

Kentmere Academy and Nursery- Knowledge and Skills- History

Early Years

Year Group	Learning Objective	Knowledge	Skills
Early Years	<p>To learn through experiences the concept of time.</p> <p>To learn through experiences the concept of change.</p> <p>To explore patterns and routines.</p> <p>To celebrate occasions throughout the year.</p>	<p>To know how I have changed since I was a baby.</p> <p>To know people in my immediate family.</p> <p>To know why we wear different clothes at different times in the year.</p> <p>To know about different celebrations throughout the year.</p> <p>To know that as I grow up, I will be able to do different things.</p>	<p>To predict, 'What happens next?'</p> <p>To talk about significant events/celebrations in their own lives.</p> <p>To sequence events in a story.</p> <p>To sequence events such as getting dressed, planting a seed or making a sandwich.</p> <p>To discuss how I have changed since being a baby and how I will change in the future.</p> <p>To name and recognise people in my immediate family and be able to talk about them and their relationship to me.</p> <p>To record my findings using drawing or writing.</p>

Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
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<u>Year</u> <u>1/2</u>	Dinosaur Planet!	Autumn 1 Week 1	To discover how a dinosaur becomes a fossil.	To understand what a fossil is. To know how fossils develop over time.	To interpret fossils show us a history of dinosaurs.
	Dinosaur Planet!	Autumn 1 Week 2	To research Mary Anning.	To know who Mary Anning was. To know what a palaeontologist is.	To start to put Mary Anning's life in chronological order.
	Dinosaur Planet!	Autumn 1 Week 3	To know different ideas about extinction.	To know what the term 'theory' means. To know what extinction is. To become an expert in one or more theories of extinction. To draft a fact sheet in a group.	To select relevant facts and present them on a fact sheet.
<u>Year</u> <u>1/2</u>	Muck, Mess and Mixtures	Autumn 2 Week 1	To create a fact file about Florence Nightingale.	Florence Nightingale dedicated her life to nursing. She travelled to Crimea in the 1850s where there was a war taking place. She was shocked to find so many wounded soldiers in poor conditions. She worked hard to improve these conditions.	Retrieve key information. Record key dates in order. Make my timeline quantifiable.
	Muck, Mess and Mixtures	Autumn 2 Week 2	To compare and contrast conditions inside a hospital during the Crimean War with the conditions today.	To know that the wounded soldiers had poor and unsanitary conditions and this was the reason they were dying. To know what hospitals are like today.	To make links between changes that Florence made and changes that nurses today would have made during the Corona virus. To explain the impact that Florence has played on how hospitals are today.

	Muck, Mess and Mixtures	Autumn 2 Week 3	To understand who Mary Seacole was and why she is remembered today.	To know that Mary Jane Seacole was a British-Jamaican business women and nurse who set up the 'British Hotel' behind the lines during the Crimean War. To know that she wanted to help British soldiers who were injured during the Crimean War.	To explain why Mary Seacole is remembered. To explain why Mar Seacole was different to other women living during the 19 th Century. To compare similarities and differences between Mary Seacole and Florence Nightingale.
	Muck, Mess and Mixtures	Autumn 2 Week 4	To compare and contrast the opportunities for women in education today to those at the start of the 20 th century.	To know what opportunities were available for women at the start of the 20 th century. To know what opportunities are available to women today.	To compare and contrast the opportunities for women in education today to those at the start of the 20 th century. To include examples.
<u>Year 1/2</u>	Bright Lights, Big City	Spring 1 Week 1	To compare Houses now to the Tudor houses in the past.	I know the features of houses today. I know the features of Tudor houses.	To find similarities and differences.
	Bright Lights, Big City	Spring 1 Week 2	To compare firefighters from the past to firefighters now.	Decide which equipment was used by fire fighters in 1666 and today. To understand information about firefighters in the past.	To comment on what I think it would have been like to be a firefighter in 1666. To compare firefighters then to firefighters now.
	Bright Lights, Big City	Spring 1 Week 3	To enquire: was London a safer place after The Great Fire of London.	Started early morning on 2 nd September 1666 in a Baker's shop on Pudding Lane. By 5 th September, the fire had destroyed 13 000 houses and buildings including 87 churches and the famous St Paul's Cathedral.	To use a range of sources to gather evidence. To describe how the fire started.

