

ALICE INGHAM RC PRIMARY SCHOOL

History at Alice Ingham



Journeying to Excellence
Through Faith and Learning

Adjustments to the Curriculum

In the current academic year (2020/21), the following adjustments have been made to our history curriculum.

To accommodate our online provision during the Covid lockdown, the following adjustments were made to the curriculum:

- Year 1 – The Intrepid Explorers topic was taught in Summer.
- Year 1 & Year 2 were both taught the Castle unit during the Spring term.
- Year 3 – were taught the Stone Age to Iron Age unit during the Spring term.
- Year 4, 5 & 6 were all taught Anglo Saxons and the Vikings topic.

As in the academic current year we have two mixed-age classes, our year 4/5 class have been taught using the Year 4 curriculum and our year 5/6 class have been taught using the Year 5 curriculum. For the next academic year (2021/22), we will only have same age classes so the curriculum will revert back to that detailed in this document.

History intent statement

At Alice Ingham RC Primary School, our History curriculum aims to offer high quality history lessons in which the pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world.

By doing this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. The use of engaging activities, trips and visitors will give all students an opportunity to question the past. We aim to equip pupils with a knowledge and understanding of their own identity within a social, political, cultural and economic background.

We want the children to understand and be proud of the history of Rochdale and the Greater Manchester area and widen their understanding of historical events on the wider world.



Alice Ingham RC Primary School

History Long Term Plan

Year Group	Autumn	Spring	Summer
Reception			
Year 1	Toys in the Past	Castles	Intrepid Explorers
Year 2	Guy Fawkes & The Gunpowder Plot	Florence Nightingale	What was the Seaside like in the Past?
Year 3	Stone Age to Iron Age	Invaders and Settlers	Ancient Egypt
Year 4	Early Civilisations	Anglo Saxons – Picts and Scots	The Maya
Year 5	Vikings and Anglo Saxons	Shang Dynasty	Who are the Ancient Greeks?
Year 6	Crime and Punishment	Local Study	How has Life Changed in Britain Since 1948?

History Overview Objectives: Year 1 to Year 6

KS1 Objectives

Objective

Topic

• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- Toys Past and Present (Year 1 Autumn Term)
- What were seaside holidays like in the past? (Year 2 Summer Term)

• events beyond living memory that are significant nationally or globally

- Guy Fawkes and the Gunpowder Plot (Year 2 Autumn Term)

• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

- Intrepid Explorers (Year 1 Spring Term)
- Florence Nightingale (Year 2 Spring Term)

• significant historical events, people and places in their own locality

- Castles (Year 1 Summer Term)

KS2 Objectives

Objective

Topic

• changes in Britain from the Stone Age to the Iron Age

- The Prehistoric World (Stone Age to Iron Age) (Year 3 Autumn Term)

• the Roman Empire and its impact on Britain

- Invaders and Settlers: Romans (Year 3 Spring Term)

Britain's settlement by Anglo-Saxons and Scots

- Anglo-Saxons and Scots (Year 4 Spring Term)

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

- Vikings vs Anglo-Saxons (Year 5 Autumn Term)

• a local history study

- [Local Study] (Year 6 Spring Term)

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Crime and Punishment (Year 6 Autumn Term)
- How has Britain changed since 1948? (Year 6 Summer Term)

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Egypt (Year 3 Summer Term)
- Early Civilisations (Year 4 Autumn Term)
- Shang Dynasty (Year 5 Spring Term)

Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Who were the ancient Greeks (Year 5 Summer Term)

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

- The Maya (Year 4 Summer Term)



History – Coverage of The National Curriculum – Key Stage 1

Objective	Year 1			Year 2		
	Toys Past and Present	Intrepid Explorers	Castles	Guy Fawkes & the Gunpowder Plot	Florence Nightingale	What were seaside holidays like in the past?
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
significant historical events, people and places in their own locality						

History – Coverage of The National Curriculum – Key Stage 1

Objective	Year 3			Year 4			Year 5			Year 6		
	Stone Age to Iron Age (History lessons in the Prehistoric World Topic)	Invaders & Settlers: Romans	What can we find out about ancient Egypt?	Early Civilisations	Anglo-Saxons, Picts and Scots	The Mayans	Vikings vs Anglo-Saxons	The Shang Dynasty	Who were the ancient Greeks?	Crime and Punishment	[Local Study]	How has life in Britain changed since 1948?
changes in Britain from the Stone Age to the Iron Age												
the Roman Empire and its impact on Britain												
Britain's settlement by Anglo-Saxons and Scots												
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor												
a local history study												
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066												
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China												
Ancient Greece – a study of Greek life and achievements and their influence on the western world												
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.												

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Toys Past and Present	<ul style="list-style-type: none"> I know that some objects were different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects. 	<ul style="list-style-type: none"> I know that the toys my parents and grandparents played with are different to the toys I play with today. 	<ul style="list-style-type: none"> I can order decades chronologically. 	<ul style="list-style-type: none"> Decade
1	Spr	Intrepid Explorers	<ul style="list-style-type: none"> I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures. 	<ul style="list-style-type: none"> I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> I can distinguish between different periods in time using simple markers, such as inventions. 	<ul style="list-style-type: none"> Explorer Exploration New World
1	Sum	Castles	<ul style="list-style-type: none"> I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. 	<ul style="list-style-type: none"> I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest some actions a new monarch would need to take to make sure his crown was safe. I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. I can explain how uses for castles have changed over time. 	<ul style="list-style-type: none"> I know when the Normans lived. I can organise events into a simple timeline. 	<ul style="list-style-type: none"> Medieval Rebellion Monarch Monarchy Normans

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
2	Aut	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> I can use simple texts and images to find out about the past. I can use my knowledge of the past to guess how people at the time might have felt. 	<ul style="list-style-type: none"> I know that King James was king during the time of the gunpowder plot. I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. I understand the reasons behind the gunpowder plot. I can name some monarchs, including King James I and Elizabeth I. I can explain why events in the past are still significant today. 	<ul style="list-style-type: none"> I can order simple events chronologically. 	<ul style="list-style-type: none"> Parliament
2	Spr	Florence Nightingale	<ul style="list-style-type: none"> I can use a photograph to infer facts about a person and time period. I can use quotes from historical figures to learn about people and events in the past. 	<ul style="list-style-type: none"> I know that rich women in Victorian times did not usually have jobs. I know that men and women had very different roles in Victorian times. I know that medical care was very different in Victorian times to today. I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today. 	<ul style="list-style-type: none"> I know when the Victorian era was. I can explain the life and achievements of Florence Nightingale in chronological order. 	<ul style="list-style-type: none"> Victorians Chronological Century

