

Overview of Historical topics covered at YPS

<i>YPS History</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Yr 1</i>	<i>All about me</i>	<i>Explorers</i>	<i>History of Toys</i>
	<i>Describe some changes within their living memory (including aspects of National life, where appropriate).</i>	<i>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>Describe some changes within their living memory (including aspects of National life, where appropriate).</i>
<i>Yr 2</i>	<i>Bessie Coleman, Florence Nightingale, Mary Seacole.</i>	<i>Great Fire of London</i>	<i>Local Life</i>
	<i>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>Retell some events from beyond living memory which are significant nationally or globally.</i>	<i>Describe some changes within living memory, local history: Significant places in their own locality.</i>
<i>Yr 3</i>	<i>The Mayans</i>	<i>Ancient Egypt</i>	<i>Stone Age to Iron Age</i>
	<i>A non-European society that provides contrasts with British history.</i>	<i>The achievements of the earliest civilisations - A depth study of Ancient Egypt.</i>	<i>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</i>
<i>Yr 4</i>	<i>The Romans</i>	<i>Changing Roles of Women</i>	<i>The Tudors</i>
	<i>Describe some aspects of the Roman Empire and recognise its impact on Britain.</i>	<i>To conduct a local study</i>	<i>A study of an aspect in British History that extends pupils' chronological knowledge beyond 1066</i>
<i>Yr 5</i>	<i>Local Life</i>	<i>Viking and Anglo-Saxons</i>	<i>Ancient Greece</i>
	<i>Local history study, a study of an aspect in history from a period beyond 1066, that is significant in our locality</i>	<i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i>	<i>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the Western world.</i>
<i>Yr 6</i>	<i>The Shang Dynasty of Ancient China</i> <i>Victorian Britain</i>	<i>The Blitz</i>	
	<i>The achievements of the earliest civilizations. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</i>	<i>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>	

History Curriculum Knowledge and Skills Progression Map

EYFS Framework

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Understanding the World

ELG: Past and Present

Talk about the lives of 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 being read in class and storytelling.

Hachana

Skill	Chronology	Questioning cause and effect	Application of knowledge	Using historical sources
Greater Depth	<ul style="list-style-type: none"> Verbalise a simple timeline of the key points in their lives e.g. "When I was 2 I started Nursery, when I was 3" 	<ul style="list-style-type: none"> Ask expanded questions about why points in the past happened. E.g. "why did people in the past ride on horses and not in cars?" 	<ul style="list-style-type: none"> Apply their historical knowledge learnt in play and provision activities independently. 	<ul style="list-style-type: none"> Begin to show an understanding of the fact there are different sources we can gain our information from.

	<i>my sister was born, when I was 4 I started Hachana”.</i>			
Expected	<ul style="list-style-type: none"> • <i>Understand the chronology in their year compared to previous years e.g. “this year I am in Hachana, last year I was in Nursery”.</i> 	<ul style="list-style-type: none"> • <i>Ask simple questions to find out about the past.</i> • <i>Verbalise changes over time of people who impact their lives in direct correlation to their own lives. E.g. “My favourite toy is my toy car, when my Daddy was my age his favourite toy was his toy car so it is the same” “I get dessert at school every day, My mummy didn’t get dessert for lunch at school so that is different”.</i> 	<ul style="list-style-type: none"> • <i>Share with the adults around them that people in our lives play a role in society and roles they are aware of during carpet based discussions.</i> 	<ul style="list-style-type: none"> • <i>Share where they learnt their historical knowledge from.</i>
Working towards	<ul style="list-style-type: none"> • <i>Understand the chronology in their lives in looser terms e.g. “I was born a longer time ago. When I was a baby I didn’t go to school or Nursery, now I do.”</i> 	<ul style="list-style-type: none"> • <i>Ask simple questions to find out about the past.</i> • <i>Verbalise simple changes over time of people who impact their lives in direct correlation to their own lives without drawing correlations. E.g. “My Daddy liked to play with cars when he was little”.</i> 	<ul style="list-style-type: none"> • <i>Share with the adults around them that people in our lives play a role in society and roles they are aware of when questioned and prompted.</i> 	N/A

Colour Coded Cross Referencing Key

Chronology, Questioning Cause and Effect, application of knowledge, Use of historical sources

Areas of Study in KS1

Pupils should:

- *Develop an awareness of the past using common words and phrases relating to the passing of time*
- *Know where the people and events they study fit within a chronological framework*
- *Identify similarities and differences between ways of life in different periods*
- *Use a wide vocabulary of everyday historical terms*
- *Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- *Understand some of the ways in which we find out about the past and identify different ways in which it is represented*

This will be achieved through the following NC areas of study:

- *Changes Within Living memory*
- *Events Beyond Living Memory*
- *The Lives of significant people*
- *Local History: Significant Historical Events, People and Places*

Year 1

- *Changes within living memory*
- *Events beyond living memory*
- *The lives of significant individuals that have had a National and international impact*

Year 2

- *Changes Within Living memory*
- *Events Beyond Living Memory*
- *The Lives of significant people*
- *Local History: Significant Historical Events, People and Places*

