

Subject Leadership 2024/25

CONTENTS

3. Subject Leadership at SMFA
4. How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

5. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education

7. Long Term Plan
9. Progression of Skills.
12. Progression of Knowledge
15. Vocabulary Progression
- 19.. History Road Map (Connectivity and Unit Progression)

25. Monitoring and Evaluation of History (Planning and Knowledge Organiser Examples)
31. Learning Environment and Examples of Work.

36. Overview of Progression and Coverage

Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in June 2023's Ofsted inspection as areas that need to be developed. The actions below link directly to the role of school Middle Leaders.

AFI 1 – Curriculum

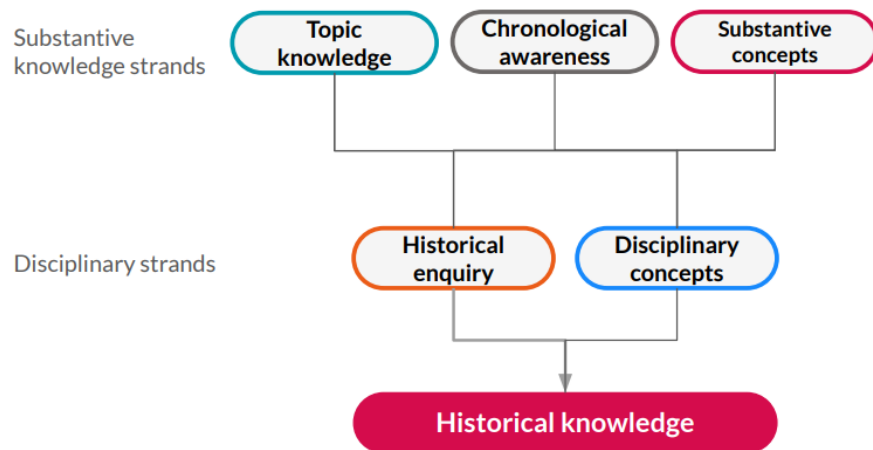
"Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well."

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Intent:

Kapow Primary's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Kapow Primary's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Implementation:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they

each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Impact:

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. After the implementation of Kapow Primary History, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the Kapow History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

Long Term Plan



History and Geography Overview - Whole School

		Autumn 1 History Block	Autumn 2 Geography Block	Spring 1 History Block	Spring 2 Geography Block	Summer 1 Geography Block	Summer 2 History Block
Early Years	Unit	All about me	Through my eyes	Everyday Superheroes	On the move	At the bottom of the garden	Under the sea
	Prior Future	Changes within living memory	Where am I in the world?	Lives of significant individuals	Transportation - Planes to travel	Where does our food come from?	Living by the coast
Year 1	Unit	How have toys changed? <i>(Changes within living memory)</i>	Where am I in the world? <i>(Place Knowledge, Human + Physical Geography)</i>	How have explorers changed the world? <i>(Lives of significant individuals)</i>	What is it like to live by the coast? <i>(Physical Geography)</i>	Why Visit Japan? <i>(Locational Knowledge, Human + Physical Geography)</i>	Why Visit Japan? <i>(Significant historical events, people, and places)</i>
	Prior Future	Understanding the World - EYFS Events beyond living memory	On the move - Transportation Compare UK - Y2	Everyday Superheroes - EYFS Egyptians - Y3 + Vikings Y4	Under the sea - EYFS Why oceans matter - Y5	On the move - Transportation Compared Locational Knowledge	EYFS - Continuous Provision Significant historical places
Year 2	Unit	Why did the GFol destroy so much of London? <i>(Events beyond living memory with national significance)</i>	Why do people visit London? <i>(Place Knowledge, Human + Physical Geography)</i>	What is a monarch? <i>(Lives of significant individuals)</i>	How is the UK similar and different to other European countries? <i>(Place Knowledge, Human + Physical Geography)</i>	Why Visit West Africa? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit West Africa? <i>(Benin AD 900-1300 - A non-European society that provides contracts with British History)</i>
	Prior Future	Changes within living memory Local History Study - Y5 + Y6	EYFS Continuous Provision Are all settlements the same - Y5	Everyday superheroes EYFS Romans - Y6	Where am I in the world - Y1 Where does food come from - Y4	On the move - Transportation Compared Locational Knowledge	EYFS - Continuous Provision Significant historical places
Year 3	Unit	Would you prefer to live in the Stone Age, Iron Age or Bronze Age? <i>(Changes in Britain from Stone Age to Iron Age)</i>	Would you live near a volcano? <i>(Human and physical Geography)</i>	What did the Ancient Egyptians believe? <i>(Achievements of the earliest civilizations)</i>	What are Earthquakes and Tsunamis? <i>(Human and physical Geography)</i>	Why Visit Australia? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Australia? <i>(Significant historical events, people, and places)</i>
	Prior Future	Events beyond living memory - Y2 Ancient Egypt - Y3	Why Visit Japan - Y1 Earthquakes and Tsunamis - Y3	Stone, Iron, Bronze Age - Y3 Romans - Y5	Volcanoes - Y3 Why do oceans matter - Y5	West Africa - Y2 Compared Locational Knowledge	West Africa - Y2 Significant historical places
Year 4	Unit	How hard was it to invade and settle in Britain? <i>(Britain's settlement by Anglo-Saxons and Scots)</i>	Do you only find mountain ranges on land? <i>(Human and physical Geography)</i>	Were the Vikings raiders, traders or something else? <i>(Viking/Anglo-Saxon struggle for England)</i>	Where does our food come from? <i>(Human Geography)</i>	Why Visit South Africa? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit South Africa? <i>(Significant historical events, people, and places)</i>
	Prior Future	Ancient Egyptians - Y3 Romans - Y5	Living by the coast - Y1 Are all settlements the same - Y5	Anglo-Saxons and Scots - Y4 Romans - Y5	Why Visit... - All previous years Rivers - Y6	Australia - Y3 Compared Locational Knowledge	Australia - Y3 Significant historical places
Year 5	Unit	What was so special about life on the Titanic? <i>(Local History Study)</i>	Why do oceans matter? <i>(Physical Geography)</i>	Why did the Romans settle in Britain? <i>(The Roman Empire and its impact on Britain)</i>	Are all settlements the same? <i>(Human Geography)</i>	Why Visit Brazil? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Brazil? <i>(Significant historical events, people, and places)</i>
	Prior Future	Great Fire of London - Y2 WWII - Y6	Living by the coast - Y1 Rivers - Y6	Anglo-Saxons and Scots - Y4 Ancient Greece - Y6	Why visit London - Y2 Ancient Greece - Y6	South Africa - Y4 Compared Locational Knowledge	South Africa - Y4 Significant historical places
Year 6	Unit	What was the impact of WWII on the people of Britain? <i>(Local History Study)</i>	How does climate dictate a biome? <i>(Physical Geography)</i>	What did the Greeks ever do for us? <i>(A study of life and achievements - Western World Influence)</i>	What are rivers and how are they used? <i>(Physical Geography)</i>	Why Visit Ireland/Jamaica? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Ireland/Jamaica? <i>(Significant historical events, people, and places)</i>
	Prior Future	GFol Y2 and Titanic Y5 KS3	Earthquakes and Tsunamis - Y3 KS3	Egyptians - Y3 and Romans - Y5 KS3	Oceans - Y5 KS3	Brazil - Y5 KS3	Brazil - Y5 KS3

