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| |  |  |  | | --- | --- | --- | | **Knowledge** | **Skills** | **Literacy links** | | | | | | | | | | |
| **Year** | **Autumn 1** | **Autumn 2** | | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **R** | **Will you hold my hand?**  **(All About Me)**  Talk about changes in their lifetime  Sequence events/photos  Identify similarities and differences in their own lives e.g. from when they were a baby until now |  | | | **What’s inside a castle?**  Name and label parts of historical buildings e.g. castles  Role play life in the past/stories about the past  Explore and make predictions about objects/photos from the past  [Shhh! Lift-the-Flap Book](https://www.amazon.co.uk/dp/0340746629/ref=rdr_ext_tmb) (Paperback)  by [Sally Grindley](https://www.amazon.co.uk/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Sally%20Grindley), [Peter Utton](https://www.amazon.co.uk/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Peter%20Utton) |  |  | |  |
| **1** |  | **How can we help the hopeless Mr Lather?**  **Life in the home**  Did our water always come from taps?  How did we make a cup of tea 100 years ago?  How did we wash our clothes 100 years ago?  Would you rather be a child 100 years ago or today?  Changes within living memory, making links to changes within national life  Changes in life in the home  Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings *Polly Put the Kettle On, Jack and Jill*  Compare aspects of life now and then, looking at similarities and differences  Sequence events or related objects in order of time  Answer questions related to different artefacts | | |  | **Mary Anning**  Why do we remember Mary Anning?  What were the ups and downs of Mary Anning’s life?  What was Mary like and what made her so special?  What did others think of Mary?  How do we know that Mary really did do all these really clever things?  What could we do to make Mary Anning more famous?  Explain the lives of significant individuals in the past who have contributed to national and international achievement  Answer questions related to different sources  Place historical people and events on a timeline |  | | **Going to the seaside**  **Leisure time**  What was going to the seaside like 100 years ago?  What kind of things did people do at the seaside 100 years ago?  How do we know what holidays were like 100 years ago?  Do we go to the seaside for the same reasons that people went 100 years ago?  How have seaside holidays changed over the past 100 years?  Would you prefer to go the seaside now or 100 years ago?  Changes in life in leisure time  Changes within living memory  Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings – I do like to be beside the seaside  Compare aspects of life now and then, looking at similarities and differences |
| **2** |  | **Why do we call it the *Great* Fire of London?**  What was London like in 1666?  Why did the fire of 1666 spread so rapidly?  How did people try to fight the fire?  How do we know so much about the Great Fire of London?  Who was Sir Christopher Wren and what did he do?  Describe events beyond living memory that are significant nationally or globally  Recognise and explain why events happened and the impact that they had  Place historical people and events on a chronological timeline  To be able to consider the reliability of memories  Explore and interpret sources of evidence discussing the effectiveness of the sources | | | **How were the stories of Emily Davison and Rosa Parks similar and different?**  Why do we remember Emily and Rosa today? How do we remember them?  Why and how did Emily and the Suffragettes protest?  What did Emily do in 1913 and what were the consequences? Why were Rosa and other African Americans ready to protest?  What did Rosa do in 1955 and what were the consequences?  How were the stories of Emily and Rosa similar and different?  Explain the lives of significant individuals in the past who have contributed to international and national achievement  Place historical people and events on a chronological timeline  Identify fact and fiction  Sequence events or related objects in order of time |  |  | | **Who was Ann Glanville?**  Who was Ann Glanville?  Why was Ann different to other women at the time?  What kind of boat did Ann race in?  How are the stories of Ann and Emily Davison similar and different?  How does Ann ‘still race on today’?  To explain significant historical events, people and places in their locality.  To ask and answer questions related to different sources and objects  Begin to make suggestions about historical artefacts  Use correct vocabulary when talking about the past and the passing of time |
| **3** |  | **Was Stone Age man simply a hunter/gatherer concerned only with survival?**  How different was life in the Stone Age when man started to farm?  What can we learn about life in the Stone Age from a study of Skara Brae?  Why is it so difficult to work out why Stonehenge was built?  How much did life really change the Iron Age and how can we possibly know?  Can you solve the mystery of the 52 skeletons of Maiden Castle?  Explain what life was like in the Stone Age  Describe changes in life in Britain from Stone Age to the Iron Age  Sequence events or artefacts on a timeline  Identify key features of historical periods  Compare and contrast aspects of life in different periods | | |  | **What have the Romans ever done for us?**  Who were the Romans?  Why did Claudius leave hot, sunny Italy to invade cold, wet Britain?  The Roman invasion – have the books got it right?  Should the Celts take on the Romans?  What image do we have of Boudicca today?  How were the Romans able to keep control over such a vast Empire?  What have the Romans ever done for us?  Describe who Emperor Claudius was and his role in the Roman Empire.  Describe the impact of the Roman Empire on Britain  Explain Britain’s resistance to invasion  Explain the impact of invasion of Britain.  Understand the difference between BC/BCE/AD/CE  Identify reasons for and the results of people’s actions  Begin to evaluate the effectiveness of different sources |  | | **Why study the Ancient Egyptians if they lived thousands of years ago?**  Where will we find the treasures of Ancient Egypt?  What sources of evidence have survived and how were they discovered?  What secrets of Ancient Egypt are revealed by the pyramids?  What does the evidence tell us about life for men, women and children in Ancient Egypt?  What can we learn about the beliefs of the Ancient Egyptians from evidence that has survived?  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians  Identify key features and beliefs of historical periods  Analyse beliefs, behaviours and characteristics of people in the past. |
