Fire of London began in Pudding Lane on the 2nd September 1666  The Great Fire of London eradicated the Great Plague.  After the fire, a law was passed stating that buildings had to stand further apart and be made from brick and stone.	timber wattle daub jetty overhang Tudor     Extinguish Fire Hook Thatched roof Plague eradicate	Experiences - Now Press Play – Great Fire of London  Aspirations – job/role of a fire fighter	Plague: A Cross on the Door           The Great Fire of London  West Yorkshire Fire & Rescue Service  <a href="https://learn.westyorksfire.gov.uk/">https://learn.westyorksfire.gov.uk/</a> Username: stmandstp Password: wyfire

				<p><b>Possible Misconceptions:</b></p> <p>There are no longer houses with thatched roofs.</p> <p>There were lots of deaths recorded due to the Great Fire of London.</p>					
<b>Oracy opportunities for spring Term</b>	<b>Hot seat: Samuel Pepys</b>								
<p><b>Summer</b></p> <p><b>The Great Escape</b></p> <p>The Roman Empire</p>	<p>The Roman Empire and its impact on Britain</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p><u>Chronology &amp; Causation</u></p> <p>Children will use appropriate dates and chronological conventions e.g BCE &amp; CE</p> <p>Children will be able to place events, people, and changes of British and world history on a timeline</p> <p>Children will sequence several events, artefacts or historical figures on a timeline using dates, including those that are further apart</p> <p>Children will consider why there was a rebellion against the Roman Empire</p> <p><u>Similarities and Differences</u></p> <p>Children will compare the life in Britain before and after the Roman Invasion</p> <p><u>Historical Significance</u></p> <p>Children will identify influences the Roman Empire had on modern day Britain</p> <p><u>Sources and Evidence</u></p> <p>Children will use a range of sources to</p>	<p>Who lived in Britain before the Romans invaded?</p> <p>Who was Boudicca?</p> <p>Why was there a rebellion?</p> <p>How have the Romans impacted on our lives today?</p>	<p>Boudicca was a warrior queen of the Iceni people.</p> <p>Boudicca led the Iceni people in a revolt against the Roman rule.</p> <p>The Romans spoke Latin. Much of our language today comes from Latin.</p> <p>Romans created towns.</p> <p>Romans introduced drainage and aqueducts.</p>	<p>Legion Rebellion</p> <p>Invasion</p> <p>Aqueduct</p>	<p>Experience - Now Press Play – Roman Britain</p>	<p>Sex: Boudica</p> <p>Septimus Severus</p>	<p>Escape from Pompeii</p> <p>Chariots &amp; Champions</p>
				<p><b>Possible Misconceptions:</b></p> <p>The Romans only came and destroyed Britain, they did no good.</p> <p>Lots of Romans moved over to Britain during the invasion.</p>					

			<p>collect information about the past</p> <p>Children will explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><u>Impact on Society</u> Children to understand the Romans inventions are still used today.</p>					
<b>Oracy opportunities for summer Term</b>	<b>Ignite speech: what did the Romans do for us?</b>							

## Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>Adventures</b> Maya Civilisation	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization (Maya Civilisation).</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p>	<p><u>Chronology &amp; Causation</u> Children will be able to tell the story of events within and across the Mayan Civilisation</p> <p>Children will accurately use dates and terms to describe events in the Mayan Civilisation</p> <p><u>Similarities and Differences</u> Children will compare the everyday lives of men and women in the Mayan Civilisation</p> <p>Children will compare life in the Mayan Civilisation with our life today</p> <p><u>Historical Significance</u> Children will explain advancements in technology in the Mayan civilisation</p>	<p>Who were the Maya people and when and where in the world did they live?</p> <p>What were the religious beliefs of the Maya people?</p> <p>How did their number system work?</p> <p>What are syllabograms and logograms?</p> <p>What foods were eaten in ancient Maya?</p> <p>Why was some food particularly significant and precious to the Maya people?</p>	<p>The Maya people developed their own calendars, writing and number systems.</p> <p>The Maya underworld was called 'Xibalba' which means 'place of fear'.</p> <p>The Maya invented the concept of 'zero'.</p> <p>Headdresses and hats were important. The more important you were, the bigger and the taller your hat would be.</p>	<p>Mesoamerica Pok-ta-pok Lithography Hieroglyphs Syllabogram Logogram Codex Cacao Maize</p>	<p>Now press play – The Maya</p>	<p><a href="#">Lady Six Sky (The Warrior Queen of Naranjo)</a></p>	