Progression of Skills

Key	Sub	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Disciplinary Concepts	Change and Continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity
	Cause and Consequence	Experiencing cause and effect in play – achieve through continuous provision.	Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations, and changes.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations, and change.
	Similarities and Differences	Compare and Contrast similarities and differences between the past and today. Using pictures within stories to compare the past with the present day. Comment on images of familiar situations in the past.	Beginning to look for similarities and differences over time in their own lives.	Identifying similarities and difference between ways of life at different times. Finding out about people, events, and beliefs in society. Making comparisons with their own lives.	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.
	Significance	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments
	Sources of Evidence	Using stories and non-fiction books to find out about life in the past.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author
	Historical Interpretations.	Recognising that different members of the class may notice different things in photographs from the past.	Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.

Key	Sub	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Historical Enquiry	Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people. Understanding the importance of historically valid questions.	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
	Organising and evaluating evidence	Making simple observations about the past from photographs and images.	Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source.	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources,
	Interpreting findings and making connections	Making simple observations about the past from photographs and images.	Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources
	Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions
	Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts. (Communication – Speaking Strand EYFS)	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	Communicating answers to questions in a variety of ways, including discussion, drama and writing. Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicating simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
	Chronological Awareness	Beginning to sequence events when describing them (Covered within Maths) Recognise that people have different beliefs and celebrate special times in different ways. (birthday).	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline.	Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term "century" and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past..

Progression of Knowledge

Strands		EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Chronological Awareness		Begin to make sense of their own life story and family history. Know and be able to talk about their routines and different times of day. Understand every day language of time to describe the sequence of a day.	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years.	To know that events in history may last different amounts of time. To know a decade is ten years.	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, AngloSaxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.
	Power			To know that a monarch in the UK is a king or queen. To understand that power is exercised in different ways in different culture, times and groups To know that Britain was organised into kingdoms and these were governed by monarchs.	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
Substantive (abstract) Concepts	Achievement	To recognise some interests and achievements from their own lives and the lives of their families and friends	To know some inventions that still influence their own lives today.	To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of some Inventions and significant people	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the AngloSaxons and Vikings to life today in Britain. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives.
	Civilization				To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
	Trade				To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
	Beliefs				To understand that there are different beliefs in different cultures, times and groups. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact.
	Invasion				To know that there were different reasons for invading Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.