<p>Year 1/2</p>	<p>Bright Lights, Big City</p>	<p>Spring 2 Week 1</p>	<p>To enquire: was London a safer place after The Great Fire of London.</p>	<p>To know the timeline of events: 2nd Sept 1666- Fire started. 3rd Sept 1666- people started to leave the city- many by boats on the Thames. 4th Sept 1666- Fire was so great it could be seen as far away as Oxford. 5th Sept- wind died down and fire stopped spreading.</p>	<p>To write my own opinion based on the evidence and sources that I have looked at.</p>
	<p>Bright Lights, Big City</p>	<p>Spring 2 Week 2</p>	<p>To present key information about Queen Elizabeth II.</p>	<p>Queen Elizabeth II is the longest reigning British monarch in history. She was born in 1926 and became the Queen in 1952. She is married to Prince Philip and has four children.</p>	<p>To explain how Britain has change during her reign. To create a timeline of key events in her life.</p>
	<p>Bright Lights, Big City</p>	<p>Spring 2 Week 3</p>	<p>To present key information about Queen Victoria and compare her to Queen Elizabeth.</p>	<p>Queen Victoria is Britain's second longest reigning monarch, she was on the throne for 64 years. She became the Queen when she was 18, following the death of her uncle- King William IV. She married Prince Albert and had 9 children. She improved the relationship between the people and the monarch.</p>	<p>To explain the changes that occurred during her reign. To compare this Queen with Queen Elizabeth.</p>

Year	The	Summer 1			
1/2	Scented Garden	Week 1	To understand who Martin Luther King was and why he is a significant person in history.	<p>Soaring to success</p> <p>Martin Luther King was a Baptist minister and a civil rights leader, who campaigned against racial inequality in the USA.</p> <p>He was an influential public speaker, inspiring people to non-violently protest.</p> <p>He gave his most famous speech 'I have a dream' to over 250 000 people.</p>	<p>Create a timeline of events (linked to racial inequality) in the 1950s and 1960s.</p> <p>Explain why you think so many people listened to him.</p>
		Week 2	To enquire: The United States is a more equal society today because of Martin Luther King.	<p>To understand that not everyone agreed with his beliefs and he was assassinated in 1968.</p> <p>To know that his birthday is still celebrated in America.</p> <p>To know that he is known for making society fairer.</p>	<p>To analyse a range of sources and evidence.</p> <p>To have my own opinion.</p> <p>To understand why a range of sources are needed.</p>
		Week 3	To understand who Rosa Parks was and why she is a significant person in history.	<p>Rosa Parks was an American activist who refused to give up her seat to a white male passenger on a bus in Montgomery, Alabama.</p> <p>The law at the time said that she, a black women, should sit in a different section of the bus or give her seat up for a white person.</p>	<p>To explain who Rosa Parks was and why she is so significant in history.</p> <p>To explain how Rosa Park helped to change the law in America.</p>

Year	Bounce	Summer 2			
<u>1/2</u>		Week 1	To understand the impact that Rosa Parks had on society at the time and society today.	Soaring to success To know that she was arrested for her brave decision. To know that segregation laws changed after this. To know that she became known as the 'mother of the civil rights movement'. To know what civil rights are. To understand what segregation means.	To explain why she was arrested. To explain whether I think she should have been arrested or now. To understand what kind of evidence a newspaper can give us.
	Bounce	Summer 2 Week 2	To compare and contrast Martin Luther King and Rosa Parks.	To know that they both campaigned for equal rights. To know that they both stood up for what they believed in. To know that they both played a part in the change of laws.	To explain how they are similar. To explain how they are different. To explain the impact that they have both had on society today.
	Bounce	Summer 2 Week 3	Revision lesson- to link all History this year on a timeline.	To know how different historical events are linked. To know what dates key events happened.	To make links between my learning in history. To use a timeline to mark a range of historical events.

Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Moon Zoom	Autumn 1 Week 1	To sequence the story of a significant historical figure.	To know key facts about a famous figure. To understand the role of an astronaut.	To can place key events of a person's life on a time line.
	Moon Zoom	Autumn 1 Week 2	To compare significant individuals through time.	To know about important people and understand why they were important.	I can compare their role in history I can use features of an information text. To know that animals were sent into space before humans.
	Moon Zoom	Autumn 1 Week 3	To create a 1960s timeline.	1957- Soviet Union launched a rocket (Sputnik) into space. 1961- Yuri Gararin became the first man to orbit Earth. 1969- Neil Armstrong walked on the moon.	Use historical language. Label the moon landing and other events from that decade.
<u>Year 1/2</u>	Memory Box	Autumn 2 Week 1	Recognise how we can use our memory.	I understand the difference between long and short term memory.	I can use my short term memory to help solve problems. I understand why and how I can remember events from a long time ago. I can recall a longer memory and know why I do.

