



History

Cycle 2 Long Term Coverage

Building tomorrow, leading the way...



POSITIVITY

SAFETY

RESPECT

LEARNING

HAPPINESS

KINDNESS

Vocabulary

Key history vocabulary- old, new, past, before, after, difference, last week, last year, yesterday, today, now, then, way back then, timeline, order, present

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Why are we special?</p> <p>Significant individual: My family and friends</p> <p>Learning</p> <ul style="list-style-type: none"> Children will know about their own life story and how they have changed by adding this to their own timeline. Children understand their chronological order of their life events/milestones from birth to present Children will talk about the lives of people around them. Talking about people's lives and their experiences and roles in society. Bring in baby pictures to compare what they can do now to what they could do then. Draw and record my family attempting to order where they are in their family. 	<p>Can you tell me a tale?</p> <p>Significant individual: Rosa Parks</p> <p>Learning</p> <ul style="list-style-type: none"> Children will be using traditional tales to talk about similarities and differences between things in the past and now. Find out about characters and events in stories by the images which portray clothes, home life and objects. Three Billy Goats Gruff—Comparison of Bridges from the past to now. Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport—link this to stories To look at the life of Rosa Parks and how she was treated on the bus. Children to role play and acknowledge difference now and compare from the past. Look at the Diwali story from way back then of Rama and Sita and discuss why this is an old story. 	<p>Why are animals amazing?</p> <p>Significant individual: St Francis/Sir David Attenborough</p> <p>Learning</p> <ul style="list-style-type: none"> Read the old Chinese New Year story Look at the order of the animals from the story from way back then. Use the animals matched to the child's year of birth to chronologically match and discuss what comes before/after. Discuss St Francis from the past who was a steward for all animals and compare similarities of Sir David Attenborough from today to show they both care for the animals. 	<p>Can we go and explore?</p> <p>Learning</p> <ul style="list-style-type: none"> Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance eg visit to the church. Discuss the features of a church which make it old. E.g. gravestones, stained glass windows, font... etc. 	<p>What happened before?</p> <p>Significant individual: Neil Armstrong</p> <p>Learning</p> <ul style="list-style-type: none"> To explore toys from past using artefacts from a Museum. Hands on experiences: Compare toys from the past to our toys from now. To place toy in a physical timeline. Simple timeline to show The first man on the moon in comparison to where we are today and link astronauts from today. Look at the first shuttle and put this on the time line too. Children will know some similarities and differences between things in the past and now. Talking about people's lives and their experiences and roles in society. Know difference between the past and now. Show images of familiar situations in the past, such as homes, schools, and transport. 	<p>Why is there commotion in the ocean?</p> <p>Learning</p> <ul style="list-style-type: none"> Children will know about the past through settings, characters and events link to stories.

End of Year Targets - Early Learning Goal

ELG: Past and Present Children at the expected level of development will:

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.

Y1&2



Autumn 1

History of you / Changes in Transport

Topic Vocab- home, family, school, teachers, friends, celebration, bus, car, tram, train, bicycle, penny farthing, steam train, engine, aeroplane, Wright, technology

Steps of learning (Substantive)

Chronological Knowledge

To know about the past and present in their families lives.

To make a timeline of their life

To know that transport has changed over time

To sequence the progression of transport in chronological order

To know a range of terms related to time (see vocabulary)

Changes within living memory

How their life has changed from a baby to now

Events beyond living memory

To learn about the first aeroplane flight

Significant individual

To find out about the Wright brothers

Steps of learning (Disciplinary)

Cause and effect

To know how some of the changes in transport would effect peoples lives.

To know how the Wright brothers effected transport

Significance and interpretations

To know why times in my life are important

To know why the wright brothers were important

Change and development

To know that technology changes over time

To understand that things will continue to develop

Historical enquiry

To know questions and answers help them to find out more

Using Sources

To know what a source is.

Learning Outcome

Children will be able to order events chronologically and use time vocabulary correctly. Children will learn about a significant event and individual.

Vocabulary for Chronology – when I was younger, when I was born, when I was a baby, a (very) long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, recently, during, modern, youngest, oldest, younger, older, next, then, began, sequence, decade, chronological, event, scale, timeline, with

Vocabulary of History – (ALSO LINK TO VOCAB EYFS) history, historian, historical, evidence, source, museum, diary, artefact, account, recount

History

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Spring 1

Local History: Aqueduct

Steps of learning (substantive)

A local study on how the Aqueduct usage has changed over time.

3 lessons—

Who designed it and why? (Enquiry) (Thomas Telford)

Different uses of the Aqueduct over time

Looking at images and making observations

Output showing how the Aqueduct was important (Poster/presentation)

Steps of learning (Disciplinary)

Cause and effect

To know why the usage of the Aqueduct changed

Significance and interpretations

To know why Thomas Telford was significant

To know why it was important

Change and development

To know how the Aqueduct changed

Historical enquiry

To know questions and answers help them to find out more

Using Sources

To use a range of sources

Learning Outcome

Children will know about a local landmark and that it's usage changed over time.