Strands		EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Disciplinary Concepts	Change and Continuity	To know that the environment around us changes as time passes.	To know that throughout someone's lifetime, some things will change, and some things will stay the same. To know that everyday objects have changed over time.	To know that daily life has changed over time but that there are some similarities to life today.	To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.	To know that change can be brought about by conflict. To know that change can be traced using the census.
	Cause and Consequence		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	To know that the actions of people can be the cause of change. To know that advancements in science and technology can be the cause of change.	To know that members of society standing up for their rights can be the cause of change.
	Similarities and Differences	To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past (Year 1)		To know that there are explanations for similarities and differences between children's lives now and in the past.		
	Historical Significance	To know the names of people that are significant to their own lives. Bonfire Night Significant people – Guy Fawkes, Mary Seacole and Mae Jemison	To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know how historians select criteria for significance and that this changes.
	Sources of Evidence	To know that stories and books can tell us about the past. (Compare and Contrast)	To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past	To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.
	Historical Interpretations.	To begin to understand that the past can be represented in photographs and drawings. (From stories)	To know that the past can be represented in photographs.	To know that the past is represented in different ways.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.

Vocabulary

EYFS	All About Me	Through My Eyes	Everyday Superheroes	We're on the Move	Down at the bottom of the garden	Under the sea
Tier 3	<p>My Family family relative sibling mother father brother sister grandparent</p> <p>When I grow up grow change job goal</p>	<p>Birthdays Around the World. birthday family tradition belief religion acceptance</p> <p>Christmas/New Year Christmas weather celebrate culture Hanukkah</p>	<p>Hospitals Mary Seacole Nurse Hospitals Help Care Emergency</p>	<p>On the Road car train bus traffic land landmark building</p> <p>On The Sea sea sea travel boat float sink holiday beach</p> <p>In the Air air travel hot air balloon aeroplane holiday beach suitcase landmark building</p>	<p>Environmental change same different change extinct habitats</p>	<p>Pirate pirate ship treasure map sail</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Concepts - Historical Enquiry	ask investigate explain question artefacts object sort group compare interview celebration remember photograph similar different change same event memory special	sources primary source evidence contrast historic historically significant eye witness account eye witness cause consequence	secondary source remains confirm informed archaeological evidence informed guess continuity historical significance inference observation deduction legacy criteria interpretation reconstruction	observation inference deduction significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact supporting evidence credibility conclusion enquiry	reliable audience purpose accuracy creator council chamber records official record justify opinion historical investigation link interpretation will inventory value transcribe prediction representation	census church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance
Disciplinary Concepts - Chronological Awareness	morning afternoon evening order now present past recent timeline lifetime future new sequence modern long ago memory date before today tomorrow memory within living memory beyond living old after	decade century chronological chronology	AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology	Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	Edwardian Britain	Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Concepts - Topic Knowledge	How have toys changed? toy wooden plastic metal mohair	Why did the GfOL destroy so much of London? Bakery Gunpowder Boats Lead Cause London Oven Eyewitness River Thames Firebreak Squirt Fire hooks Thatch	Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Skara Brae, Orkney Islands hearth settlement flint roundhouse chief metalwork -copper, bronze, gold, tin mining trade (a job requiring manual skills) arrowheads import export trade (buying and selling goods/services) exchange goods barter	How hard was it to invade and settle in Britain? Angles Saxons Jutes Picts invasion Britons Romans empire longships wattle and daub Wessex claimants kingdom villages thatch cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity	What was so special about life on the Titanic? bow crew collision distress signal funnel hull iceberg liner maiden voyage rescue stern Edwardian	What was the impact of WWII on the people of Britain? appeasement Treaty of Versailles reparations allies disarm prosperity RAF Luftwaffe sorties Operation Sealion bomb aimer Women's Auxiliary Air Force Women's Royal Naval Service The Blitz air raid shelter Anderson shelter blackout evacuation Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement
	How have explorers changed the world? explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms	What is a monarch? monarch explorer ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep	What did the Ancient Egyptians believe? civilisation Delta Egypt River Nile creation story Horus Isis Nun Osiris Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus Skemet Ra Casing stones Pharaoh foundations limestone blocks pulley pyramid amulet canopic jars embalmer linen natron sarcophagus	Were the Vikings raiders, traders, or something else? trader engineer raider Anglo-Saxon chronicle ballast hull keel mast longboat oars Rudder garnet Hedeby Jorvik quernstone Danelaw paganism sacred	Why did the Romans settle in Britain? Briton Romans Celts enslaved tin togas settlers Picts pilum galea armour scutum caligae gladius tunic legionary legion legatus cohort century centurion formation testudo wedge tablet aqueduct state legal system	What did the Greeks ever do for us? Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo Artemis Hephaestus Hermes Dionysus democracy oligarchy location city-state Athens Sparta landlocked assembly direct democracy representative democracy philosophy formula ethics
	Why Visit Japan? Shinkansen bullet train Asia Olympics Naomi Osaka Ichiro Suzuki Mt Fuji Nintendo Satoshi Tajiri Yoko Ono	Why Visit West Africa? barter dynasty Oba palace Kanem Empire Benin Kingdom of Asante Chinua Achebe Kwame Nkrumah	Why Visit Australia? Steve Irwin Captain James Cook Invasion Japanese United Nations Sydney Opera House Voting	Why Visit South Africa? Nelson Mandela San people Bantu Colonisation Slavery Independence Elon Musk	Why Visit Brazil? Amazonian Christ the Redeemer dictator Getúlio Vargas military Pelé Ayrton Senna Oscar Niemeyer	Why Visit Ireland? Saint Patrick Vikings Black Plague Statutes of Kilkenny Nine Years' War Euro Celtic

Road Map

Curriculum Road Map Year 1

How have Toys Changed?