	and develop the appropriate use of historical terms.	Compare life in early and late 'times' studied  Compare an aspect of life with the same aspect in another period  Recall, select and organise historical information  Communicate their knowledge and understanding  Begin to identify primary and secondary sources	<u>Sources and Evidence</u> Children will recognise when they are using primary and secondary sources of information to investigate the past  Children will select relevant sections of information to address historically valid questions and construct detailed informed responses  Children will use a wide range of different evidence to collect evidence about the past	<b>Possible Misconceptions:</b>  The Mayan Civilisation no longer exists.  Mesoamerica is a separate place to central and southern America.					
<b>Oracy opportunities for Autumn term</b>									
<b>Spring</b>  <b>Beautiful Britain</b>  Monarchs	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Changing Power of Monarchs).  Pupils should continue to Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use	Use evidence to build up a picture of a past event  Select relevant sections of information  Use the library and internet for research with increasing confidence  Know and sequence key events of time studied.  Use relevant and period labels  Make comparisons between different times in the past  Study aspects of different people – differences between men and women.  Compare life in early and late 'times' studied	<u>Chronology &amp; Causation</u> Children will have a secure understanding of a British timeline that extends from the Stone Age to the present day  Children will be able to order an increasing number of significant events, movements and dates on a timeline  Children will accurately use dates and terms to describe historical events  Children will be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in wider context  <u>Similarities and Differences</u> Children will make comparisons between the role of the British	How has the role of the monarch of Great Britain changed over time?  How has the population of the UK changed?  Who was the first Monarch in Britain?  Who was the longest reigning Monarch?  Why did King Henry VIII want a male heir?  Who were Henry VIII's wives, and what did he do to them?  What was it like living in the Tudor times?  What is a family tree?	Kings and Queens of England did not have a last name until World War I.  During World War II Queen Elizabeth II worked as a military mechanic  Since 1066 and the Battle of Hastings there have been 41 kings or queens of Great Britain.  Queen Elizabeth II was the longest reigning monarch in British history.  Henry VIII had 6 wives.	Monarchy Commonwealth Parliament Succession Coronation Hereditary Execution Reign Royal Assassination		Democracy Rule of Law	The Queens Castle at Windsor Book by Alexander Newby  Two weeks with the Queen Book by Maurice Gleitzman
				<b>Possible Misconceptions:</b>  Monarchs only rule over Britain.  The Monarchy still has the same powers they did in the past.					

	of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Compare an aspect of life with the same aspect in another period  Recall, select and organise historical information  Communicate their knowledge and understanding  Compare accounts of events from different sources – fact or fiction  Offer some reasons for different versions of events.	Monarchs and the Mayan Rulers  <u>Historical Significance</u> Children will consider how the role of the British monarch has changed over time  <u>Sources and Evidence</u> Children will find and analyse a wide range of evidence about the past  <u>Impact on Society</u> Children to understand some buildings and places in Bradford are named after the monarchs e.g. Queen Victoria Buildings, Victoria Hall, Princes way. Children to recognise some of the monarchs on City Hall.						
<b>Oracy opportunities for spring term</b>	Debate: is the Monarchy a good thing?								
<b>Summer</b> <b>The Industrial Age</b>  Victorian Britain	A local history study - a study over time tracing how several aspects of national history are reflected in the locality (Victorian Britain).  Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Use evidence to build up a picture of a past event  Select relevant sections of information  Use the library and internet for research with increasing confidence  Know and sequence key events of time studied.  Use relevant and period labels  Make comparisons between different times in the past  Study aspects of different people –	<u>Chronology &amp; Causation</u> Children will know and describe in some detail the main changes to Bradford during the Industrial Revolution  Children will describe connections, contrasts and trends over short and longer time periods  Children will show a chronologically secure knowledge and understanding of local, national and global history  Children will be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	What was the industrial revolution?  How did Bradford change because of the industrial revolution?  How can you tell if a source of information is accurate?  Why is Margaret McMillan important?  How did the industrial revolution affect the environment?  How did the railways change during the industrial revolution?	During the Victorian era, there was a common belief that that trains could cause insanity due to their speed and the effects this had on the brain.  Bradford has the largest proportion of under-fives and under 19-year olds, and the largest average house size.  Many people worked in factories, foundries or mills.  The Victorians transformed Britain from an agricultural country to a world industrial power.  The arrival of the railways had the biggest impact on British with everything travelling faster than ever before.	Industrial Revolution campaigned Agricultural Foundries	Bradford Industrial Museum  50 things: Bake a Cake: Victoria Sponge  Now press play – Victorian Britain  50 things: Learn a card game	<a href="#">Miriam Lord (The Bradford Successor)</a>	