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
2	Sum	What were seaside holidays like in the past?	<ul style="list-style-type: none"> I can use a range of photographs to infer information about the past. 	<ul style="list-style-type: none"> I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> Steam train Tradition Bathing machine Promenade Modern Old-fashioned

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
3	Aut	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> I can explain how archaeologists use artefacts to learn about the past. I can explain some of the methods archaeologists use to find out about the past. I can explain why Star Carr is an important archaeological site. I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> I know what the term 'prehistory' means. I know that the Stone Age can be split into three different time periods. I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> I can place the Stone Age, Bronze Age and Iron Age on a timeline. I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic
3	Spr	Invaders and Settlers: Romans	<ul style="list-style-type: none"> I can consider different points of view about a historical events. I can study different accounts of a historical figure and suggest why they are different. I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that the Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place the Romans on a timeline. I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> Invade Settle Roman Empire Emperor Revolt

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
3	Sum	Ancient Egypt	<ul style="list-style-type: none"> I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. I can make suggestions about what unfamiliar artefacts might have been used for. I can explain the significance of the discovery of the Rosetta stone. I can generate questions I want to find the answers to about life in ancient Egypt. I can choose an area I wish to research, and use a variety of sources to carry out my research. 	<ul style="list-style-type: none"> I can describe the features of daily life in ancient Egypt. I can explain the events surrounding the discovery of Tutankhamen's tomb. I can describe ancient Egyptian beliefs in the afterlife. I explain the process of mummification. 	<ul style="list-style-type: none"> I can describe the difference between ancient and modern periods. I know when the ancient Egyptian civilisation was. I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. 	<ul style="list-style-type: none"> Civilisation Ancient Modern Ancient Egypt Before Common Era Common Era

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
4	Aut	Early Civilisations	<ul style="list-style-type: none"> I can make predictions about objects that might have been invented before, during and after early civilisations. I can use different sources of information to confirm if my predictions were correct or not. I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. 	<ul style="list-style-type: none"> I know where in the world the earliest civilisations took place. I can describe and compare some of the first writing systems. I can explain how some writing systems developed through time. I can translate sentences from the Phoenician alphabet. I can explain where and when money was first used. I can explain some early number systems and why they were developed. I can describe some of the technological advances of early civilisations. 	<ul style="list-style-type: none"> I can explain the difference between AD years and BC years. I can place the earliest civilisations on a timeline. 	<ul style="list-style-type: none"> Ancient Sumer Indus Valley Minoan Ancient Greece Ancient Egypt Shang Dynasty Phoenician Ancient Rome

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
4	Spr	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> I can explain some of the ways archaeologists choose which sites to excavate. I know that there are questions about the past that have not yet been decisively answered by historians. I can use artefacts to support my ideas about who was buried at Sutton Hoo. I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. I know that I need to think critically about a historical source in order to assess its reliability. 	<ul style="list-style-type: none"> I know who the Anglo-Saxons were and where in Europe they came from. I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. I can write my name using the Ogham alphabet. I can explain how Christianity came to Britain. 	<ul style="list-style-type: none"> I can place the Anglo-Saxons on a timeline. I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. I know when Christianity came to Britain. 	<ul style="list-style-type: none"> Sutton Hoo Anglo-Saxons Picts Scots Conquer Pagan

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
4	Sum	The Maya	<ul style="list-style-type: none"> I can generate multiple questions to explore, choosing the ones I most want to investigate. I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. I understand the importance of preserving historical documents and artefacts. I know that knowledge about the past is constantly improving as historians make more discoveries. I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> I can explain how the Mayan ruins were discovered. I know that the Mayans were organised into city states that were controlled by absolute monarchs. I can explain the roles and status of different types of people in Mayan society. I can describe Mayan religious beliefs, including the need for blood sacrifices. I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> I know when the Mayan civilisation was. I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> Aztec Conquistador Colony Maya Constitutional monarchy Democracy City state Absolute monarchy

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
5	Aut	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<ul style="list-style-type: none"> I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. I can describe the reasons and events surrounding the Viking invasions. I can describe what the Danelaw was. I know who King Alfred was and why he was dubbed 'the Great'. I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. I can explain in detail the events surrounding the Battle of Hastings in 1066. I have an increasing understanding of the struggle for power and how this changed England. I can explain how England became a unified country. 	<ul style="list-style-type: none"> I can describe what Britain was like before the arrival of the Vikings. I can use dates with increasing fluency to describe historical events and eras. 	<ul style="list-style-type: none"> Vikings Peace treaty Danelaw

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
5	Spr	Shang Dynasty	<ul style="list-style-type: none"> I know that some historical sources are written thousands of years after the event and are thus unreliable. I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability. 	<ul style="list-style-type: none"> I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. I can explain what oracle bones were used for and why they are a useful historical source. I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. I can describe the writing system of the Shang Dynasty and identify some of the pictographs. 	<ul style="list-style-type: none"> I can identify the Shang Dynasty on a timeline of ancient China. I know that the Shang Dynasty was in power during the Bronze Age of Britain. 	<ul style="list-style-type: none"> Dynasty Shang Dynasty

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
5	Sum	Who were the ancient Greeks?	<ul style="list-style-type: none"> I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. I can identify the difference between primary and secondary sources of information. I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> I can describe some features of each of the periods in the ancient Greek civilisation. I know that ancient Greece was made up of independent city states. I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. I can compare and contrast the city states of Athens and Sparta. I can name some of the major ancient Greek gods and explain each one's characteristics. I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. I can name some famous ancient Greek philosophers and explain why they are remembered today. I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> I can arrange key civilisations in world history chronologically. I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> Ancient Greece Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy Democracy Primary source Secondary source Olympia Olympians

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
6	Aut	Crime and Punishment	<ul style="list-style-type: none"> I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. 	<ul style="list-style-type: none"> I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. 	<ul style="list-style-type: none"> I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. 	<ul style="list-style-type: none"> Transportation Pillory Poacher Highwayman Tudor Early modern period

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
6	Aut	Crime and Punishment	<ul style="list-style-type: none"> I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. 	<ul style="list-style-type: none"> I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. 	<ul style="list-style-type: none"> I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. 	<ul style="list-style-type: none"> Transportation Pillory Poacher Highwayman Tudor Early modern period

History – Knowledge & Skills Progression – Year 1 to Year 6

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
6	Sum	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> I can suggest which decade a photo was taken in using historical clues. I know the difference between a primary and a secondary source. I can suggest which sources I would need to consult to research different eras in British history. I can identify whether a source is a primary or secondary source. I can use primary and secondary sources to research different decades. 	<ul style="list-style-type: none"> I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. I can suggest which changes have had the biggest impact in Britain since 1948. I can summarise the changes in Britain since 1948. 	<ul style="list-style-type: none"> I can describe changes in Britain since 1948 chronologically. 	<ul style="list-style-type: none"> Primary source Secondary source

History

Whole School Objectives.
Topic by topic.