Kitta Aleph				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it 	Half Term Coverage	Autumn 2	Spring 2	Summer 2
	Topic Name	All about me Subject Content: Changes within living memory	Explorers Subject Content: Significant Individuals/Events beyond living memory	History of Toys Subject Content: Changes within living memory
	Key Knowledge	<p>People change from birth to toddler to child as they get older.</p> <p>People will continue to change and develop from a child to a teenager to an adult.</p> <p>In our living memory we will have developed as a person such as the way we walk and talk or the knowledge we have gained.</p> <p>As a baby or toddler, we went to Nursery whereas as a child we go to school.</p> <p>Sources help us to find out about the past and that these take different forms; e.g. first hand objects, photographs and film footage.</p> <p>Objects can be from the past or the present.</p> <p>Objects we used as a baby were made in the past.</p> <p>Physical objects we held as babies and toddlers are called Primary sources.</p> <p>Pictures of or videos describing objects we held as babies and toddlers are called Secondary sources.</p>	<p>Exploration has developed over time - look specifically at Christopher Columbus in the 15th Century, Jeanne Baret in the 16th Century, the Wright Brothers and Annie Smith Peck in the 19th Century, Roald Amundsen, Neil Armstrong, Mae Jemison and Helen Sharman in the 20th Century.</p> <p>Key points for the Moon landing - date (July 20, 1969), why it happened (as a result of the 'Space Race' between USA and the USSR), who was there (Neil Armstrong and Buzz Aldrin walked on the moon and took photos, Michael Collins stayed in orbit and ran the command module), how long did they stay on the moon for (21 hours). Who were Mae Jemison and Helen Sharman? How did their travel change the world?</p> <p>Key points for exploration through the air. Many early attempts to fly were unsuccessful. When the hot air balloon was invented (1783 by Montgolfier brothers). When was the first manned hot air balloon (1783 in Paris). Who were the Wright brothers? (Orville and Wilbur Wright, two brothers, born in America</p>	<p>Why are we looking at toys? Because toys have changed over time and are very popular with children so are a good way to look at historical changes.</p> <p>What were toys in the past made from? Historically, toys were made of wood and metal as plastic had not been invented yet. In the present day many toys are made of plastic.</p> <p>How did toys move in the past? In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. Now we have electricity - Many modern toys are electrical and can move when you turn them on.</p> <p>What toys did my grandparents play with? Typically, children in the pupil's grandparent's generation will have played with toys like mechanno, rocking horses, spirographs, barbies and etcha sketch</p> <p>What toys did my parents play with? Typically, children in the pupil's parent's generation will have played with toys like Gameboys, troll dolls, furbies, scaletrix, lego etc</p>

			<p>When did the plane fly? (1903). How did it change the world?</p> <p>Key points for exploration through the sea. Who were Christopher Columbus and Jeanne Baret? How did they travel? When did they travel? Where did they travel? What did they discover? How did it change the world?</p> <p>Key points for exploration over land. Who was Annie Smith Peck and Roald Amundsen? How did they travel? When did they travel? Where did they travel? What did they discover? How did it change the world?</p>	
<p>KS1 Skills End Points:</p> <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern 	<p>Key Skills</p>	<p>Chronologically order key events in my life so far on a timeline</p> <p>Begin to distinguish between the past in living memory by explaining how I have changed since I was born.</p> <p>Develop understanding of changes within my living memory.</p> <p>Sort historical objects from then and now.</p> <p>Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources</p> <p>Predict what an object from the past may have been used for.</p> <p>Use artefacts to find out information about the past.</p> <p>Use pictures and stories to find out information about the past.</p>	<p>Develop an awareness of the chronology of exploration</p> <p>Chronologically identify the achievements of key figures and their key achievements.</p> <p>Sort expedition items that were used over 500 years ago from those that were used 50 years ago</p> <p>Begin to develop awareness of which of these are primary and secondary sources.</p> <p>Identify similarities and differences in expedition items used.</p> <p>Identify similarities and differences in modes of transport used.</p> <p>Use information from primary and secondary sources to share my knowledge.</p>	<p>Describe the characteristics of old toys.</p> <p>Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents.</p> <p>Put up to 3 objects in chronological order.</p> <p>Speak about toys that belonged to their parents and grandparents.</p> <p>Use real historical toys to compare the properties of old and new toys.</p> <p>Experience real and replica toys from the past</p> <p>Learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents)</p> <p>Identify old toys and new toys</p>

<i>objects and consider the influence of an historic event or change in history</i>			<i>Develop an understanding of how people may have reacted to the explorers at the time.</i>	<i>Explain some similarities and differences</i>	
	Specific Vocabulary to use	<i>A long time ago, same, different, change, history, then, now, old, new, similar, changes, living memory, periods of time, sequence, memory, before, after, parents, grandparents, lifetime, photograph.</i>	<i>compare, different, significant, timeline, order, similar, event, aspects of life, impact, sequence, modern, past, present, future, memory, achievements, explorer, space, NASA, ships, travel.</i>	<i>A long time ago, same, different, change, artefact, living memory, parents, grandparents, great grandparents, materials, modern, past, present, future, memory, compare, before, after, museum, current, generation, handmade</i>	
	Cross Curricular Links	<i>Computing: Using multimedia sources to look at Secondary sources.</i>	<i>Computing – listen to and retell stories about key points in History</i>	<i>D & T: Creating structures for toys – Making a puppet for a child in Hachana.</i>	
	School Context				
		<i>Ask and answer questions to/from a member of our family. Children deepen understanding of local community heritage through handling objects/clothes of own parents and grandparents</i>	<i>Visit to RAF Museum in Hendon – Looking at flight and the way it has expanded. Possible? – Exploring the world of explorers History workshop from AS Creatives.</i>	<i>Children deepen understanding of local community heritage through handling historical toys of own parents and grandparents. Examine toys that children in the local area would have had (boxes provided by Barnet Museum).</i>	