Suggested individual(s): Louis Marx, Bernard Loomis, Walt Disney, Morris Michtom.

Autumn

Children continue to develop their understanding of sequences within living memory of their family and themselves. Children will discuss their favourite toys using language related to the past, ask questions about toys in the past and begin to make comparisons between toys past and present. They will identify changes between teddy bears today and those from 100 years ago.

Why do we follow on with this unit?

To develop the children's understanding of continuity and change within their own living memory.

What skills will we continue to build upon?

Describing simple changes and ideas/objects that remain the same, using evidence to support.

How have explorers changed the world.

Suggested individual(s):

Christopher Columbus, Dame Ellen MacArthur, Matthew Henson, and Mary Kingsley.

Spring

Children will learn the importance of key explorers named above, why their achievements are so significant and how their discoveries have changed our world and still have an impact on it today. They will focus on their transportation, journey, clothing and discoveries, using a range of different, historical sources. They will explore the similarities and differences between the two explorers, through a comparison study of how exploration has changed over time.

Why Visit Japan?

Suggested individual(s): Yoko Ono, Ichiro Suzuki

Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of Japan. Children will look at significant individuals from Japan and link to prior learning i.e. Satoshi Tajiri and Nintendo linked to the prior unit of toys from the past. Children will also look at significant events that happened in Japan and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from Japan.

Why do we follow on with this unit?

To further develop knowledge and understanding that the achievements of significant individuals have had a lasting impact on history.

What skills will we continue to build upon?

Identification and recounting of details from the past from different sources, for example pictures and historical narratives.

Curriculum Road Map Year 2

Why did the GFoL destroy so much of London?

Suggested individual(s): Thomas Faryner, Samuel Pepys, King Charles II and Christopher Wren.

Autumn

Children will learn when the Great Fire of London occurred and how it spread through London. They will research what London life was like before the fire and why we know so much about it from using a primary source such as Samuel Pepys' diary. They will explore why the fire could not be stopped quickly and the impact it had on people's lives. The unit will conclude by looking at how London was rebuilt after the fire and at the architectural buildings designed by Christopher Wren.

Why do we follow on with this unit?

To develop the children's' understanding of significant events and people in history.

What skills will we continue to build upon?

Looking analytically at pictures or objects to find or ascertain information about the past.

What is a Monarch?

Suggested individual(s): Queen Elizabeth II and King Charles III

Autumn

Children continue to develop their understanding of sequences within living memory of their family and themselves. They will investigate the life of Queen Elizabeth II and King Charles III, as significant individuals of our modern times, and draw similarities and differences between their early lives and their own. They will extend this knowledge to further down the monarchy timeline.

Why Visit West Africa?

Suggested individual(s): Chinua Achebe, Kwame and Nkrumah

Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of West Africa. Children will look at significant individuals from West Africa and link to prior learning. Children will also look at significant events that happened in West Africa and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from West Africa.

Why do we follow on with this unit?
To further develop understanding of the similarities and differences between ways of life in different periods.

What skills will we continue to build upon?
Using secondary and primary sources to synthesise information about real life events and compare life in the past with the present day.

Curriculum Road Map Year 3

Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

Suggested individual(s): The Red Lady of Paviland
Autumn

In this unit, children will study the characteristics of the Stone Age, Iron Age and Bronze Age. They will research what the Red Lady of Paviland tells us about life in the Palaeolithic age. Children will learn about the life of a hunter and gatherer in the Mesolithic Age and come to understand that when nomadic life gave way to farming and settlements, this was called the Neolithic revolution - and was the start of life as we know it today. They will learn about the arrival of the Beaker People into Europe and the clay pot technology that they brought with them. They will analyse Bronze Age settlements and assess how they evolved from early Neolithic ones. They will research the life of the Bronze Age Amesbury Archer. Moving into the Iron Age, children will investigate the new concepts that it brought to life in Britain such as Hill Forts and tribal systems.

Why Visit Australia?

Suggested individual(s): Captain James Cook and Steve Irwin.
Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of Australia. Children will look at significant individuals from Australia and link to prior learning. Children will also look at significant events that happened in Australia and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from Australia.

Why do we follow on with this unit?

To develop an understanding of how life in pre-historic Britain continued to evolve up to the point of the arrival of the Romans.

What skills will we continue to build upon?

To explore the similarities and differences between life in pre-historic Britain and the ancient wider world.

Ancient Egypt

Suggested individual(s): Howard Carter
Spring

The children will learn the timeline of the Ancient Egyptian kingdoms and about the impact the river Nile and the Nile Delta had on Egyptian life. They will study key aspects of ancient Egyptian civilization such as slavery, farming, food and drink, clothing, jewellery and makeup. They will learn about the purposes of tombs and pyramids, the process and significance of mummification and about Egyptian gods and goddesses. They will study Howard Carter and his discovery of Tutankhamen and experience what it is like to encounter an amazing find on an archaeological dig. Children will learn about hieroglyphic text and finish the unit by comparing the Ancient Egyptian civilization with that of the Bronze Age.