History – Toys: Past and Present – Year 1 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to describe the characteristics of toys.	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.	<ul style="list-style-type: none"> • Can children describe toys by their characteristics? • Can children use appropriate vocabulary to describe their toys? • Can children make suggestions for how they could find out about what toys were like in the past?
Lesson 2	To find out what toys our parents and grandparents played with.	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.	<ul style="list-style-type: none"> • Do children know that toys in the past were different to toys today? • Can children describe toys of the past? • Can children discuss toys and ask questions about them?
Lesson 3	To find out what toys were like at different times in the past.	Children will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.	<ul style="list-style-type: none"> • Do children understand the term 'decade'? • Can children order decades chronologically? • Can children identify some of the toys that were popular in particular decades?

History – Toys: Past and Present (con't) – Year 1 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To be able to identify toys that are old and toys that are new.	Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.	<ul style="list-style-type: none"> • Can children recognise differences between old toys and new toys? • Can children describe old and new toys using appropriate vocabulary? • Can children sort old and new toys into categories?
Lesson 5	To be able to describe how toys are different and how they are the same.	Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> • Do children know that some of the types of toys they play with were played with by children in the past too? • Can children identify similarities between old and new toys? • Can children identify differences between old and new toys?
Lesson 6	To be able to create a toy museum.	Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.	<ul style="list-style-type: none"> • Can children organise toys into categories? • Can children order toys chronologically? • Can children use a timeline to organise toys?

History – Intrepid Explorers– Year 1 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out when Christopher Columbus lived and what he was trying to achieve.	Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.	<ul style="list-style-type: none"> • Do children know that Christopher Columbus lived a long time ago? • Do children know that Christopher Columbus was an explorer? • Can children identify ways in which life was different when Christopher Columbus was alive?
Lesson 2	To find out about Christopher Columbus's journey and what he discovered.	Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.	<ul style="list-style-type: none"> • Can children describe what a sea journey in the 15th century might have been like? • Can children compare a modern sea journey with a sea journey in the 15th century? • Do children know what Columbus discovered and why this was significant?
Lesson 3	To explore the impact of Columbus's voyages and what he brought back to Europe.	Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.	<ul style="list-style-type: none"> • Do children know that Columbus bought new things to Europe from the Americas? • Do children know that Columbus did not discover what he thought he discovered? • Can children ask and answer questions about the life and achievements of Columbus?

History – Intrepid Explorers (con't)– Year 1 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 5	To find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.	<ul style="list-style-type: none"> • Can children describe the events surrounding the first landing on the moon? • Can children express how the astronauts might have felt during the Apollo 11 mission? • Can children describe some of the ways in which space exploration has had an impact on our lives today?
Lesson 6	To be able to compare the lives and achievements of Columbus and Armstrong.	Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.	<ul style="list-style-type: none"> • Do children understand how to compare two individuals? • Can children identify and describe ways in which Armstrong and Columbus were similar to each other? • Can children identify and describe ways in which Armstrong and Columbus were different from each other?
Lesson 7	To use what they have learnt about Columbus and Armstrong to evaluate their achievements.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices.	<ul style="list-style-type: none"> • Can the children state what they have learnt about Armstrong and Columbus? • Can the children recall differences between the two explorers? • Can the children choose who they think the greater explorer was, giving reasons for their choice?

History – Castles– Year 1 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out who built the first castles in the UK and why.	Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.	<ul style="list-style-type: none"> • Can the children say who invaded England? • Can the children say where the main battle between William and Harold took place? • Can the children ask questions to find out more information?
Lesson 2	To find out about UK castles that were built by the Normans.	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.	<ul style="list-style-type: none"> • Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles? • Can the children find similarities and differences between the castles? • Can the children say why castles were important for the Norman invaders?
Lesson 3	To find out about the structure of medieval castles.	Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.	<ul style="list-style-type: none"> • Can the children describe the features of a castle? • Can the children find similarities and differences between the castles? • Can the children say why castles were important?

History – Castles (con't) – Year 1 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about the people living in medieval castles.	Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.	<ul style="list-style-type: none"> • Can the children say some of the people who lived in a medieval castle? • Can the children name some of the different jobs in a medieval castle? • Can the children say who was powerful in medieval times?
Lesson 5	To find out about how the common people were treated in medieval times.	Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasants' Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.	<ul style="list-style-type: none"> • Can the children say why the peasants did not think the tax was fair? • Can the children explain what the taxes were used for? • Can the children compare how taxes were spent in medieval times and how they are spent now?
Lesson 6	To find out about how the Tower of London's use has changed over time.	Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.	<ul style="list-style-type: none"> • Do the children know the Normans started building the Tower of London? • Can the children say how the Tower of London has changed over time? • Can the children say what the Tower was used for in the past and what it is used for now?

History – Guy Fawkes and The Gunpowder Plot – Year 2 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explain what Bonfire Night is.	Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with your class listening to firework sounds and discussing and describing the sounds they make.	<ul style="list-style-type: none"> • Can the children talk about a time they saw a bonfire or fireworks? • Can the children use the past tense when talking about historical events? • Can the children ask questions to find out more information?
Lesson 2	To find out about King James I of England	Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.	<ul style="list-style-type: none"> • Can the children name King James I and Queen Elizabeth I? • Can the children use the past tense when talking about historical events? • Can the children explain why Catholics were unhappy?
Lesson 3	To find out who Guy Fawkes was.	Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.	<ul style="list-style-type: none"> • Can children explain who Guy Fawkes was? • Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot? • Can children think of relevant arguments to influence Guy Fawkes' decision?