Summer 1

Great fire of London

Topic Vocab- Thomas Farynor, baker, Pudding Lane, 1666, smoke fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary

Steps of learning (substantive)

Chronological Knowledge

To make a timeline of the key events of the Great Fire of London

To sequence the progression events in chronological order

To know a range of terms related to time (see vocabulary)

To use practical timelines to understand how long ago the Great Fire of London was

Changes within living memory

Events beyond living memory

To know what life was like during the 17th Century (Could do some fire safety stuff also)

To find what happened during the Great Fire of London (Samuel Pepys hot seat?)

To be able to simply describe the events of the Great Fire of London

To know how London changed after the Great fire of London

Significant individual

To learn about Samuel Pepys

Steps of learning (Disciplinary)

Cause and effect

To know how the events during TGFOL effected the future of the country

To know the causes for the fire

Significance and interpretations

To know why Samuel Pepys was important to us finding out about the past

To know why this is an important event in the history of our country

Change and development

To know how the events changed London

Historical enquiry

To be able to create questions to help them find out about the past.

To use historical language in their questioning

Using Sources

To understand the importance of Samuel Pepys diary

To be able to say why the diary was good evidence

Learning Outcome

Children will be able to order events of TGFOL and to know where we found the information for.

Children to understand how life was different and to be able to see how TGFOL caused change.

Children to be able to say where we can get information from the past from.



Summer 2



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Autumn 1

Autumn 2

Spring 2

Summer 1

Summer 2

The Roman invasion of Britain

Topic Vocabulary— empire, toga, aqueduct, Colosseum, centurion, emperor, amphitheatre, senate, gladiator, republic, mosaic, arch, chariot, Claudia, Harian's wall, shield, spear,

Steps of learning (substantive)

Chronological Knowledge

To understand the meaning of the terms BC and AD mean
To create a timeline that represents the period and sequence events from the timeframe
To use correct chronological vocabulary

Roman Empire and its impact on Britain

To know what invasion is and why nations invade other nations.
To know who the Romans were
To know what life was like in Britain before the Romans
To know about what made the Roman army so impressive
To know about how the Romans invaded Britain
To know about how a soldier lived in Britain
To know about how daily life was different in the Roman rule
To know about the inventions that changed life in Britain (Roads, Walls)

Steps of learning (Disciplinary)

Cause and effect

What were the effect of the changes the Romans made to the Britain
How Claudia changed life in Britain

Significance and interpretations

Why Claudia was important to the Roman invasion
How might the different sides of the invasion have different opinions on it?

Change and development

How settlement changed during the Roman rule
How life is different to how life is now

Historical enquiry

To create historic based questions on Romans and answer them using evidence

I know that a historical enquiry helps me find out about the past

Using Sources

What is a primary and secondary source

Learning Outcome

Understand that Britain was invaded by the Romans and the impact on British life.

Understand what sources are and how they can answer questions.

Children will know how daily life compares to their own.

Vocabulary for Chronology – century, BC (Before Christ) /AD (Anno Domini - in the year of our Lord), in the...century, in the ...decade, era, date, time period, chronology, chronologically, change, ancient, timeline, (line of), circa, era

Vocabulary of history— first-hand account, dig, excavate, archaeology, archaeologist, eyewitness, primary source, secondary source,, reasons, reliability, enquiry, perspective, conclusion, evaluate, influence

Local History: Wroxeter

Steps of learning (substantive)

3/4 lessons—

- Life in Wroxeter and how it changed over time
- Going on trip and reflection
- Looking at sources from Wroxeter
- Output relates to what they've learnt (Map of the city, day in Roman Wroxeter)

https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/teachers-kits/wroxeter_roman_city_teachers_kit_ks1-4.pdf

Steps of learning (Disciplinary)

Cause and effect

To know the effect of the Romans on the area

Significance and interpretations

Why it is important to our local area

Change and development

How Wroxeter changed over time

Historical enquiry

To create historic based questions on Romans and answer them using evidence (Create a set of questions to find out on trip as a class)

Using Sources

Looking at a wide variety of sources and organising them into their type of source.

Learning Outcome

Children will know about local links to Romans and how it changed local landscape

Vikings and Anglo-Saxons

Topic Vocabulary-

Vikings - longboat, longhouse, chieftain, berserker, Danegeld, feast, raid trade, Yggdrasil, farmer-warrior, pagan, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla, Hoptite, peninsula, oracle,

Steps of learning (substantive)

Chronological Knowledge

To understand the meaning of the terms BC and AD mean
To create a timeline that represents the period and sequence events from the timeframe
To use correct chronological vocabulary

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

To know who Vikings are
To know who the Anglo Saxons are
To know where Vikings are from
To know what made Viking invasion successful
To understand what life was like for Vikings

To learn about King Alfred's influence

To learn about significant figures in the struggles for Britain

Steps of learning (Disciplinary)

Cause and effect

To know what changes came to Britain from Vikings?