Kitta Bet				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
		Half Term Coverage	<i>Autumn 2</i>	<i>Spring 1</i>
<ul style="list-style-type: none"><i>Knows that changes occur over time and to consider specific changes</i>	Topic Name	<i>How important is light? Subject Content: Significant Individuals/Events beyond living memory</i>	<i>What does it mean to be brave? Subject Content: Events beyond living memory/ Significant historical events, people and places in own locality</i>	<i>What happens in the woods? Subject Content: Local History: Significant Historical Events, People and Places</i>

<p><i>within a historical context:</i></p> <ul style="list-style-type: none"> • Understands that objects and events in history reflect the era in which they were made/occurred • Recalls specific dates and individuals associated with an historical era • Knows that a primary source of information was created at the time of the study and that a secondary source was created after it 	<p>Key Knowledge</p>	<p><i>Who were Florence Nightingale and Marcy Seacole? (Nightingale - A famous British nurse, Seacole - A famous Jamaican nurse)</i></p> <p><i>When was Florence Nightingale alive? (1820-1910)</i></p> <p><i>When was Mary Seacole alive? (1805 - 1881)</i></p> <p><i>When were they famous nurses? (During the Crimean War)</i></p> <p><i>Why were they famous? (Florence Nightingale campaigned for better hospital conditions for the wounded soldiers, During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets) (Mary Seacole opened a "British Hotel" near to the battlefields in Russia. She rode into the battlefields to nurse wounded men from both sides of the war. She was known as 'Mother Seacole')</i></p> <p><i>What was the impact on Britain? (Florence helped to make hospitals more sanitary places and is considered the founder of modern nursing. She also influenced modern nursing training. Women were not highly regarded in the medical profession at the time and this has changed over time.)</i></p> <p><i>Who fought in the Crimean War? (Britain, France, Russia and the Ottoman Empire)</i></p> <p><i>What was so bad about the hospitals? (Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries)</i></p>	<p><i>When did the Great Fire of London happen? (2nd September 1666 and lasted for five days)</i></p> <p><i>Where did the Great Fire of London start? (Pudding Lane, Thomas Farryner's Bakery)</i></p> <p><i>Who was Samuel Pepys and what was his involvement in The Great Fire? (A diarist. He documented the rebuild of London)</i></p> <p><i>Who was Thomas Farryner and what was his involvement in The Great Fire? (He was the baker that owned the King's bakery where the fire broke out)</i></p> <p><i>Who was Sir Christopher Wren and what was his involvement in The Great Fire? (He rebuilt London including the great St Paul's Cathedral)</i></p> <p><i>Who was King Charles II and what was his involvement in The Great Fire? (The King at the time. He ordered all of the houses in the fire's path to be pulled down to create 'fire breakers. He even joined in trying to put the fires out)</i></p> <p><i>The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless)</i></p> <p><i>How would current technology and resources prevent this happening again?</i></p>	<p><i>How has Borehamwood has changed over time, from prehistory to the present day?</i></p> <p><i>How can historical sources, such as objects, photographs, drawings and maps, can help us to identify what Borehamwood was like during different time periods?</i></p> <p><i>How has transport in Borehamwood changed over time? (Borehamwood Station was built in 1868 as 'Elstree Station' it changed its name to Borehamwood and Elstree station in 1953. This brought many more people and business to Borehamwood.)</i></p> <p><i>Buildings in the area have changed over time.</i></p> <p><i>How has Theobald Street and Shenley Road changed over time? (link it back to the 17th Century during the time of the Great Fire of London and 19th Century at the time of the Crimean war)</i></p>
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The difference between historical sources e.g. primary and secondary sources and how to use these to gain information

<p>KS1 Skills End Points:</p> <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically • Can illicit information and draw conclusions from primary sources of history • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era • Can articulate historical understanding verbally and through writing • Can compare related historical and modern objects and consider the influence of an historic event or change in history 	<p>Key Skills</p> <p>Compare present day nursing with nursing from the past</p> <p>Compare standards of hygiene in hospitals between the past and present</p> <p>Use primary and secondary sources to find out about the lives of Florence Nightingale and Mary Seacole</p> <p>Order events chronologically</p> <p>Use and interpret a timeline with greater accuracy</p> <p>Comment on the legacies of significant people in history and record key understanding</p>	<p>Compare primary and secondary sources</p> <p>Put historical events in chronological order</p> <p>Use secondary sources to find historical information</p> <p>Use creative writing skills to write about a key historical event</p> <p>Found out about the Great Fire by visiting a local historical landmark and hearing about the changes it caused</p> <p>Research using historical sources</p>	<p>Develop knowledge of chronology by ordering photographs - making a timeline</p> <p>Deduce information from historical sources, particularly in relation to chronology</p> <p>To use different historical sources to discuss and explain what Borehamwood was like at different time periods</p> <p>Compare photos of the past to those in the present in the same location (Shenley Road/Theobald Street)</p> <p>Relate key events and happenings to a historical context (e.g. what was happening in Borehamwood during the Great Fire of London)</p> <p>Identify changes from the past, such as modes of transport, from historical photographs (primary sources)</p>	
	<p>Specific Vocabulary to use</p> <p>A long time ago, same, different, change, people, lives, history, then, now, old, new, compare, artefact, significant, timeline, order, similar, event, source, evidence, changes, Florence Nightingale, Mary Seacole, Edith Cavell, First World War, Crimean War</p>	<p>Past, present, timeline, Great Fire, London, Samuel Pepys, diary, sources, housing, fire, burning, Tower of London, St Paul's Cathedral</p>	<p>A long time ago, same, different, change, people, history, then, now</p>	
	<p>Cross Curricular Links</p> <p>Computing - algorithms, taking the beebot from Jamaica to Russia/Britain to Russia</p>	<p>Literacy - Diary writing</p> <p>Computing - Using secondary sources to research The Great Fire of London then create a PowerPoint using Multimedia skills</p>		
	<p>School Context</p>			
		<p>Children to investigate primary sources from the time include extracts from Florence Nightingale book 'Notes on Nursing' and the black and white photograph from her nursing school</p>	<p>School Trip to the tower of London</p> <p>Children can explore monument and pudding lane</p>	<p>Visit to Borehamwood Museum</p> <p>Children consider history of shops in their immediate locality and the school itself to understand that changes occur over time</p>