History – Guy Fawkes and The Gunpowder Plot (con't) – Year 2 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out what happened next in the Gunpowder Plot.	Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.	<ul style="list-style-type: none"> • Can children explain who Guy Fawkes was? • Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? • Can children say how Guy Fawkes and his conspirators would be feeling on the day of the plot?
Lesson 5	To think about why fireworks are lit on November 5th.	Children will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.	<ul style="list-style-type: none"> • Can children explain why Guy Fawkes is famous? • Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? • Can children retell the events of the Gunpowder plot?

History – Florence Nightingale– Year 2 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out who Florence Nightingale was and when she lived.	Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.	<ul style="list-style-type: none"> • Do children know when Florence Nightingale lived? • Do children understand the expectations on a rich woman in Victorian times? • Can children equate Florence Nightingale’s ambition with their own ideas about what they want to be when they grow up?
Lesson 2	To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	Children will learn why Florence went to the hospital in Scutari and what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the Scutari hospital were like.	<ul style="list-style-type: none"> • Do children know why Florence Nightingale travelled to the Scutari hospital? • Can children explain what the journey would have been like and why? • Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari?
Lesson 3	To find out how Florence Nightingale improved the conditions at the Scutari hospital.	Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence’s intervention.	<ul style="list-style-type: none"> • Can children identify some of the changes Florence Nightingale made at the Scutari hospital? • Can children explain how these changes helped the patients at the hospital? • Can children compare the Scutari hospital before and after Florence Nightingale’s arrival?

History – Florence Nightingale (con't) – Year 2 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about Florence Nightingale's later life.	Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. It also compares Florence to some of your class' favourite celebrities.	<ul style="list-style-type: none"> • Do children recognise why Florence Nightingale became famous? • Can children describe some of the things Florence Nightingale contributed to nursing in her later life? • Can children compare famous people today to Florence Nightingale?
Lesson 5	To identify similarities and differences between medical care now and in Victorian times.	Children will identify similarities and differences between medical care now and in Victorian times. They will look at the differences between nurses' outfits then and now as well as hospital wards, using pictures as prompts. They will also think about how treatments were different and have the opportunity to find out some first aid rules.	<ul style="list-style-type: none"> • Can children identify similarities and differences between nurses today and in the time of Florence Nightingale? • Can children identify differences in general medical care today and in Victorian times? • Can children describe some basic first aid?
Lesson 6	To be able to order and summarise events in the life of Florence Nightingale.	Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.	<ul style="list-style-type: none"> • Can children recall and describe the main events in Florence Nightingale's life? • Can children use words relating to the passing of time, e.g. before, after, next, etc.? • Can children order events chronologically?

History – What were Seaside Holidays like in the past? – Year 2 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To identify features of a seaside holiday.	Children will think about different holidays they have during the year. They will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday.	<ul style="list-style-type: none"> • Do children know in which parts of the year key holidays take place? • Can children identify features associated with seaside holidays? • Can children discuss activities that people might do at the seaside?
Lesson 2	To use photographs to find clues as to what seaside holidays were like in the past.	Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. They will also start to order photographs chronologically.	<ul style="list-style-type: none"> • Do children know that they can find out information about the past from photographs? • Can children use photographs to find out clues about what seaside holidays were like in the past? • Can children order photographs chronologically?
Lesson 3	To find out when and how seaside holidays became popular.	Children will find out why seaside holidays were initially only enjoyed by the rich. It then goes on to look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach.	<ul style="list-style-type: none"> • Do children know that seaside holidays have not always been popular? • Do children know when seaside holidays started to become popular? • Can children give reasons why seaside holidays became popular in the 19th century?

History – What were Seaside Holidays like in the past? (con't) – Year 2 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out what seaside holidays were like 100 years ago.	Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. They will discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today.	<ul style="list-style-type: none"> • Can children use photos to find out facts about the past? • Can children describe some of the features of seaside holidays 100 years ago? • Can children display knowledge of Victorian seaside holidays in a variety of ways?
Lesson 5	To be able to order seaside holidays in chronological order.	Children will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and identify similarities and differences between them.	<ul style="list-style-type: none"> • Can children organise photographs chronologically? • Can children identify features of seaside holidays from three different eras? • Can children discuss differences between seaside holidays in different eras?
Lesson 6	To be able to identify similarities and differences between seaside holidays now and in the past.	Children will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years.	<ul style="list-style-type: none"> • Can children identify ways in which holidays in the past and holidays today are similar? • Can children identify ways in which holidays in the past and holidays today are different? • Can children make deductions about the past from a variety of sources?

History – Stone Age to Iron Age – Year 3 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	<ul style="list-style-type: none"> Do children know what the term 'prehistory' means? Do children know the names of the three periods of prehistory? Can children describe how we can find out about the prehistoric past?
Lesson 2	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	<ul style="list-style-type: none"> Can children explain how and when people first came to Britain? Do children know what kind of animals early humans encountered? Do children know where early humans lived?
Lesson 3	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	<ul style="list-style-type: none"> Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? Do children know where Doggerland is? Can children describe what Mesolithic life was like?

History – Stone Age to Iron Age (con't) – Year 3 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	<ul style="list-style-type: none"> Do children know where and when agriculture was developed? Do children know when people in Britain started farming? Do children know what Stonehenge is and how the landscape developed?
Lesson 5	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	<ul style="list-style-type: none"> Do children know how bronze is made? Do children know how people were buried in the Bronze Age? Do children know what happened to the climate at the end of the Bronze Age?
Lesson 6	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	<ul style="list-style-type: none"> Do children know how iron is made? Do children know what Iron Age houses were like? Do children know what happened at the end of the Iron Age?
Lesson 7	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	<ul style="list-style-type: none"> Do children know what the three ages of prehistory are? Do children know how long British prehistory is? Can children explain how life changed in Britain during prehistory?

History – Invaders and Settlers (The Romans) – Year 3 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore the legend of how Rome was founded and investigate how it grew into the Roman empire.	Children listen to the story of Romulus and Remus and discuss the accuracy of the story. They then investigate how Rome began using its strong trade links and armies to take over and rule surrounding tribes and villages eventually leading to a powerful empire.	<ul style="list-style-type: none"> • Can children re-tell the legend of Romulus and Remus? • Do children know some of the reasons why Rome grew so rapidly from a city to an empire? • Can children identify some of the countries that were under the rule of the Romans?
Lesson 2	To find out about the social structure and organisation of ancient Rome.	Children will begin by comparing a monarchy and a republic and discussing the differences between the two for different types of people. They will investigate the different levels of society and learn about different Roman emperors and how they changed the lives of the people they ruled over.	<ul style="list-style-type: none"> • Can children explain what a republic is? • Can children identify some of the different social classes of ancient Rome? • Can children name some of the most famous Roman emperors and explain their role in the empire?
Lesson 3	To carry out historical research to find out what daily life was like in ancient Rome.	Children will discover what daily life was like for Roman people including their buildings and facilities. They have the opportunity to look at photographs of different buildings the Romans left behind and discuss the different materials they were made from. Children are challenged to research different aspects of daily Roman life.	<ul style="list-style-type: none"> • Can children ask historical questions about a variety of topics? • Can children use a variety of sources of information to find out about life in ancient Rome? • Can children recall, select and organise historical facts and information?