Why do we follow on with this unit?

To explore the similarities and differences between life in Britain and the modern wider world.

What skills will we continue to build upon?

Making decisions about which sources would be best to find specific information about a past event and using both primary and secondary sources to prove historical claims.

Curriculum Road Map Year 4

How hard was it to invade and settle in Britain?

Suggested individual(s): King Alfred the great

Autumn

Children will learn who the Anglo Saxons were, where they came from and how they came to and invaded England. They will recognise the significance of King Alfred the Great and how life in England changed after the Romans left. They will explore what Anglo Saxon village life was like and learn about Anglo Saxon weapons and armour. Children will study Anglo Saxon art and culture from primary and secondary sources and develop an understanding of Anglo-Saxon Pagan religion. The unit will give children an appreciation of how Anglo-Saxon culture still influences our life in Britain today.

Why do we follow on with this unit?

To learn how life in England further changed when the Anglos Saxons arrived and how, like the Romans, the Anglo Saxons made a significant impact on Britain that has lasted until today.

What skills will we continue to build upon?

Using evidence to build up a picture of a historical time period and choosing relevant media to present your findings.

Were the Vikings raiders, traders, or something else?

Suggested individual(s): King Cnut the great

Summer

Children will learn who the Vikings were, where they came from, how they travelled and how their Viking invasion raids were met by resistance from King Alfred the Great. They will understand why Danegeld caused a further Viking invasion and the resulting significance of King Cnut the Great. Children will study Viking village life, their weapons and battle gear, Viking culture and religion. They will conclude by learning that the battle of Hastings in 1066 represents the end of Anglo Saxon and Viking rule and gain an appreciation of how the Vikings made an impact on our life in Britain today.

Why Visit South Africa?

Suggested individual(s): Nelson Mandela and Elon Musk

Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of South Africa. Children will look at significant individuals from South Africa and link to prior learning. Children will also look at significant events that happened in South Africa and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from South Africa.

Why do we follow on with this unit?
To explore the similarities and differences between life in Britain and the modern wider world.

What skills will we continue to build upon?
Using documents, printed sources, the Internet, databases, pictures, photos and artefacts to collect information about the past.

Curriculum Road Map Year 5

What was so special about the Titanic?

Suggested individual(s): Captain Edward Smith and Bruce Ismay

Autumn

In this topic children are going to find out about the most famous ship, at the time the biggest ever built - the Titanic. Children will be using sources of evidence to work out how this could possibly have happened, who might be to blame consistently assessing reliability of sources, and then children will move on to research and discover how this sad event led to big improvements in safety at sea.

Why do we follow on with this unit?

To further develop an understanding of how significant individuals and ancient cultures have had a lasting impact on life in Britain today.

What skills will we continue to build upon?

Placing a unit of current study on a time line in relation to other unit studies and identifying changes within and across historical periods.

Why did the Romans settle in Britain?

Suggested individual(s): Queen Boudicca

Spring

Children will learn about the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and its eventual conquest. Children will also look in detail at some aspects of the Romanisation of Britain such as the building of roads and bathhouses. In addition to this, they will have the opportunity to learn about the resistance to the Roman Empire, led by the Anglo-Saxon Queen Boudicca.

Why Visit Brazil?

Suggested individual(s): Getúlio Vargas and Oscar Niemeyer

Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of Brazil. Children will look at significant individuals from Brazil and link to prior learning. Children will also look at significant events that happened in Brazil and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from Brazil.

Why do we follow on with this unit?
To make links between certain features of past places, societies and cultures.

What skills will we continue to build upon?
Identifying causes and consequences of the main events, situations and changes in the period studied.

Curriculum Road Map Year 6

What was the impact of WWII on the people of Britain?

Suggested individual(s): Winston Churchill / Adolf Hitler and Anne Frank

Autumn

Children will learn about the causes, the countries involved and the chronology of WW2. They will study how WW2 impacted on daily life in Britain and understand the experience of child evacuees. They will explore the construction of WW2 bomb shelters, develop a deep understanding of what the holocaust was and research a number of key events that contributed to the Allies' victory in WW2. Children will learn how WW2 impacted the local area and how it changed industrial and agricultural practices. They will research how the role of women changed during the war and find out the impact and influence that propaganda made at the time.

Why do we follow on with this unit?

To give further opportunities to describe changes in history through articulating about historical concepts such as society, religion, politics, technology and culture.

What skills will we continue to build upon?

To use their expanding historical and archaeological skills to evaluate both primary and secondary sources of information to discover answers to key questions about the Greeks.

What did the Greeks ever do for us?

Suggested individual(s): Athena

Spring

Children will learn about Greek culture such as democracy, philosophy, art, architecture and literature and the legacy these concepts have left to the world today. They will discover the history of the Olympics and learn about Gods, Goddesses, and places of worship in Ancient Greece. Children will research aspects of Ancient Greek life and make comparisons to Ancient Egyptian and Ancient Roman life. They will also carry out a comparison study of life in the Ancient Greek city-states of Athens and Sparta.