*Visit from company into school with Florence
Nightingale Actress
Children can explore Mary Seacole and Florence
Nightingale monuments in central London*

Colour Coded Cross Referencing Key

Chronology, Questioning Cause and Effect, application of knowledge, Use of historical sources

Areas of Study in KS2

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.*
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.*
- Understand how our knowledge of the past is constructed from a range of sources.*

Teachers should:

- Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.*

This will be achieved through the following areas of study:

Year 3

- Changes from the Stone Age to the Iron Age*
- A non-European society that provides contrast with British history - The Ancient Mayans.*
- Achievements of the earliest civilizations - Ancient Egypt*

Year 4

- The Roman Empire and its Impact on Britain*
- Extending Pupils' chronological knowledge beyond 1066 - The Tudors*
- Local History Study - Changes to the role of women throughout history, particularly how they have contributed to Borehamwood and Elstree.*

<i>Kitta Gimmel</i>				
<i>LKS2 Knowledge</i>	<i>Term</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>End Points:</i>	<i>Half Term Coverage</i>	<i>Autumn 1</i>	<i>Spring 2</i>	<i>Summer 2</i>
<p><i>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</i></p> <p><i>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</i></p> <p><i>Makes connections between historical settings and contexts and to know how significant events within the</i></p>	<i>Topic Name</i>	<p><i>Chocolate, Chocolate, Chocolate!</i> Subject Content: Civilisations from 1000s years ago in contrast with British History</p>	<p><i>Can you walk like an Egyptian?</i> Subject Content: Ancient Egypt</p>	<p><i>Could you be a Stone Age Hunter?</i> Subject Content: Chronology from the Stone Age</p>
	<i>Key Knowledge</i>	<p><i>Who were the Mayans?</i> (The Maya were made up of 60 or more separate Kingdoms who all spoke the same language, had the same culture and traded extensively with each other)</p> <p><i>When were the Mayan's at the highest point of their influence?</i> (300 - 900 CE)</p> <p><i>Where did they live?</i> (The Maya Empire, centered in the tropical lowlands of what is now Guatemala)</p> <p><i>Why were they important?</i> (The Maya excelled at agriculture, pottery, hieroglyph writing, calendar-making and mathematics, and left behind impressive</p>	<p><i>When was the ancient Egyptian empire?</i></p> <p><i>How long did it last for?</i> (About 3000 years - 30 centuries - from its unification around 3100BC to its conquest by Alexander the Great in 332BC)</p> <p><i>Where is Egypt?</i> (In North Africa and that 90% is a desert area)</p> <p><i>How did they get food and water?</i> (The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.)</p>	<p><i>When was The Stone age?</i> (A prehistoric era which occurred before the eras previously studied)</p> <p><i>Why was it called the Stone Age?</i> (because it was dominated by stone tools)</p> <p><i>What happened in the Stone Age?</i> (It consisted of three different periods called Paleolithic, Mesolithic and Neolithic)</p> <p><i>How long was the Stone age?</i> (It lasted from 2.5 million years ago to approximately 5 million years ago)</p> <p><i>How did the Stone age impact the way people lived?</i></p>

<p>eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</p>		<p>architecture and symbolic artwork. This has been seen all over the world and has helped shape societies throughout many different time periods.)</p> <p>How did they survive for so long without trading with other countries or civilisations? (They developed a very successful ecosystem and ways to grow and harvest crops in the rainforest and mountains)</p> <p>How were they similar to societies we have already learnt about? (They were very similar to the stone age society, using tools and weapons made of wood and local stone)</p> <p>What was Mayan society like? (Mayan society had a very clear hierarchy involving nobles, scribes, farmers and slaves.)</p> <p>How did they communicate? (They used hieroglyphics)</p> <p>Why are they not around now? (It is very difficult to find the answer to this question because there are a lot of different theories around this! A few of these are War, invasion, migration, disease and over farming)</p>	<p>How did they communicate? (Ancient Egyptians used hieroglyphics - draw on similarities and difference to the Mayans)</p> <p>What was their hierarchy like? (The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.)</p> <p>Who was the most famous Pharaoh? (Tutankhamun - share about his life and death)</p> <p>What happened when someone died in Ancient Egypt? (Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars')</p>	<p>(The discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming)</p> <p>How did people live in the Stone Age? (what were their homes and diet like - influenced by natural materials)</p> <p>How did society progress as a result of the Stone Age? (The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership.)</p>
<p>LKS2 Skills End Points:</p> <p>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</p>	<p>Key Skills</p>	<p>Place Mayan civilisation on a timeline and position it in relation to other historical periods and civilisations that have been studied.</p> <p>Understand what it was like to live in Mayan society</p> <p>Comparing their homes, schools, clothes, food and warriors with Stone Age civilisations</p> <p>Describe what life was like for different people living at the same point in history (e.g. men /</p>	<p>Find out and draw conclusions about Egyptian life by looking at artefacts.</p> <p>Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English.</p> <p>Deepen our understanding of the life of pharaoh.</p> <p>Describe historical event</p> <p>Create a hypothesis and then investigate which evidence could support this.</p>	<p>Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits</p> <p>Ask questions about the past that can be investigated</p> <p>Use a range of sources to carry out research</p> <p>Use primary sources to suggest what the past might have been like</p>