History – Invaders and Settlers (The Romans) (con't) – Year 3 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about ancient Roman entertainment and to explore the life of a gladiator.	Children look in more detail at the Roman entertainment of chariot racing and gladiator fights. They will discover the different buildings these events happened in and who the gladiators were. Children are challenged to think about the sights, sounds and smells of an amphitheatre and describe them.	<ul style="list-style-type: none"> • Can children name some of the most popular leisure activities of ancient Rome? • Do children know what a gladiator is and some of the aspects of a gladiator's life? • Can children communicate their understanding of history in a variety of ways?
Lesson 5	To find out what the Romans believed and to investigate the gods and goddesses of ancient Rome.	Children will learn about the many Roman gods and what they were each worshipped for. The children have the opportunity to discuss the similarities between Roman and Greek gods and learn about how some are the same or similar with different names.	<ul style="list-style-type: none"> • Do children know that the ancient Romans believed in lots of different gods and goddesses? • Can children name some of the main gods and goddesses of Roman mythology? • Can children know what different aspects of life the major gods and goddesses were rulers of?

History – What can we find out about Ancient Egypt?– Year 3 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To locate ancient Egypt in time and place.	Children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt.	<ul style="list-style-type: none"> • Do children know the difference between ancient and modern? • Can children locate Egypt on the map and describe its landscape? • Can children ask and respond to questions using appropriate vocabulary?
Lesson 2	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.	Children will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.	<ul style="list-style-type: none"> • Can children explain what the landscape of ancient Egypt was like? • Do children know why the Nile was so important to the Egyptian way of life? • Can children explain how the Egyptian landscape impacted on people's everyday lives?
Lesson 3	To find out about Tutankhamen and how artefacts can teach us about the past.	Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists.	<ul style="list-style-type: none"> • Can children explain how Tutankhamen's tomb was discovered? • Do children know why it was such a significant historical discovery? • Can children explain how artefacts can tell us about life in the past?

History – What can we find out about Ancient Egypt? (con't) – Year 3 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To understand the importance of artefacts in helping us find out about the past.	Children will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society.	<ul style="list-style-type: none"> • Can children suggest what an artefact was used for and who used it? • Do children know why artefacts are so important in helping us learn about the past? • Do children know why the Rosetta stone was such an important discovery?
Lesson 5	To find out about the way of life in ancient Egypt.	Children will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion.	<ul style="list-style-type: none"> • Can children sort information into different categories? • Can children ask and answer questions about life in ancient Egypt? • Can children use a variety of sources to find out information?
Lesson 6	To learn about Egyptian tombs, pyramids and burial sites.	Children will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification.	<ul style="list-style-type: none"> • Can children describe some ancient Egyptian beliefs about life and death? • Can children explain the process of mummification? • Can children infer and deduce information about the past from objects that have survived?
Lesson 7	To recall, select and organise historical information.	Children will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. Children can express their learning and understanding in a variety of ways.	<ul style="list-style-type: none"> • Can children recall facts and details about the ancient Egyptian civilisation? • Can children understand and organise information? • Do children know why studying past civilisations is so important?

History – Early Civilisations– Year 4 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore where and when the first civilisations began.	Children will define the term 'civilisation' and be given a brief overview of when the earliest civilisations developed. They will place these civilisations on a timeline, identifying the difference between 'A.D.' and 'B.C.'. They will also discover where in the world these civilisations arose.	<ul style="list-style-type: none"> • Do children know what the word 'civilisation' means? • Do children know the approximate dates of some of the earliest civilisations? • Do children know the locations of some of the earliest civilisations?
Lesson 2	To find out about the first writing systems.	Children will find out about the first writing systems and how this developed into cuneiform writing. They will explore some other early writing systems, such as ancient Egyptian hieroglyphics and the Shang Dynasty oracle script.	<ul style="list-style-type: none"> • Do children know when people first started using a writing system? • Can children suggest reasons why writing systems were necessary? • Do children know that writing systems developed over time?
Lesson 3	To explore trade in early civilisations.	Children will explore the concept of trade, identifying how and why people in early civilisations traded with each other. Children will explore how people traded without written records or money, and will find out about the earliest coins.	<ul style="list-style-type: none"> • Do children know why people started trading? • Do children know why people started using tokens for trading? • Do children know when money was first used?


History – Early Civilisations (con't) – Year 4 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about mathematical understanding in early civilisations.	Children will find out why and when the first number systems developed. They will explore the number systems of the Sumerians, ancient Egyptians and Shang Dynasty, thinking about how the systems are similar or different to each other and the modern number system. They will find out how early civilisations developed various units of measurement.	<ul style="list-style-type: none"> Do children understand why writing and number systems developed? Do children know that number systems varied between early civilisations? Do children know that early civilisations developed other areas of mathematics, e.g. weights and measures?
Lesson 5	To explore the technology and inventions of early civilisations.	Children will define the term 'technology' before looking at some of the earliest technological advances, such as the wheel. They will go on to predict which inventions were made before, during or after early civilisations and use research to find out if their predictions were correct.	<ul style="list-style-type: none"> Can children make predictions about the dates of inventions based on their historical knowledge? Can children use a variety of sources of information to help them answer questions? Can children evaluate what they have found out and use this to describe the inventions of early civilisations?
Lesson 6	To explore the buildings and architecture of early civilisations.	Children will think about how technology enabled buildings to develop over time from simple mud houses to towering pyramids. They will think about how ancient Egyptian pyramids and Sumerian ziggurats were built, and compare archaeological evidence with myths.	<ul style="list-style-type: none"> Do children know how buildings developed over time? Can children identify buildings of the earliest civilisations? Can children describe or suggest how early buildings were constructed?
Lesson 7	To consolidate knowledge and understanding of early civilisations.	Children will recap the main features and achievements of early civilisations. They will consider which achievements they think were most important, giving reasons for their choices. They will use evidence they have gathered to answer questions and express their understanding.	<ul style="list-style-type: none"> Can children describe the main achievements of the earliest civilisations? Can children express their knowledge in a variety of ways? Can children use evidence they have gathered to ask and answer questions?