		<p>differences between men and women.</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Examine causes and results of great events and the impact on people</p>	<p>Children will see the relationship between different pre and post industrial Britain and the legacy or impacts for people today</p> <p><u>Similarities and Differences</u> Children will compare pre and post industrial revolution everyday life</p> <p><u>Historical Significance</u> Children will describe the achievements of the Industrial Revolution as a turning point in British history in the context of then and now</p> <p><u>Sources and Evidence</u> Children will recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Children will select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Children will consider different ways of checking the accuracy of interpretations of the past</p> <p>Children will realise that there is often not a single answer to historical questions</p> <p><u>Impact on Society</u> Children's understanding of the industrial age made Bradford a textile town. Many buildings from the Industrial age like Salts mill and Saltaire still exist today.</p>		<p>Margaret McMillan campaigned for improved conditions for children.</p> <p>Margaret McMillan created nursery education for young children.</p>					
			<p><b>Possible Misconceptions:</b></p> <p>Any changes during the Industrial Revolution happened quickly.</p> <p>The changes made in the Industrial Revolution do not impact us today.</p>							

Oracy opportunities for summer term	Ignite speech: How did Bradford change during the Industrial Age?
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## Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<b>Autumn</b>  <b>Fighting Fit</b> WW1 and WW2	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War I and World War 2)</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	<p><u>Chronology &amp; Causation</u> Children will demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>Children will know the name and date of significant events during WW1 &amp; WW2 and be able to place it correctly on a timeline</p> <p>Children will examine the causes of WW1 &amp; WW2 and the impact these had on people</p> <p><u>Similarities and Differences</u> Children will make comparisons between WW1 &amp; WW2</p> <p>Children will explain the diverse experiences and ideas, beliefs, attitudes of men, women, children etc in WW1 &amp; WW2</p> <p><u>Historical Significance</u> Children will describe key changes during WW1 &amp; WW2 using words such as social, religious, political, technological and cultural</p>	<p>How long was WWI? WW2?</p> <p>Why and how did WWII begin?</p> <p>Who were Britain's allies during WWII?</p> <p>Who was the leader of the Nazi party and why were his views so extreme?</p> <p>What was life like in a WWI trench?</p> <p>How did animals help in WWI?</p> <p>What is the purpose of an air raid?</p>	<p>What is propaganda?</p> <p>What was food rationing? Adolf Hitler used to have people test his food before he ate it as he thought people were trying to poison him.</p> <p>Over 3.5 million people were evacuated from the biggest cities in the UK during WWII.</p> <p>Wartime food rationing began in 1940 and lasted until 1954.</p> <p>During World War II, around 50 million people lost their lives.</p> <p>VE (Victory in England) Day is celebrated on 8<sup>th</sup> May each year. This marks the day that Germany surrendered.</p>	<p>Nazi Evacuation Rationing Antisemitism The Blitz Anderson shelter Air raid Allies Holocaust Propaganda</p>	<p>Now Press Play – World War 2</p> <p>Eden Camp visit</p>	<p>Sex: Role of women in the War</p> <p>Respect: Attend remembrance service on Remembrance Day in Bradford to Lay a wreath</p> <p>Race: Catherine Black(nurse)</p> <p>Sexual orientation: Alan Turing</p> <p>Individual Liberty: Chiune Sugihara</p> <p><a href="#">Florence Nightingale</a></p>	<p>English – The Hunger Games, War Game: Village Green to No Man's Land</p> <p>Guided reading – Vlad and the First World War, Survivors, A Christmas Truce</p> <p>Class reader – The Emergency Zoo, Oranges in No Man's Land</p>
				<p><b>Possible Misconceptions:</b></p> <p><b>Soldiers lived in the trenches for months or years.</b></p> <p><b>WW1 was only fought in Europe.</b></p> <p><b>The blitz only happened at night.</b></p> <p><b>Everyone had an air raid shelter.</b></p>					