<p>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</p> <p>Can use a range of sources and understands how knowledge of the past has been constructed</p> <p>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</p> <p>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</p>		<p>women, rich / poor, military / priests / civilians etc).</p> <p>Use primary sources to suggest what Mayan life might have been like</p> <p>Use secondary sources to suggest what Mayan life might have been like</p> <p>Recognise that much of our knowledge comes from later invaders, and the discuss the reasons why these may be biased or incomplete.</p> <p>Use this knowledge to identify why the Mayan were so significant</p>	<p>Use primary sources, if possible, to find out about the discovery of Tutankhamun's tomb and subsequent events.</p> <p>Use secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events.</p>	<p>Use secondary sources to suggest what the past might have been like</p> <p>Use historical vocabulary to describe the periods</p> <p>Identify and describe reasons for and results of changes in the periods</p> <p>Identified how natural materials available influenced changes</p> <p>Compare life in different time periods (e.g. stone age and modern man)</p>	
	Specific Vocabulary to use	<p>Chronological, BC/BCE, AD/CE, prehistoric, archaeology, archaeologist, temporary, permanent, civilizations, technology, trade, Archaeology, evidence, version</p>	<p>A long time ago, same, different, change, people, lives, history, significant, timeline, Ancient Egypt, mummification, technology, research, enquiry, comparison, reliability, discussion, landscape, settlements, Mesoamerica</p>	<p>Chronological, BC/BCE, AD/CE, prehistoric, archaeology, archaeologist, temporary, permanent, civilizations, technology, trade, Archaeology, evidence, version</p>	
	Cross Curricular Links	<p>Literacy - Links to Charlie and the Chocolate factory.</p> <p>Geography - locating North and South America on a map.</p>	<p>Literacy - Mary and the Riddle of the Sphinx.</p>	<p>PSHE - Communication and socialisation.</p> <p>Conflict resolution.</p> <p>Art - Caveman art, painting with natural materials.</p>	
	School Context				
		<p>Chocolate workshop? Lots of active learning possibilities through chocolate.</p>	<p>Off the Page History visit - Ancient Egyptian workshop</p>	<p>Stone age trip to Celtic Harmony Camp?</p>	

Kitta Daled				
LKS2 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2	Spring 2	Summer 2
<p>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</p>	Topic Name	<p>Rome wasn't built in a day. Subject Content: Chronology from the stone age to 1066</p>	<p>Women leading the way Subject Content: Local History - Equality throughout history</p>	<p>Tudor life...was it all rosy? Subject Content: The changing powers of Monarchs - Tudor Britain.</p>
	Key Knowledge	<p>When was The Roman invasion? (42 CE)</p> <p>How big did the Roman Empire spread? (When it was at its most powerful state the Roman Empire spanned from Britain to Egypt)</p> <p>What made the Roman's so powerful (The Roman Empire was ruled by Julius Ceaser and was headed by a very strong army of soldiers and warriors)</p> <p>How long did the British invasion last? (45 years)</p> <p>Did they manage to invade everywhere? (No, the British invasion was resisted by Celtic tribes - One of the most significant of these was the Iceni tribe, led by Boudicca. Tribes' also famously built Hadrians and Adrians walls to try and keep the Romans out.)</p> <p>How did the Romans influence and effect Britain? (They created new towns, built roads, brought plants and animals, brought new food, developed the language we speak - this had a big impact on lifestyle like public</p>	<p>What is equality and gender equality? (Equality is the state of being equal, especially in status, rights or opportunities, Gender bias is when this equality is not put into practise due to someone's gender)</p> <p>Who were the Suffragettes and what did they stand for? (The suffragettes were a group of women who fought for equal rights for women to vote. On 10th January 1918 women over the age of 30 were given the right to vote. In 1928 this was lowered to 21 to be in line with male rights) - n.b can we find out how many women voted in Borehamwood and Elstree last election to show comparison?</p> <p>Who was Annie Swan? (Annie Swan was a journalist and suffragette from Hertford. She also set up arrangements for receiving Belgian refugees in East Hertfordshire during WW1)</p> <p>Who were some of the women that were first in their field in Borehamwood or Hertfordshire?</p>	<p>Who were the Tudors? (They were a royal dynasty that began with King Henry VII - Henry Tudor).</p> <p>Who was Henry VII? (King Henry VIII was a King of England and Wales in Tudor times. He wanted a male heir to the throne and married 6 times to try and do this)</p> <p>Who were his wives? (Catherine of Aragon, a Spanish princess, had previously been married to Henry's brother, Arthur, Anne Boleyn, Jane Seymour, Anne of Cleves was chosen from a painting but Henry found her unattractive, Catherine Howard was very young and accused of being unfaithful and Catherine Parr)</p> <p>What happened to his wives? (divorced, beheaded, died, divorced, beheaded, survived)</p> <p>Who became Monarch after Henry?</p>

order, food, libraries, language, the calendar and mathematics).