History – Anglo Saxons, The Picts and The Scots – Year 4 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To study the archaeological evidence at Sutton Hoo to ask and answer questions.	Children will understand what an archaeologist does before finding out about the discovery of the burial ship at Sutton Hoo. They will look at some of the objects found at the site to ask and answer questions, considering what we can learn from the objects found.	<ul style="list-style-type: none"> • Do children understand what an archaeologist does and why they excavate certain sites? • Can children study objects and answer questions about them? • Can children make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there?
Lesson 2	To find out who the Anglo-Saxons were and where they came from.	Children will place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. They will learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. They can also consider the difference between the terms 'invade' and 'settle'.	<ul style="list-style-type: none"> • Can children explain the difference between invasion and settlement? • Can children place the Anglo-Saxons on a timeline? • Can children identify on a map where the Anglo-Saxons came from?
Lesson 3	To find out who the Picts and Scots were and where they lived.	Children will find out who the Picts and Scots were and where they lived. They will consider why they had different cultures despite a close geographical proximity, and think about why there were tensions between the two groups. They will also learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots.	<ul style="list-style-type: none"> • Do children know who the Scots were and where they lived? • Do children know who the Picts were and where they lived? • Do children understand that there were tensions between the Scots, Picts and Anglo-Saxons?

History – Anglo Saxons, The Picts and The Scots (con't) – Year 4 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To be able to use various historical sources to find out about Anglo-Saxon life.	Children will generate questions they would like to find the answer to regarding everyday life in Anglo-Saxon Britain, including areas such as homes, food and leisure. They will use a variety of sources of information to find the answers.	<ul style="list-style-type: none"> • Can children generate questions relating to everyday life in Anglo-Saxon times? • Can children use a variety of historical sources to find out about everyday life? • Can children compare the lives of rich and poor Anglo-Saxons?
Lesson 5	To explore Anglo-Saxon culture including art, music, legends and poetry.	Children will use the story of Beowulf to help them find out how Anglo-Saxon society was organised. They will learn about different aspects of Anglo-Saxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life.	<ul style="list-style-type: none"> • Can children describe the pastimes of different type of people in Anglo-Saxon Britain? • Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? • Do children understand why they told stories like Beowulf?
Lesson 6	 To explore the spread of Christianity in Britain.	Children are challenged to identify whether the person buried at Sutton Hoo was Christian or pagan. They will find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help them identify the religion of the person within the burial ship.	<ul style="list-style-type: none"> • Do children know that some people in Britain were Christians before the Anglo-Saxons invaded? • Do children know that Anglo-Saxons were pagans when they came to Britain? • Can children describe some of the factors that helped convert Britain to Christianity?
Lesson 7	To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.	Children will discover the probable identify of the person buried at Sutton Hoo as King Raedwald. They will learn about historians' reasons for this assumption and use what they have found out to support or disprove this theory. They can also consolidate their own understanding of life in Anglo-Saxon Britain.	<ul style="list-style-type: none"> • Can the children explain the evidence for their decisions about who the person at Sutton Hoo was? • Can the children make a judgement about which evidence is most helpful? • Do the children understand that other people have different interpretations?

History – The Maya – Year 4 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore where and when the remains of the Mayan ruins were discovered.	Children will find out about the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked, as well as questions they would like to find the answers to themselves.	<ul style="list-style-type: none"> • Do children know where Mesoamerica is on a world map? • Do children know how the Mayan ruins were discovered by Europeans? • Can children use images to raise questions?
Lesson 2	To find out about how the Mayan civilisation developed over time.	Children will learn what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation. They will be given a brief overview of the Mayan civilisation and start to order events chronologically.	<ul style="list-style-type: none"> • Do children know how archaeologists use evidence to find out about the past? • Can children deduce facts about the Maya from archaeological discoveries? • Can children order events chronologically?
Lesson 3	To find out about the city states of the Maya and how society was organised.	Children will think about how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states.	<ul style="list-style-type: none"> • Do children know that the Mayan civilisation was organised in city states? • Do children know that Mayan society was organised in a pyramid system with high and low ranks? • Can children describe the roles of different members of Mayan society?

History – The Maya (con't) – Year 4 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about Mayan religion and beliefs.	Children will find out what the Maya believed and how this affected their daily lives. They will explore some of the Mayan gods and what they demanded from the Mayan people, including bloodletting and human sacrifice, as well as learning about the role of priests and beliefs about the afterlife.	<ul style="list-style-type: none"> Do children know that the Maya worshipped many different gods? Do children know some of the ways in which Maya worshipped? Can children describe how religion affected people's daily lives?
Lesson 5	To find out about everyday life for the Mayan people.	Children will generate questions surrounding the everyday lives of ordinary Mayan people. They will use a variety of different sources of information to find answers to their questions and present their findings in a variety of ways.	<ul style="list-style-type: none"> Can children generate questions? Can children use a variety of sources to answer questions? Can children describe what daily life was like for the Maya?
Lesson 6	To explore Mayan writing and calendars.	Children will find out about some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. They will consider the importance of writing from the Maya in helping historians find out about the past.	<ul style="list-style-type: none"> Do children know that the Maya developed their own writing system? Do children know that we can learn a lot about the Maya from the writing they left behind? Do children know that the Maya developed a calendar based on astronomical observation?
Lesson 7	To find out about the decline of the Mayan civilisation.	Children will look at evidence for battles between city states and consider some of the reasons for the decline of the Mayan civilisation. They will think about what could have caused Maya to abandon their major cities. They will discover that the Maya didn't disappear completely and that Mayan people still live in the area today.	<ul style="list-style-type: none"> Do children know that Mayan city states often recorded battles on stelae? Do children know that the Mayan civilisation declined c.900 AD? Can children offer suggestions for why a civilisation may decline?