	Memory Box	Autumn 2 Week 2	I can recall significant memory from the past.	I understand how I have changed from a baby. To know and use historical vocabulary.	I can use artefacts and objects to help me remember. I can discuss my memories and listen carefully to others.
	Memory Box	Autumn 2 Week 3	To begin to describe similarities and differences between historical artefacts and pictures.	To recognise old and new transport. To understand how transport has changed over time.	I recognise items from the past and begin to explain what they are used for. I can compare items from the past with those of today. I can begin to order items in chronological order.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 1 Week 1	To order historical buildings throughout time.	I understand how castles have changed through time. I know the key features of a castle.	I can place historical buildings (castles) on a time line.
	Towers, Tunnels and Turrets	Spring 1 Week 2	To find out about an historical figure.	To know that Isambard Kingdom Brunel was a famous English engineer who is well known for all the things that he built. To know that Brunel was born in Portsmouth in 1806. To recall other key facts about Brunel's life.	To can find out information using secondary sources. To recall key facts about a famous person. To start to organise my ideas.

	Towers, Tunnels and Turrets	Spring 1 Week 3	To understand who William Shakespeare was and why he is famous.	William Shakespeare was an English Playwright, poet and actor. He is regarded as the greatest writer in the English language. His most famous plays include: Hamlet, Romeo and Juliet and a Midsummer Night's Dream. His plays have been translated into many different languages and are famous around the world.	To explain why Shakespeare is famous today. To explain why I think his plays became so popular.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 2 Week 1	To create a timeline of key events in Shakespeare's life.	1564- born 1570- attended school in Stratford 1590- wrote first play 1616- died 1623- First folio printed.	To put key events in order on a timeline. To quantify my timeline (leave appropriate size gaps between dates).
	Towers, Tunnels and Turrets	Spring 2 Week 2	To understand what past times were popular during Shakespeare's life.	Shakespeare lived in the Elizabethan Era (named after Queen Elizabeth I). It was known as a time of exploration and discovery. Theatre was a major social event and all types of people went to see plays. Companies of actors travelled around England, performing in outdoor spaces.	To explain what past times were popular during the Elizabethan Era and why. To explain how theatre shows were performed. To make comparisons between past times then and past times now.
	Towers, Tunnels and Turrets	Spring 2 Week 3	To describe some of the themes of Shakespeare's plays.	His most famous plays include: Hamlet, Romeo and Juliet and a Midsummer Night's Dream. His plays have been translated into many different languages and are famous around the world.	To explain why Shakespeare's plays were so popular. To explain how they helped the audience to understand the World at the time.

Year <u>1/2</u>	Splendid Skies	Summer 1 Week 1	Understand the term significant and explain why a significant individual is important.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Read the story of Sir Francis Beaufort. Explain why they think his work was important and how it helps others. Write a short account of why Beaufort was significant and illustrate.
		Splendid Skies	Summer 1 Week 2	To understand how and when the first ever flight took place.	To know that the first flight of an engine powered aeroplane took place on 17 th December 1903. Two brothers, Wilbur and Orville Wright, flew their powered aircraft for 12 seconds after taking off from a beach in Kitty Hawk, USA.
	Splendid Skies	Summer 1 Week 3	To compare and contrast aeroplanes today to those in the past.	It took the brothers a while to perfect their invention. Aeroplanes couldn't travel far when they were first invented.	To explain the benefits and disadvantages of the invention of aeroplanes, now and in the past (they brought people together and introduced trade with different countries, today used a lot-environment).

Year	Coastline	Summer 2			
<u>1/2</u>		Week 1	To know about the lives of significant individuals in the past who have contributed to national and international achievements.	Soaring to To know that a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. To know about events beyond living memory that are significant nationally or globally. To know aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	To compare aspects of life in different periods. Describe what it was like to live in a different period.
	Coastline	Week 2	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	To know that Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. To know that Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.	To compare aspects of life in different periods. To use historical models to make judgements about significance and describe the impact of a significant historical individual.
	Coastline	Week 3	To know who Christopher Columbus was and what he discovered.	Christopher Columbus was an Italian Sailor and explorer who discovered a way to sail from Spain to the Americas. He was trying to find India and China. Many Europeans and sailors found great wealth from these lands.	Explain why Columbus is such a significant person in history. List reasons why sailors and explorers wanted to go to the Americas.