(Margaret and Annie Johnson - first women police officers - 1928. By 1948 there were still only 14 women in the police force and they did not get equal pay to their male colleagues until 1974. Audrey Peattie was an NHS pathology technician in Watford in the 1950s)

*How does this compare nationally?
 (Women police officers were employed in 1918 but not as police officers, they were there solely to support the male police officers. They were allowed to be sworn in as police officers with full powers of arrest in 1923)*

(Edward VI - son of Jane Seymour, then Edwards's cousin Lady Jane Grey - because she was protestant - for 9 days, Queen Mary - daughter of Catherine of Aragon and Catholic and then Queen Elizabeth I daughter of Anne Boleyn)

*What are the most important key points of the Tudor Dynasty?
 (Shakespeare, The disestablishment of the church, the Spanish Armada)*

<p>LKS2 Skills End Points:</p> <p>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</p> <p>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</p> <p>Can use a range of sources and understands how knowledge of the past has been constructed</p> <p>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</p>	<p>Key Skills</p>	<p>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</p> <p>Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip etc.</p> <p>Compare Britain and Rome in the same era.</p> <p>Use Primary Resources to research Roman life and Armies.</p> <p>Use Secondary Resources to research Roman life and Armies.</p> <p>Undertake critical thinking by asking questions about a historical era and making and conveying value judgements</p> <p>Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.</p> <p>Organisation and selection of relevant historical information, including artefacts, primary and secondary sources.</p> <p>Develop understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>Identify examples and places of gender equality.</p> <p>Create own investigative questions.</p> <p>Identify reasons for inequality in the local area.</p> <p>Identify reasons for inequality nationally</p> <p>Use sources to prove or disprove hypothesises about impact of inequality at the time.</p> <p>Identify examples of the acting against inequality in women.</p> <p>Analyse and compare textual sources about equality and women e.g. song lyrics, film scripts, newspaper articles.</p>	<p>Sequence key events from Tudor History and relate the era to other eras studied to develop a chronologically secure knowledge and understanding of the Tudor period.</p> <p>Use artefacts to make connections and develop understanding of what makes a good monarch</p> <p>Use knowledge to form and convey opinions on whether or not a monarch was successful, citing obtained facts from historical sources.</p> <p>Extract historical information from text and video, noting down key facts.</p> <p>Evaluate what the key information is regarding a monarch's life to be able to produce relevant and concise historical informative writing.</p> <p>Analyse Tudor portraits to infer what message the artist is trying to convey about their subject and important events during their time.</p> <p>Use different historical sources to come to a conclusion about a historical figure.</p> <p>Compare the influence and power of the British Empire with modern equivalents</p>
	<p>Makes connections between different eras in history and between the past and present,</p>	<p>Specific Vocabulary to use</p>	<p>Celts, citizens, conquest, emperor, empire, legion, soldier, rebellion, Julius Caesar, Boudica, Roman Empire, Emperor Claudius</p>	<p>A long time ago, same, different, change, people, history, then, now, old, new, artefact, significant, timeline, order, similar, event, source, evidence, changes, Hertfordshire, Police, women, contribution, achievements</p>

using historical terms with increasing accuracy.	Cross Curricular Links	Art - making Roman pots out of clay.	Computing - Esafety when looking up information on sources.	Literacy - writing pieces of Historical Fiction
	School Context			
		School trip to Verulamium Active learning opportunities	Talks from women in Borehamwood services - police women, firewomen, mayor? Deputy mayor? Herts hidden heroines project	School trip to Hatfield house? Visitors from historical associations dressed as Tudor monarchs?

Colour Coded Cross Referencing Key

Chronology, Questioning Cause and Effect, application of knowledge, Use of historical sources

Areas of Study in KS2

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.*
- *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
- *Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*
- *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.*
- *Understand how our knowledge of the past is constructed from a range of sources.*

Teachers should:

- *Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.*

This will be achieved through the following areas of study:

Year 5

- *Britain's settlement by Anglo-Saxons and Scots*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England (Edward the Confessor)*
- *Local History Study - How the film industry has supported economic growth in Borehamwood over time in line with National changes.*
- *Achievements of the earliest civilizations - Ancient Greece*

Year 6

- *Achievements of the earliest civilizations - The Shang Dynasty of Ancient China*

- Extending pupil's chronological knowledge beyond 1066 - The changing powers of Monarchs - Victorian Britain.
- Extending Pupils' chronological knowledge beyond 1066 - The Battle of Britain

<i>Kitta Hay</i>				
<i>UKS2 Knowledge End Points:</i>	<i>Term</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>End Points:</i>	<i>Half Term Coverage</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Summer 2</i>
<p><i>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</i></p> <p><i>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</i></p>	Topic Name	How can we make a habitat a home? <i>Subject Content: Local History</i>	Saxons vs Vikings <i>Subject Content: Chronology from the stone age to 1066</i>	What are our dreams made of? <i>Subject Content: Ancient Greece</i>
	Key Knowledge	<p><i>Why has Borehamwood and Elstree become more developed?</i> <i>(Due to the rise of the film industry - use maps to look at how the land has developed over time.)</i></p> <p><i>When did Borehamwood become a home to Britain's TV and film industry?</i> <i>(In 1914 - Neptune studios)</i></p> <p><i>When was the first feature film created?</i> <i>(In 1926 'Madame Pompadour'. In the 1930s the first colour film was created and launched the careers of many British actors. It was filmed in Elstree)</i></p>	<p><i>When did the Anglo Saxon era begin?</i> <i>(The Roman's withdrew from Britain in 410 CE. The Anglo Saxons then invaded England from Germany and Denmark)</i></p> <p><i>Why did they want to invade England?</i> <i>(Due to floods and famine in their own countries and the contrasting rich and fertile farmland in England)</i></p> <p><i>What impact did they have on Britain?</i> <i>(Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.)</i></p> <p><i>What was different about Anglo-Saxon settlement than the Romans?</i></p>	<p><i>Who were the Ancient Greeks?</i> <i>(Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best known city states are Athens and Sparta. In Sparta, there was a strong emphasis on military warfare.)</i></p> <p><i>What are the links to Eras we have studied before?</i> <i>(The ancient Greek empire coincides with the end of Ancient Egypt - which was conquered by the Ancient Greeks. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.)</i></p>