History – Vikings vs Anglo Saxons – Year 5 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	<ul style="list-style-type: none"> • Can children explain how the Anglo-Saxons came to Britain? • Do children know why this period is often referred to as the Dark Ages? • Can children give an overview of what life was like in the 8th century before the Viking invasions?
Lesson 2	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	<ul style="list-style-type: none"> • Do children know when the Vikings first invaded Britain? • Can children offer reasons for why the Vikings invaded? • Can children recognise and describe the different perspectives of the Viking invasions?
Lesson 3	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	<ul style="list-style-type: none"> • Do children know that the Vikings settled in Britain after the first raids in the 8th century? • Can children use a variety of sources to gather information? • Can children describe how the Vikings gained control of the northeast of England?
Lesson 4	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	<ul style="list-style-type: none"> • Can children describe the role King Alfred played in making England a unified country? • Can children suggest reasons why he was dubbed 'Great'? • Can children use a variety of sources of information to find out the life of King Alfred?

History – Vikings vs Anglo Saxons (con't) – Year 5 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 5	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	<ul style="list-style-type: none"> • Can children describe what life was like for Vikings in Britain? • Can children identify differences between Viking and Anglo-Saxon life? • Can children identify similarities between Viking and Anglo-Saxon life?
Lesson 6	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	<ul style="list-style-type: none"> • Do children know that by 1016, England was a unified country under the control of a single king? • Can children name the key historical figures and describe their role in events? • Can children discuss causes and effects of historical events?
Lesson 7	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	<ul style="list-style-type: none"> • Do children know why the Battle of Hastings took place? • Can children describe the main events surrounding the Norman conquest? • Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?

History – The Shang Dynasty – Year 5 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out about the Shang Dynasty of China and explore how we know about it.	Children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. They will go on to compare accounts of the Shang Dynasty written c.200 B.C. with more modern archaeological evidence, making judgements about which is more accurate.	<ul style="list-style-type: none"> • Do children know what different sources of evidence there are for learning about the past? • Can children describe the advantages and disadvantages of different sources of evidence? • Do children know where and when the Shang Dynasty was in power?
Lesson 2	To explore the evidence surrounding the Shang kings.	Children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty.	<ul style="list-style-type: none"> • Can children name some of the Shang rulers and what they did according to the history books? • Can children suggest what makes a history book accurate or inaccurate? • Can children suggest why learning about leaders is important?
Lesson 3	To find out about Shang royal burials.	Children will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.	<ul style="list-style-type: none"> • Can children explain what happened to Shang rulers when they died? • Can children describe the objects that were buried with Shang rulers? • Can children suggest why people and animals were sacrificed during the Shang Dynasty?

History – The Shang Dynasty (con't) – Year 5 (Spring)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out what ordinary life was like for people during the Shang Dynasty.	Children will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will express their understanding of life during the Shang Dynasty in a variety of ways.	<ul style="list-style-type: none"> • Can children describe what kind of houses ordinary people lived in during the Shang Dynasty? • Can children describe what people ate during the Shang Dynasty? • Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty?
Lesson 5	To find out about the writing and calendar created during the Shang Dynasty.	Children will consider why writing developed and how it helps historians find out about the past. They will look at the oracle bones and some of the questions found on them. It goes on to look at the oracle bone script, teaching children to identify the meaning of some of the characters.	<ul style="list-style-type: none"> • Do children know why the Shang invented writing? • Do children know why the Shang invented a calendar? • Can children describe the features of the oracle bones script?
Lesson 6	To find out why the Shang Dynasty ended.	Children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Your class will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.	<ul style="list-style-type: none"> • Can children describe what the Shang Dynasty achieved? • Can children describe how the history books say the Shang Dynasty ended? • Do children know when the Shang Dynasty ended according to evidence and history?

History – Ancient Greece – Year 5 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To learn about Greece and to place the ancient Greek civilisation in time.	Children will be given a brief overview of the ancient Greek civilisation, placing the ancient Greeks on a timeline and identifying the difference between 'AD' and 'BC' They can then locate Greece on a map and explore what Greece is like as a country today.	<ul style="list-style-type: none"> • Can children locate Greece on a map and ancient Greece on a timeline? • Do children understand the terms AD and BC? • Can children identify and discuss the climate and physical features of mainland Greece and its islands?
Lesson 2	To learn about the differences between Athens and Sparta and to understand the term 'democracy'.	Children will find out that ancient Greece was organised into city states and explore what this meant in terms of how society was run. They will then explore the features and characteristics of Athens and Sparta before thinking about ways in which they were similar to and different from each other.	<ul style="list-style-type: none"> • Can children explain how the ancient Greek civilisation was organised? • Can children explain some of the differences between Athens and Sparta and identify reasons for these differences? • Do children understand the idea of a democracy?
Lesson 3	To learn about ancient Greek warfare.	Children will explore why city states had both armies and navies before looking at how ancient Greek armies were organised. They will find hoplites, hoplite armour and weapons used in battle. They will also look at artefacts to help them deduce information about ancient Greek warfare.	<ul style="list-style-type: none"> • Can children give reasons why the ancient Greeks needed both an army and a navy? • Do the children know what kinds of weapons and armour the ancient Greeks used? • Can children describe some of the battle tactics used by the ancient Greeks?

History – Ancient Greece (con't) – Year 5 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about the beliefs of the ancient Greeks.	Children will find out about the ancient Greek belief system. They will be introduced to the Olympians and the Titans before reading an example of an ancient Greek myth. They can then carry out different activities to help them find out more about particular ancient Greek deities.	<ul style="list-style-type: none"> • Can children name some of the Olympian gods? • Can children find out information about ancient Greek beliefs from a range of sources? • Do children know some of the ancient Greek myths?
Lesson 5	To find out about daily life in ancient Greece.	Children will consider what they already know about daily life in ancient Greece across a variety of areas, such as clothing, education, men and women, leisure and home life. They will then use a variety of sources of information to find further facts.	<ul style="list-style-type: none"> • Can children ask and answer questions about daily life in ancient Greece? • Can children use a range of sources to help them find out historical facts? • Can children explain what daily life was like for citizens of ancient Greece?
Lesson 6	To learn about the impact of the ancient Greek civilisation on the modern world.	Children will consider the impact of the ancient Greek civilisation on life today. They will explore how things such as the Olympic Games, theatres and universities were all introduced by the ancient Greeks. They can consolidate their understanding and establish the ancient Greek legacy.	<ul style="list-style-type: none"> • Can children describe some of the things that were started in ancient Greece that we still do or use today? • Can children name some famous ancient Greeks? • Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed?
Lesson 7	To be able to recall and summarise what you have learnt about ancient Greece.	Children will reflect on what they have learnt about ancient Greece and consider how to organise facts into broad headings, such as politics, leisure, beliefs and warfare. They can then express their understanding of the ancient Greek civilisation through a variety of engaging activities.	<ul style="list-style-type: none"> • Can children summarise what they have learnt about ancient Greece? • Can children recall facts about ancient Greece? • Can children recall specific details such as dates and names?