| **4** |  | **Why was Greece one of the most important places in the world 2500 years ago?**  How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago?  What can we work out about everyday life in Ancient Athens from pottery evidence?  Why was Athens able to be so strong at this time?  What was so special about life in 5th century Athens?  In what ways have the Ancient Greeks influenced our everyday lives?  Describe aspects of life in Ancient Greece  List the achievements of the Ancient Greek civilisation  Explain the influence of the ancient civilisations on the Western World e.g art, architecture and literature.  To evaluate the effectiveness of different sources  Ask and answer a range of questions about the past.  Use a range of sources in their answers.  Make predictions about artefacts and their uses. | | |  | **What was life like in Tudor times?**  What can we tell about Henry VIII from his portraits?  Why did Henry really break with Rome, love or religion?  How different was life for people at different levels of society and how do we know?  Were the portraits of Queen Elizabeth accurate?  How on earth was Elizabeth able to defeat the mighty Spanish Armada?  What can we learn about Elizabethan England by studying how they enjoyed their leisure time?  Understand an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Identify and give different reasons for the way the past is represented  Justify explanations by making references to appropriate evidence. |  | | **Who were the Anglo- Saxons and how was their life different?**  Why did the Anglo-Saxons invade and how can we possibly know where they settle?  What does the mystery of the empty grave tell us about Saxon Britain?  How did people’s lives change when Christianity came to Britain and how can we be sure?  How were the Saxons able to see off the Viking threat?  Just how great was King Alfred, really?  Just how effective was Saxon justice?  So how dark were the dark ages, really?  Describe the key events in the settlement of Britain by the Anglo Saxons.  Explain the struggle for the kingdom of England from Saxon times.  Explore and interpret sources of evidence, discussing the effectiveness of the sources of evidence.  Compare and contrast aspects of life in different periods using a range of sources and understand their reliability. |
| **5** |  | **What the Dickens was life like in the Victorian times?**  What the Dickens was life like in the Victorian cities?  Why did people move to the towns and cities?  Children working in Victorian factories – was it as bad as they tell us?  Would you rather be a Victorian school child?  How did the railway change Victorian Cornwall?  Was the Victorian Era a Golden Age or Dark Age?  To recall influences and events within Britain and the wider world leading to significant turning points in British history as well as the impact on the nation  Identify changes within and across the time period studied  Investigate how a period of time can have both continuity and change and the result of this  Oliver Twist | | |  | **Were the Vikings always victorious and vicious?**  What image do we have of the Vikings?  Why have the Vikings gained such a bad reputation?  How did the Vikings try to take over the country and how close did they get?  How have recent excavations changed our view of the Vikings? (Focus on Jorvik)  What can we learn about Viking settlement from a study of place name endings?  Raiders of settlers: How should we remember the Vikings?  Explain the Viking struggle for the kingdom of England to the time of Edward the Confessor  Analyse beliefs, behaviours and characteristics of people, recognising that not everyone had the same views and opinions.  Identify cause and consequence including impact on society over time. | . | | **What was life like in the city of Benin by 1200 CE?**  Where was Benin and how did its civilisation begin?  How did Benin change after the arrival of Portuguese traders?  What inspired the artists and craftsmen of Benin?  Should the Benin Bronzes be returned to Nigeria?  Describe aspects of life in a non-European society that provides contrast with British history- Benin  To understand how the achievements of early civilisations has impacted on our lives today  Recall/list key historical dates and facts  Compare and contrast aspects of life in different periods and different cultures, exploring similarities and differences |
| **6** | **Cornwall – peaceful or rebellious?**  What was life like in Cornwall 500 years ago?  Did people think of themselves as ‘Cornish or English’?  Why was An Gof angry?  What would it be like to be on the march? What happened at Blackheath?  How did Henry VIII punish the leaders?  Will ‘An Gof’ have a ‘name perpetual’?  Offer reasoned explanations for the cause of effect of main events, situations and changes in the period studied  Understand and explain an historical event of significance in the local area (Cornish Rebellion)  Understand historical bias  Employ a wide range of historical vocabulary when presenting information about the past  To be able to distinguish between different sources e.g. different versions of the same story and recognise historical bias | |  |  | |  | |  | **What was life like on the Home Front?**  Why did Britain have to go to war in 1939?  Why was it necessary for children to be evacuated and what was evacuation really like?  How was Britain able to stand firm  against the German threat?  How did people manage to carry on normal life during the war and how do we know?  Why is it so difficult to be sure what life on the Home Front was really like?  What was VE day really like?  Describe key events in WW2 and what life was like on the Home Front  Explain differing viewpoints of historical events or people and offer reasons for these different versions of events  Identify the difference between fact and fiction and be able to give reasons for the use of propaganda  Suggest and investigate hypotheses about the past e.g. use of artefacts, ways of life and reasons for events  Frame questions carefully to access specific and accurate information  Memorise dates of key events |