<p>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</p> <p>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information</p>		<p>Has the film studio always been a film studio? (In WW2 it was used as an ordnance depot and storage facility. It was sold to Warner Brothers in 1946 and began producing films again. In the 1960s Warner Brothers began to hire out studio stages to other production companies)</p> <p>Has it always been successful? (In 1990s the studio fell into trouble and had to be rebuilt. In 2000 it was rebuilt again as the George Lucas studios and many very famous TV shows and films have been filmed there since)</p>	<p>(It differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities)</p> <p>When and where did the Vikings come to England from? (Scandinavian countries of Denmark, Norway and Sweden in boats called longships and first arrived in Britain around AD 787)</p> <p>What did the Vikings do? (Raided places such as monasteries and pillaged expensive items to trade - the first recorded raid took place in AD 793, The Vikings also wanted to claim land and tried to take over much of Britain.)</p> <p>Where did they come to? (They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain)</p>	<p>Why are they important to study? (In Athens, Greek styles of art, architecture, philosophy and theatre were developed. Athens had one of the first democratic governments - The people who lived there made decisions by voting. Some of our alphabet came from the one that the Ancient Greeks used.)</p> <p>What were some important moments in Ancient Greek history? (In 490 BCE, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite - Greek foot soldier - named Pheidippides to ask Sparta for help but won the battle without them. The first Olympic games were held in 776 in the city-state Olympia)</p> <p>Why were Greek Gods and Goddesses so important? (Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour)</p>
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<p>UKS2 Skills End Points:</p> <p>Can order historical artefacts and key events chronologically.</p> <p>Can illicit information and draw conclusions from primary sources of history.</p>	<p>Key Skills</p>	<p>Create own investigative questions.</p> <p>Identify reasons for change in the local area (streets, growth etc)</p> <p>Use sources to prove or disprove hypotheses about impact of the film industry over time.</p> <p>Analyse and compare primary sources around the TV and Film industry of Borehamwood and Elstree.</p>	<p>Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline</p> <p>Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.</p> <p>Explain why Anglo Saxon invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.</p>	<p>Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions.</p> <p>Use a range of sources to be able to convey, what life was like for a hoplite soldier (primary: images of body armour, sculptures)</p>
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<p>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</p> <p>Can articulate historical understanding verbally and through writing.</p> <p>Can compare related historical and modern objects and consider the effect or change caused by an historic event.</p>	<p>Analyse and compare Secondary sources around the TV and Film industry of Borehamwood and Elstree.</p> <p>Create a timeline showing the chronology of the TV and Film industry in Borehamwood and Elstree.</p>	<p>Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.</p> <p>Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.</p> <p>Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present.</p> <p>Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence</p> <p>Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</p> <p>Address and devise historically valid questions prompted from the handing of artefacts.</p>	<p>and art depictions; secondary: text books, the internet and narration from a historian via documentaries)</p> <p>Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras.</p> <p>Note connections and contrasts between other ancient civilisations and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry.</p> <p>Gather, record and present key information from Ancient Greek life at home.</p> <p>Create hypotheses of what life was like for children (in Athens and Sparta) using research skills to develop and explore reasoning.</p>	
	Specific Vocabulary to use	<p>Contrasting arguments and interpretations, historical perspective, perceptive questions</p>	<p>Anglo-Saxon, law, punishment, resistance, pagans, farms, jewellery, invade, exile, Viking, Anglo-Saxon, Edward the Confessor, Danegeld, raid, outlaw, longship, kingdom</p>	<p>Ancient, civilisation, empire, democracy, beliefs, achievements, primary source, secondary source, Greek, Alexander the Great, enslaved, Olympics, Spartans, Athenians</p>
	Cross Curricular Links	<p>Literacy - play scripts? Famous books that have been turned into TV and film? Computing - Multimedia - creating their own tv show, advert or film scene to add to Borehamwood's legacy.</p>	<p>DT - making Viking long ships</p>	<p>P.E - Olympians and athletics.</p>
	School Context			
	<p>Local History walk</p>	<p>Viking Day</p>	<p>In school Olympic ceremony?</p>	

Tour of Elstree studios?