History – Crime and Punishment – Year 6 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To introduce the broad trends of crime and punishment from the Romans to the 21 st century.	Children will start by considering common crimes today and how they are punished. They will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this.	<ul style="list-style-type: none"> • Can children suggest ways in which crime changes over time? • Can children describe basic ways in which punishment for crime changes over time? • Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.?
Lesson 2	To explore crime and punishment in the Roman period.	Children will place the Romans on a timeline before exploring the Roman judicial system. They will look at some common Roman crimes and identify their punishments. They can then create a storyboard to show a crime and its punishment, or create a Roman curse tablet.	<ul style="list-style-type: none"> • Do children know how crime was detected in Roman times? • Do children know how criminals were tried in Roman times? • Can children describe some common punishments for criminals in Roman times?
Lesson 3	To explore and punishment in the Anglo-Saxon and Viking period.	Children will explore how Britain changed after the Romans left and look at the Anglo-Saxon and Viking system of paying wergild, as well as other punishments. Children can then choose punishments for particular crimes or explore the story of Robin Hood.	<ul style="list-style-type: none"> • Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world? • Do children know what the most common crime of the time was? • Can children describe how people involved gods in the punishment of criminals?

History – Crime and Punishment (con't) – Year 6 (Autumn)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To explore crime and punishment in the medieval and Tudor periods.	Children will explore medieval and Tudor crimes and punishments. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. They can then compare medieval and Tudor crime and punishment and look at specific examples from different viewpoints.	<ul style="list-style-type: none"> • Can children describe how criminals were caught in the medieval and Tudor periods? • Can children explain the three main types of courts in the medieval and Tudor periods? • Do children know what the punishments for theft, treason, murder and heresy were?
Lesson 5	To explore crime and punishment in the early modern period.	Children will start by looking at the Gunpowder Plot in 1605 before looking at a variety of common criminals during the early modern period, such as poachers, smugglers and highwaymen. They will also look at punishments, including the 'Bloody Code'. They will look specifically at the causes of these crimes.	<ul style="list-style-type: none"> • Do children know which crimes became common during this period and why? • Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period? • Can children describe which punishments were new during this period?
Lesson 6	To explore crime and punishment in the Victorian period.	Children will look at some societal changes during this period and some of the crimes that came with this relating to industrialisation and political changes. They will explore punishments such as transportation and use 'Oliver Twist' as the basis for studying child criminality.	<ul style="list-style-type: none"> • Do children know which types of crimes became less common in this period and why? • Can children describe changes in the way crime was detected? • Can children explain the major changes in the way crimes were punished?
Lesson 7	To recap the history of crime and punishment and compare it to today.	Children will look at crimes in the twentieth and twenty-first centuries, exploring how crimes and their punishments have changed and why. They will consolidate their understanding of how crime and punishment has changed since Roman times or have a class debate to establish if there is more crime now than in the past.	<ul style="list-style-type: none"> • Can children describe what different types of crimes there have been over the ages? • Can children describe how crime prevention and detection has changed over the ages? • Can children describe how punishment for criminal activity has changed over the ages?

History – How has Britain changed since 1948 – Year 6 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 1	To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.	Children will consider what life was like in 1948 and some of the main changes that have occurred since, identifying key events and characteristics of each decade. They will use photos of scenes and objects to deduce facts and start to order events chronologically.	<ul style="list-style-type: none"> • Can children name some of the main changes that have taken place since 1948? • Can children place objects and events into the correct decade? • Can children offer suggestions for why changes have taken place?
Lesson 2	To identify similarities and differences between types of sources of information available in different periods in the past.	Children will find out what the difference between a primary and secondary source is. They will consider the advantages of studying a modern period that has a wide range of sources, such as photos and videos, before identifying a range of different historical sources, thinking about which are most useful and considering which would have been around during different time periods.	<ul style="list-style-type: none"> • Can children identify a range of historical sources? • Do children understand the difference between a primary and a secondary source? • Do children know that the type of information available depends on the period studied?
Lesson 3	To find out some of the main events of the 1950s and to investigate what life was like during this period.	Children will use clues to see if they can identify some key events of the 1950s. They will find out what life was like in Britain at this time, focusing on home life, work life, technology, population and popular culture. They will use a variety of sources to carry out further research.	<ul style="list-style-type: none"> • Can children identify and describe some of the main events of the 1950s? • Can children suggest what life was like in Britain during the 1950s? • Can children use information from a variety of sources to find out information about the 1950s?

History – How has Britain changed since 1948 (con't) – Year 6 (Summer)

	Learning Objective	Overview	Assessment Questions
Lesson 4	To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.	Children will find out about the key events and characteristics of the 1960s, identifying why it become known as the 'swinging sixties'. Children will particularly explore popular culture during this decade, as well as being given an overview of how life at home, at work and in the wider community was changing.	<ul style="list-style-type: none"> • Can children identify and describe some of the main events of the 1960s? • Can children suggest what life was like in Britain during the 1960s? • Can children demonstrate their knowledge of the period in a variety of ways?
Lesson 5	To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period.	Children will explore key events and changes of the 1970s, focussing particularly on the economic difficulties. Your class will explore the cause and effect of the 'winter of discontent', as well as finding out about some of the more positive events and changes of the decade.	<ul style="list-style-type: none"> • Can children identify and describe some of the main events of the 1970s? • Can children suggest some of the positive and negative aspects of life in Britain during the 1970s? • Can children demonstrate their knowledge of the period in a variety of ways?
Lesson 6	To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.	Children will find out who Margaret Thatcher was and explore key features of her time as Prime Minister. They will also find out about some of the other key events and inventions of this decade, using a variety of sources to find information.	<ul style="list-style-type: none"> • Can children identify and describe some of the main events of the 1980s? • Can children suggest what life was like in Britain during the 1980s? • Can children demonstrate their knowledge of the period in a variety of ways?
Lesson 7	To investigate what life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948.	Children will explore the key events and features of the 1990s before consolidating their knowledge of how Britain has changed since 1948. They will draw on what they have learnt to summarise how different areas of life have changed and make judgements about which changes have been most influential.	<ul style="list-style-type: none"> • Can children identify and describe some of the main events and characteristics of the 1990s? • Can children find connections between some of the changes that have occurred since 1948? • Can children summarise how life in Britain has changed since 1948?