Significance and interpretations

To know why these events an important part of history

Change and development

To know how the country developed during the struggle between anglo Saxons and Vikings
To know differences in the invasion styles (To previous learning)
To know how the invasions changed in Britain (To previous learning)

Historical enquiry

To use historical enquiry to find out about details regarding the different civilizations involved in Britain.
To use evidence to support my opinion on the periods of time researched

Using Sources

To differentiate between different types of sources

To be able to explain why some sources are better than others

Learning Outcome

Children to understand about the different invasions of Britain and how it changed life.

Children to see how different methods were used in invasion.

Children to describe how life changed during a period of time in Britain

Y5&6



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Autumn 1

Autumn 2

Spring 1

Summer 1

Summer 2

WW2

Local history :Development of Telford into a new city

Ancient Egypt

Topic Vocabulary- Allied Powers, Axis Powers, air raid, blackout, blitz, civilians, evacuee, liberate, Nazi, occupied, propaganda, rationing, RAF, Luftwaffe, Anderson shelter

Topic Vocabulary- Ancient Egypt, Egyptian, pyramid, sphinx, pharaoh Giza Great Pyramid obelisk mummy papyrus sarcophagus scarab temple tomb Red Sea Nile River Sahara Desert silt Thebes Valley of the Kings hieroglyph linen Mediterranean Sea oasis archaeologist artefact Cairo Cleopatra Ramses the Great Tutankhamun

Steps of learning (substantive)

Steps of learning (substantive)

Steps of learning (substantive)

Chronological Knowledge

To create a timeline that shows precise dates from WW2
To compare time period to other time periods learnt before
To use correct chronology vocabulary

A study of British history that extends chronological knowledge beyond 1066

To know who were involved in WW2
To know how evacuations took place in Britain
To know what a child's life was like during WW2
To know about how food and rationing was used during WW2
To know how propaganda was used during the war
To know about how men and woman's roles changed during WW2
To know how fashion has changed during WW2

3/4 lessons

- Recap of previous history learnt about Telford
- Using sources to make observations and see how life has changed
- <https://www.youtube.com/watch?v=aQETRTkuaIY>
New town video (Why was Telford created?)

Chronological Knowledge

To create a timeline that shows precise dates from Egypt
To compare time period to other time periods learnt before
To use correct chronology vocabulary

The achievements of the earliest civilizations

To know the location of Egypt and how it was made up (Geography link)
To know what daily life was like for the Egyptians
To know about the mummification process
To know about Tutankhamun and his significance
To know about the type of warfare used by the Egyptians
To understand how the Ancient Egyptian civilization ended

Steps of learning (Disciplinary)

Steps of learning (Disciplinary)

Steps of learning (Disciplinary)

Cause and effect

I know how WW2 impacted people at the time
I know that WW2 changed how our world is today
To use evidence to prove how propaganda and fashion changed during WW2

Significance and interpretations

I know how evacuations and propaganda were significant during WW2

Change and development

I know how WW2 differed from the types of war previously learnt about

I know how a child's life compares to my own experiences

To discover how life changed for people and how it caused things in fashion to develop

Historical enquiry

To use multiple sources to answer a historic based question.

Using Sources

To know the difference between types of sources
Use knowledge of sources to question their accuracy based on audience and purpose

Cause and effect

What are effects on life now (Telford)

Significance and interpretations

Change and development

What changes have been made in the local area. Why were changes made.

Historical enquiry

To create evidence-based historic questions about Telford (Create a set of questions to find out about Telford)

Using Sources

To use sources and question their validity

Cause and effect

I know how Egyptians changed the landscape of Egypt
I know how we can still see the effects of Egyptians in our modern world

Significance and interpretations

I know why Pharaohs were significant at the time of the Egyptians
I know why mummification was important to the Egyptian civilization

Change and development

I can compare the differences and similarities between the Egyptians and a different era

Historical enquiry

To use multiple sources to answer a historic based question
I can answer a historic question using more than one source

Using Sources

To know the difference between types of sources
Use knowledge of sources to question their accuracy based on audience and purpose

Learning Outcome

Children to know what life was like for children/people during WW2
Children to understand how it changed daily life during that time
Children to question sources with increased frequency based on their accuracy.

Vocabulary for Chronology- legacy, ancestor

Vocabulary for history- Tertiary source, bias, empathy, source reliability, hypotheses, interpretation, analyse, refine, critical, significance

Learning Outcome

Children will know about the importance of Shropshire during the evacuations.

Learning Outcome

Children should know what ancient civilization was like and the significant events of Egyptians.
Children should understand what life was for Egyptians and why certain features were important to them.