Kentmere Academy
Cycle A- Year 3/4

Kentmere Academy

Kentmere Academy

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Tremors	Autumn 1 Week 1	To create a timeline of key events that took place in Pompeii.	Pompeii was a Roman town in Southern Italy. On 24 th August 79AD it was buried under volcanic ash and rock, following the eruption of Mount Vesuvius. Most of the people who lived there were killed.	To select and retrieve key information. To quantify this information on a timeline.

	Tremors	Autumn 1 Week 2	To analyse a range of sources of evidence and make hypothesis about what they show. (part 1)	The town was excavated 1600 years later and the remains of many items, buildings and people were found in a 'petrified' state (as they were found at the time of the eruption). Today Pompeii is a tourist destination where you can walk through the streets of what was once the first century Roman city.	Look at a range of sources and evidence. Make inferences and deductions about what they show. Plan a historical enquiry.
	Tremors	Autumn 1 Week 3	To write a historical enquiry about Pompeii. (part 2)	The town was excavated 1600 years later and the remains of many items, buildings and people were found in a 'petrified' state (as they were found at the time of the eruption). Today Pompeii is a tourist destination where you can walk through the streets of what was once the first century Roman city.	Analyse a range of sources. Have my own opinions. Draw my own conclusions.
<u>Year</u> <u>3/4</u>	Potions	Autumn 2 Week 1	Local History Study- Rochdale the 'Milltown'. To understand why Rochdale was known as the Milltown during the Industrial Revolution.	Rochdale flourished into a centre of northern England's woollen trade, and by the early 18th century was described as being "remarkable for many wealthy merchants". Rochdale rose to prominence in the 19th century as a mill town and centre for textile manufacture during the Industrial Revolution.	To explain why Rochdale was known as the 'Milltown'. To explain the changes that occurred in Rochdale during the Industrial Revolution and suggest the impact that that has had on Rochdale today.

	Potions	Autumn 2 Week 2	To research the local history and heritage of Rochdale.	To know the history behind: the Rochdale Town Hall St Leonard's Church Touchstones Museum Cotton Mills John Bright Gracie Fields	To use a range of sources. To select and retrieve relevant information. To present the information in a meaningful way.
	Potions	Autumn 2 Week 3	Visit to Rochdale- Town Hall and Touchstones Museum.	Visit to Rochdale- Town Hall and Touchstones Museum.	Visit to Rochdale- Town Hall and Touchstones Museum.
<u>Year</u> <u>3/4</u>	Gods and Mortals	Spring 1 Week 1	To introduce the topic of Ancient Greece.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). To place Ancient Greece on a timeline and compare with other historical eras. I know that the Greeks had a different alphabet to the modern alphabet.	Order significant events and dates on a timeline. Describe the main changes in a period in history.
	Gods and Mortals	Spring 1 Week 2	To understand the term 'democracy' and explain how the political system worked in Ancient Greece.	To understand what democracy is. To know the features of democracy in Ancient Greece. To know how democracy works in the UK today. I understand the legacy of the Athenian democratic system.	I can explain if I think different systems of democracy are fair or not and give reasons. I can compare ancient and modern democracy.

	Gods and Mortals	Spring 1 Week 3	To learn about the differences between Athens and Sparta (visit from an Athenian).	I know that Ancient Greece what split into different city states. I know the names of some of the states. I know how the ancient Greek civilisation was organised. I can explain some of the differences between Athens and Sparta and identify reasons.	I can rank the differences in order of importance to those living there. I can argue which city I would like to visit and why.
Year 3/4	Gods and Mortals	Spring 2 Week 1	To recall significant aspects of an historical event.	I know who the Persians were. I know the locations of the city states in Greece. I know the key events in the story of the Battle of Marathon. I can explain why the Spartans didn't help the Athenians.	I can recall how Athens and Sparta were different. I can order events of the Battle of Marathon.
	Gods and Mortals	Spring 2 Week 2	To use a range of sources to find out about the past and the Trojan War.	I know the events that caused the Trojan War. I know the names of the people involved in the build up to the Trojan War. I understand the consequences of the war and the impact it had on the Greeks.	I can think of questions about Greek artefacts. I can use the artefacts to learn about the past. I can use the story from Homer's Iliad to learn about the Trojan War.