Why Visit Ireland/Jamaica?

Suggested individual(s): Saint Patrick, Bob Marley, Usain Bolt

Summer

Linked closely with their History Unit, children will use their learned knowledge of the country to delve deeper into the history of Ireland/Jamaica. Children will look at significant individuals from Ireland/Jamaica and link to prior learning. Children will also look at significant events that happened in Ireland/Jamaica and begin to look at cause and consequences. They will use sources of evidence to ask questions about significant events and people from Ireland/Jamaica.

Why do we follow on with this unit?
To explore the similarities and differences between life in Britain and the modern wider world.

What skills will we continue to build upon?
Giving accurate and plausible reasons for how or why aspects of the past have been represented and interpreted in different ways.

Planning (examples)

KS1 Planning Example:

Learning objective	Success criteria
<ul style="list-style-type: none"> To discuss a favourite toy. 	<ul style="list-style-type: none"> I can explain what my favourite toy is and why I can recall my past when talking about my favourite toy I know why toys are special. I can use words relating to time (old, new, now, long ago, then, before, after).
Before the lesson	
<p>Have ready</p> <ul style="list-style-type: none"> A favourite toy brought in by each child (labelled with the children’s names). A selection of modern toys (indoor and outdoor) for children to choose from if they are unable to bring a toy in. <i>Presentation: My favourite toy</i> (see Wrapping up). <i>Presentation: My life timeline</i> (see Wrapping up). <p>Print in advance</p> <ul style="list-style-type: none"> Activity: My favourite toy. Activity: My favourite toy (extension). 	
Recap and recall	
<p>This lesson and unit build on knowledge and concepts introduced in this unit:</p> <ul style="list-style-type: none"> History, EYFS, How am I making history? – learning to investigate their personal history using photographs; gaining a greater understanding of chronology and changes over time through discussion. <p>Question</p> <ul style="list-style-type: none"> What is a memory? (Something remembered from the past.) 	
Attention grabber	
<p>Display the selection of toys – including the toys the children brought in themselves – on a table. Ask the children to look at the display and talk to their partner about the toys they can see and what toys they enjoy playing with.</p> <p>Questions</p> <ul style="list-style-type: none"> What toys do you like to play with? What types of toys do you like to play with indoors/outdoors? 	
Main event	
<p>Provide the children with a toy – either their own or one from the selection provided. Ask the children to explain to their table groups what their favourite toy is and why. As the children talk to their groups, move around each table asking the questions below.</p> <p>Questions</p> <ul style="list-style-type: none"> What is your favourite toy? Why is that your favourite toy? When did you get it? Who gave you it? What is it made from? What games do you like to play with it? <p>Provide each child with a copy of the <i>Activity: My favourite toy</i> and ask them to draw a picture of their favourite toy. They can also add labels around the drawing describing what the toy looks and feels like.</p>	

Wrapping up

Ask some children to tell the class about their favourite toy. Display the sentence stems on the *Presentation: My favourite toy* for children to use as they tell the class about their chosen toy.

Presentation: My favourite toy

Write their favourite toy in the 'now' section on the timeline using the *Presentation: My life timeline*. Looking at the movable images below the timeline, discuss with the children how toys they play with change as they grow older. Take feedback. Drag and drop these images onto the timeline and add any additional toy suggestions using the pen tool.

Presentation: My life timeline

Questions

- What is your favourite toy now?
- What type of toy did you like to play with when you were a baby?

Vocabulary

Remember

To think about the past.

Memory

Something remembered from the past.

Special

Something of value or meaning.

Now

At the present moment.

Toy

An object for a child to play with.

Play

To take part in an activity for enjoyment.

Assessing progress and understanding

Pupils with secure understanding indicated by: discussing their favourite toy and recalling their past using language relating to time.

Pupils working at greater depth indicated by: writing a sentence describing their favourite toy using words and pictures and recalling their past using language relating to time.

Adaptive teaching

Pupils needing extra support

Can draw and verbally describe their favourite toy.

Pupils working at greater depth

Can complete the *Activity: My favourite toy* (extension) independently and write a sentence about their favourite toy.

KS2 Planning Example:

Learning objective	Success criteria
<ul style="list-style-type: none">To recognise the chronology and significance of prehistory.	<ul style="list-style-type: none">I know that the prehistoric period began millions of years ago.I can recognise that the Stone Age lasted for most of human history.I can locate BC and AD on a timeline and explain how history is divided into periods.
Before the lesson	
Watch Pupil video: How do historians talk about time?	
Recap and recall	
Before starting this unit, you might want to check that the children can recall: <ul style="list-style-type: none">Events in the past can be recorded on timelines.Timelines show the order in which events in the past happened.The words 'before' and 'after' can be used to talk about events on timelines.	
Attention grabber	
Explain that later in the lesson, the children will be using toilet rolls to create physical timelines. Unroll one piece of toilet roll from right to left and explain that each sheet of toilet paper on the roll will represent 1,000 years of history. Ask the children if they can think of any events that happened in the last 1,000 years. The children's suggestions will depend on their personal experiences and the units covered in school. Their suggestions might include people and events that they studied in KS1. Explain that all of these people and events on the timeline would be placed on the first piece of toilet paper that was unrolled as they happened in the last 1,000 years. Unravel one more sheet of the toilet roll and explain that this second sheet represents another 1,000 years, so the two sheets together show 2,000 years of human history.	
Main event	
Scroll back to show AD 1 on the timeline overview and discuss why this year is important. Explain that AD is the abbreviation for Anno Domini, which means 'in the year of the Lord', so AD 1 is the year that Jesus (Christ) was born. Scroll back to 3,000 years ago and explain that this is 1,000 years before Jesus was born. BC is used to show this and stands for 'Before Christ', meaning before Jesus was born. Explain that the children will now create their own timelines using a toilet roll to show how long ago prehistory began and how long it lasted. <ol style="list-style-type: none">Give each group a toilet roll, two sticky notes and a pen (felt tip or marker).Ask the groups to unravel the first two sheets of their toilet rolls, starting at the right-hand side of the hall or outdoor space and unrolling to the left.Remind the children that each sheet represents 1,000 years so the two unrolled sheets represent 2,000 years.Explain that the first sheet shows the years AD 1000–2000 and the second sheet represents AD 1–1000Ask the children to write AD on one of their sticky notes and BC on the other and attach them to their timelines (with AD on the second sheet and BC on the third sheet).Ask the children to unravel the toilet rolls and stand at the point where they think prehistory began.	
Question <ul style="list-style-type: none">What did the toilet roll activity show you about prehistory? (The children's answer might include: it began a long time ago; it lasted for a very long time.)Which words do historians use to talk about chunks of time rather than specific dates? (Words such as 'decade', 'century', 'millennia' for defined periods of time; words such as 'period', 'era' or 'age' for undefined periods of time.)How are some historical periods named? (Some periods are named after kings and queens, such as the 'Victorian era' named after Queen Victoria; some are named after the materials used at that time, such as the Stone Age; some are named after changes that happened at that time, such as the Industrial Revolution.)What do historians use to show the order in which things happened? (They use timelines to show chronological order.)How do timelines help historians? (Timelines show specific events or periods of time, and help historians compare things happening at the same time in different places.)Why is 500 BC earlier than 100 BC? (BC dates count backwards from 1 BC, so 500 BC is earlier than 100 BC.)	

Wrapping up

Display the *Presentation: Prehistory* and explain that the timeline begins approximately 40,000 years ago as this is when historians have the first evidence of modern humans (homo sapiens) living in Britain. Reveal the different layers of the timeline to show the different periods of prehistory.

Presentation: Prehistory

Questions

- **What are the three main periods of prehistory called?** (The Stone Age, Bronze Age and Iron Age.)
- **What does 'lithic' mean?** (Stone.)
- **Which prefix means middle?** (Meso.)
- **Which period of the Stone Age lasted the longest?** (The Palaeolithic.)

Vocabulary

AD (Anno Domini)

The Latin for 'in the Year of the Lord,' a term used to date the years after Jesus was born.

BC

A term used to date the years before Jesus was born.

Mesolithic

The middle part of the Stone Age, between the Palaeolithic and Neolithic periods.

Neolithic

The last and shortest period of the Stone Age, also known as the New Stone Age.

Palaeolithic

The oldest and longest period of the Stone Age, also known as the Old Stone Age.

Period

A length of time.

Prehistory

The period of time before written records.

Stone Age

The period of prehistory when weapons and tools were made of stone.

Assessing progress and understanding

Pupils with secure understanding indicated by: understanding that prehistory began a long time ago and lasted for most of human history; accurately placing AD and BC on a timeline.

Pupils working at greater depth indicated by: explaining why historians divide time into periods and how these are named; suggesting reasons why some historical periods are longer than others.

Adaptive teaching

Pupils needing extra support

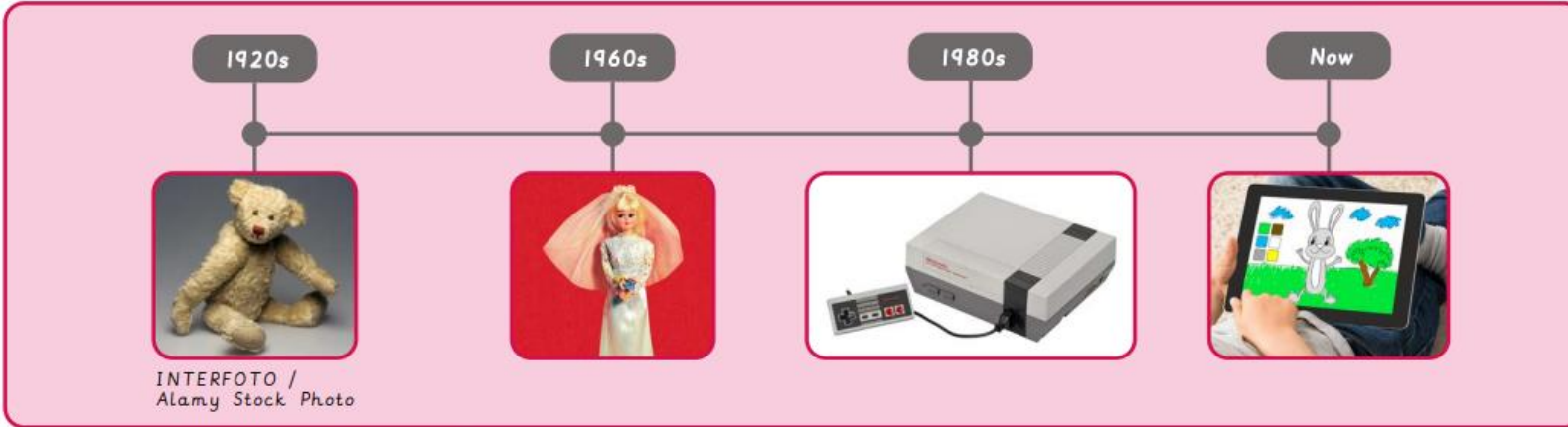
Could watch the *Pupil video: How do historians talk about time?* before the lesson; could use the Knowledge organiser in the Wrapping up.