Kitta Vav

UKS2 Knowledge End Points:	Term	Autumn	Autumn	Spring
	Half Term Coverage	Autumn 1	Autumn 2	Spring 2
<p>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</p> <p>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</p> <p>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations</p>	Topic Name	<p>What determines our view on history? Subject Content: The Shang Dynasty</p>	<p>Battle of Britain: Who 'War' it better? Subject Content: Chronological understanding beyond 1066</p>	<p>Queen Victoria: What was her legacy? Subject Content: The changing powers of Monarchs – Victorian Britain.</p>
	Key Knowledge	<p>What is the Shang Dynasty? (Over 3.5 thousand years ago, Ancient China was ruled by a powerful family of Kings. Each King left their own "dynasty".)</p> <p>When did the Shang Dynasty finish? (It lasted for over five centuries but came to an end when the last King was defeated in battle)</p> <p>Where in China did the Shang Dynasty rule? (They were located near the Yellow river which made the land good for growing crops and food. Cities had two parts and were separated by walls. The inner part had the palace and temples. The outer part had workshops and homes.)</p> <p>What was important to the Emperor? (The Emperor liked very fine things in life such as bronze to make weapons and armour for their armies or Jade stones for jewellery)</p> <p>How do we know about the Shang Dynasty? (Archaeologists have found animal bones with Chinese writing on sharing about life, politics and religion under the Shang Dynasty.)</p> <p>What weapons did the Shang dynasty use?</p>	<p>When was WWII? (Germany invaded Poland September 1, 1939 and Britain and France declared war on Germany on September 3, 1939. ended on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki.)</p> <p>What was rationing? (Rationing was when food and other items were limited when handed out to the public due to a short supply. It was introduced across the UK in January 1940)</p> <p>When was the Battle of Britain? (Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940. The Blitz was the German bombing of British cities)</p> <p>Who were the Axis countries? (Germany, Italy and Japan signed the Tripartite Pact on 27th September 1940 creating the axis alliance)</p> <p>Who was the Prime Minister and Monarch at the time? (Neville Chamberlain was UK Prime Minister from 1937-1940, Winston Churchill was UK Prime Minister from 1940-45. King George VI was the King at the time – King Charles grandfather)</p>	<p>Who were the Victorians? (The Victorian Era refers to the time that Queen Victoria was the monarch of Britain. Victoria was born in 1819 - She became queen when she was 18 and died in 1901.)</p> <p>Who was Queen Victoria's family? (Victoria married Prince Albert and had 9 children. Albert died in 1861 and Victoria mourned the rest of her life)</p> <p>Why is Queen Victoria considered a successful monarch of Britain? (Victoria was a very involved Queen who met the prime minister weekly for a long meeting, this is now a tradition with all monarchs that have followed. The period was considered a very successful with much growth and prosperity.)</p> <p>What was the British Empire? (The British Empire refers to the land that Queen Victoria ruled over. Victoria was monarch of a quarter of the Earth's land surface. She was also highly influential in Europe due to familial relationships with many other monarchs.)</p> <p>What jobs did children do?</p>

<p>and their significant geographical features.</p> <p>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information</p>		<p>(They would fight using bows, axes and spears. Royals and the rich went into battle on horse-drawn chariots and the rest of the army went by foot.)</p> <p>What was education like? (Children didn't go to school. Royals and rich children had tutors to read and write. Others copied their parents' jobs)</p> <p>What did people eat? (Only rich people ate meat. Others ate milky porridge and grains. Food was cooked over a pot with three legs.)</p>	<p>Who was in charge of the Nazi party? (Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45)</p> <p>What were evacuations? (Many children from London were evacuated to the countryside to keep them safe from the bombings).</p> <p>Why were women important in the war? (All of the eligible men were fighting in the war so the women lead the country working in industries and farms.)</p> <p>What impact did WW2 have on Britain? (Introduction of NHS, National Insurance, Human rights act 1948)</p>	<p>(Children from poor families would carry out jobs such as working in the mines/factories/being chimney sweeps)</p> <p>What were schools like in the Victorian times? (There were 3 different types of schools - ragged schools, grammar schools and public schools)</p> <p>What impact did the Victorian Era have on society? (Look into more detail at industrial revolution, the textile industry, coal mining, factory and education acts, workhouses and chimney sweeps)</p>
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<p>UKS2 Skills End Points:</p> <p>Can order historical artefacts and key events chronologically.</p> <p>Can illicit information and draw conclusions from primary sources of history.</p> <p>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</p>	<p>Key Skills</p>	<p>Place the Shang Dynasty on a timeline and position it in relation to other historical periods and civilisations that have been studied.</p> <p>Understand what it was like to live during the Shang Dynasty</p> <p>Comparing their homes, schools, clothes, food and warriors with other civilisations studied in previous years - Ancient Greece, Mayan civilization, Ancient Egypt</p> <p>Describe what life was like for different people living at the same point in history (e.g. men / women, rich / poor, military / priests / civilians etc).</p>	<p>Discuss the sequence of events leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources)</p> <p>Make comparisons between their lives now and the life of a child in WW2 using primary and secondary sources</p> <p>When appropriate, make connections with past and current affairs and happenings in the world today.</p> <p>Present findings from secondary sources portraying the life of an evacuee.</p> <p>Debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis.</p>	<p>Use artefacts to make connections and develop understanding of what makes a good monarch</p> <p>Use knowledge to form and convey opinions on whether or not a monarch was successful, citing obtained facts from historical sources.</p> <p>Extract historical information from text and video, noting down key facts.</p> <p>Evaluate what the key information is regarding a monarch's life to be able to produce relevant and concise historical informative writing.</p> <p>Analyse Victorian portraits to infer what message the artist is trying to convey about their subject and important events during their time.</p>
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<p>Can articulate historical understanding verbally and through writing.</p> <p>Can compare related historical and modern objects and consider the effect or change caused by an historic event.</p>		<p>Use primary sources to suggest what Chinese life might have been like at the time.</p> <p>Use secondary sources to suggest what Chinese life might have been like at the time.</p> <p>Discuss the reasons why our knowledge may be biased or incomplete.</p> <p>Use this knowledge to identify why the Shang Dynasty was significant</p>		<p>Use different historical sources to come to a conclusion about a historical figure.</p> <p>Compare the influence and power of the British Empire with modern equivalents</p>
	Specific Vocabulary to use	Legacy, interpretation, consequence, historical perspective, Shang dynasty, dynasty, empire and emperor, empress	Past, present, belief, transport, consequence, effect, Blitz, War, propaganda, spit fire	Child, Britain, Victorian, monarchy, Victorian, industry, Industrial Revolution, invention, reign, revolution, typhoid, sanitary, workhouses
	Cross Curricular Links	Art - Chinese ink artwork	Art - WAAC and WW2 perspective drawing using mixed media	Literacy - could look at Oliver Twist to look at how accurate sources are? Art - Charcoal artwork? Street art?
	School Context			
		Chinese art workshop? Visit to the British museum?	Visit to Gunnersby Park museum	Trip to Bently Priory