			<p><u>Sources and Evidence</u> Children will know the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Children will show an awareness of the concept of propaganda and understand that people in the past represented ideas or events in a way that may be to persuade others</p> <p><u>Impact on Society</u> Children understand the war memorial is there to remember the soldiers who fought in the war. Children to know migration still shapes Bradford today.</p>						
<b>Oracy opportunities for Autumn Term</b>	<p>Debate: Women were more important during the war than men were. Debate: Women shouldn't be allowed to fight on the front line.</p>								
<b>Spring Journeys Ancient Egypt</b>	<p>Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egyptians).</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear</p>	<p>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>	<p><u>Chronology &amp; Causation</u> Children will use timelines to place events, periods and cultural movements from around the world</p> <p><u>Similarities and Differences</u> Children will explain similarities and differences in the everyday life of people in Ancient Egypt</p> <p>Children will make comparisons between Egypt and other ancient civilisations</p> <p><u>Historical Significance</u> Children will describe the achievements of</p>	<p>How long ago was the Egyptian empire?</p> <p>What was important to people during Ancient Egyptian times?</p> <p>How does Ancient Egypt compare to other ancient civilisations?</p> <p>What steps are required for mummification?</p> <p>Who were the ancient Egyptian gods?</p>	<p>Most Ancient Egyptian pyramids were built as tombs for pharaohs and their families.</p> <p>Egyptians believed that by preserving a dead person's body, through the process of mummification, their soul would live on in the afterlife forever.</p> <p>The Egyptian alphabet contained more than 700 hieroglyphs.</p> <p>Cats were considered sacred animals by the Ancient Egyptians. Cats were believed to bring a household good luck.</p>	<p>Entomb Sarcophagus Scarab Sphinx Hieroglyphics Mummification Rosetta Stone Cartouche Pharaoh</p>	<p>Rethink food (Spring 1)</p> <p>Now Press Play – water cycle, climate change, ancient Egypt, Forces, recycling</p>	<p><a href="#">Hatshepsut (The Queen Who Became King)</a></p>	<p>English – Mary and the Riddle of the Sphinx, What a Waste Guided reading – Climate Rebels, How to Change the World</p> <p>Class reader – A Mummy Ate My Homework</p>
	<p><b>Possible Misconceptions:</b></p>								

	narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.		<p>the Ancient Egyptians and their significance to human development.</p> <p><u>Sources and Evidence</u> Children will find and analyse a wide range of sources and evidence, and use this to form their own opinions about the death of King Tutankhamun</p> <p>Children will use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of the past</p>	<p>Only rich people were mummified.</p> <p>Egyptian tombs were booby-trapped.</p> <p>Hieroglyphs are ancient emojis.</p>				
<b>Oracy opportunities for spring Term</b>								
<p><b>Summer</b></p> <p><b>Back to our roots</b></p> <p>Vikings and Anglo Saxons</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p>	<p><u>Chronology &amp; Causation</u> Children will use timelines to place events, periods and cultural movements from around the world</p> <p>Children will use timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p><u>Similarities and Differences</u> Children will compare the everyday life of Anglo Saxons and Vikings, and their reasons for settling in Britain</p> <p><u>Historical Significance</u> Children will describe the achievements of the Anglo Saxons and Vikings and their significance to human development in the UK and Europe</p>	<p>Where did the Vikings come from and why did they invade Britain?</p> <p>How did the Vikings change this country?</p> <p>What were the religious beliefs and practices of the Anglo-Saxon people?</p> <p>What was the significance of the Anglo-Saxon kings?</p> <p>Who was King Ethelred?</p> <p>When and why was Danegeld introduced?</p> <p>How did the legal system work in Anglo-Saxon Britain?</p>	<p>The Vikings were expert boat builders and sailors.</p> <p>Viking longboats were designed to float high in the water making them easy to land on beaches.</p> <p>When important Vikings died, they would be placed with all their clothes, jewellery, animals, in a burial ship.</p> <p>Burial ships would either be covered with a huge mound of earth or set alight and pushed out to sea.</p> <p>The 'long houses' where families lived would have turf roofs to help keep in the heat.</p>	<p>Saga Runes Longhouse Danegeld Danelaw Anglos Saxons Scots</p>	<p>Jorvic Viking centre visit</p> <p>Now Press Play – Vikings, rainforests, evolution</p>	<p>Odd and the Frost Giants, The Explorer</p> <p>Viking Voyagers, A Children's Introduction to Norse Mythology, Eyewitness Amazon</p>
				<p><b>Possible Misconceptions:</b></p> <p>Everyone who lived in Scandinavia was a Viking.</p> <p>All Vikings were warriors.</p>				

			<p><u>Sources and Evidence</u>  Children will use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters and online materials</p> <p>Children will consider different ways of checking the accuracy of interpretations of the past</p> <p>Children will begin to evaluate the usefulness of different sources</p> <p><u>Impact on Society</u>  Children know places in Bradford still have the Anglo Saxon and Viking names e.g. Allerton, Whitby.  Bradford itself comes from the Old English: "Broad Ford" meaning a wide river crossing.</p>				
<b>Oracy opportunities for summer Term</b>	ignite speech: based on Norse God of your choice.						