Pupils working at greater depth

Should summarise what they have learnt from watching the *Pupil video: How do historians talk about time?*; could suggest reasons why the Stone Age lasted so long.

Knowledge Organisers (examples)

Year 1 - How have toys changed?



INTERFOTO / Alamy Stock Photo

What is similar?

INTERFOTO / Alamy Stock Photo

What is different?

Old toys

Made from wood or metal.

Moved by hand.

Made by hand.

New toys

Made from plastic.

Use batteries to move, light up or make noises.

Made by machine.

KS1

Were the Vikings raiders, traders or something else?

achievement	Something good that you achieve.
balanced viewpoint	Considering all views in a fair way.
exchange	Giving something to someone and receiving something in return.
impact	The effect that a person, event, or situation has on someone or something.
impression	An idea, feeling or opinion about something.
Jorvik	The Viking city of York.
oral tradition	The passing of stories and poems by word of mouth from one generation to another.
saga	A long story of heroic achievement found in Norse literature.
stereotype	A fixed idea that people have about what a particular type of person is like.
Vikings	A group of Scandinavian people who lived from the eighth to the eleventh century.

Traders

Using longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish; and exchanged them for silver, spices, wine, jewellery, silk and glass.



Raiders

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. In general, the Vikings raided in the summer when it was easier to cross the sea. They stole valuable items from monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.

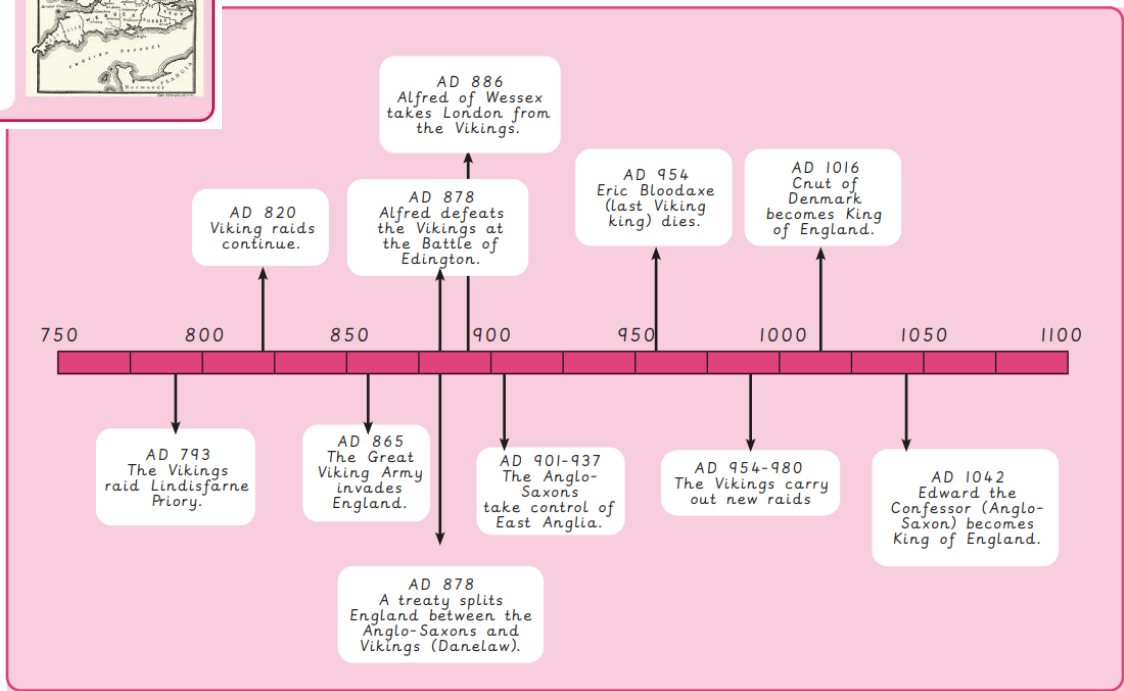


Settlers

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Viking area, known as Danelaw, was settled and peaceful.



...ers, traders or something else?



KS2