	Gods and Mortals	Spring 2 Week 3	To present facts about everyday life in Ancient Greece and know the impact of Ancient Greece on modern society.	I know examples of items that we have today that were started in Ancient Greece. I know the names of some famous Ancient Greeks. I know about several aspects of Ancient Greek life.	I can discuss how different our civilisation would be if the ancient Greeks hadn't existed. I understand how everyday life in Ancient Greece is different from today.
<u>Year</u> <u>3/4</u>	Tribal Tales	Summer 1 Week 1 and 2	The Stone Age To understand what everyday life was like in the Stone Age.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.	Describe the roles of tribal communities and explain how this influenced everyday life. Use a range of historical source materials, including books, websites and films, to find out about the roles of men and women in Stone Age families. Collate their research under headings, such as food, work, children, settlements, tools and weapons. Make a short digital presentation with text and images to summarise their findings and share this with the class.

	Tribal Tales	Summer 1 Week 3	To understand how farming was used during The Stone Age.	Soaring t To know how and why Stone Age people evolved from hunter-gatherers to farmers. Change occurred when people first discovered how to cultivate crops and domesticate animals. This change is one of the most significant developments in human history and has been called the Neolithic Revolution. The environment changed over time as temporary shelters became homes built from wood and stone and grasslands and fields began to replace woodlands and forests. Farmers would also chop down many trees to construct miles of wooden trackways and massive enclosures.	Make suggestions as to whether they think this improved or damaged the environment and use the information gathered to create an imaginary advert for the sale of a small settlement and farm, which highlights the benefits of a more modern way of life.
<u>Year</u> <u>3/4</u>	Burps, Bottoms and Bile	Summer 2 Week 1	LO: to create a timeline of historical events learnt to date (revision).	To know when the Stone Age was. To know when Ancient Greeks lived. To know when the Industrial Revolution was and when the Co-op was first opened in Rochdale. To know when Mount Vesuvius erupted over Pompeii. To know when the Great Fire of London was.	To create a timeline. To quantify my timeline. To make links between different events.

	Burps, Bottoms and Bile	Summer 2 Week 2 and 3	To compare two events in history (revision).	Soaring to success To know in-depth knowledge, facts and dates about the two chosen periods in history. To know how they have both impacted society today.	Choose two events that have interested me. Find similarities between them. Find differences between them.
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Cycle B- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Scrumdiddlyumptious	Autumn 1 Week 1	Local History To understand how the co-op was founded and what their main beliefs and principles are.	The Rochdale Pioneers started the co-op in 1844. Co-op were the first to ban single use plastic bags. The first sell fair trade banana, coffee and sugar. They believed in a different way of doing business- principles are more valuable than profit. They were the first to introduce rationing during WW1. First to outlaw animal testing on their household cleaning products.	To explain why the co-op was different to other movements at the time. To explain how is spread across the UK. Explain how they took a stand on what they believe mattered most.

	Scrumdiddlyumptious	Autumn 1 Week 2	To research the Rochdale Pioneers and the beginning of the Co-op.	To know that the first ever co-op shop was in Rochdale. The first little store sold pure, unadulterated food at fair prices and honest weights and measures. The Pioneers started a revolution in retailing which has played a significant part in our lives ever since.	To explain how my ancestors did their shopping. To explain why the start of the co-op was a revolution. To analyse primary and secondary data. To make inferences. To select and retrieve relevant information.
	Scrumdiddlyumptious	Autumn 1 Week 3	Trip to local Co-op museum in Rochdale.	Trip to local Co-op museum in Rochdale.	Trip to local Co-op museum in Rochdale.
Year 3/4	I am Warrior	Autumn 2 Week 1	To understand the reasons why Boudicca led an uprising against the Romans in 60/61.	To know the story of Boudicca- a woman who led an army of Britons against the might of the Romans. To know that Boudicca came from the Icenii tribe in an area of Britain we now call East Anglia.	To show an understanding of how Boudicca could have felt and how she may have reacted.
	I am Warrior	Autumn 2 Week 2	To explain the spread of the Roman Empire and recall key facts about the invasion of Britain.	To know what Hadrian's wall is? To know why the Romans left Britain?	Use powers of deduction to match the right invasion to the right year. Put this information into your own words.
	I am Warrior	Autumn 2 Week 3	To investigate Roman entertainment from a range of sources.	To know what it was like to live in Roman times. To know that The Romans liked entertainment including Gladiator battles- in the Colosseum in Rome.	Explain that artefacts such as these are one source of our understanding about history

Year 3/4	Traders and Raiders	Spring 1 Week 1	To explore what Britain was like before the first Viking Invasions.	To know who the Vikings were and when and why they raided and invaded Britain. To place the Vikings on a timeline.	To compare the significance of Anglo Saxon Kings.
	Traders and Raiders	Spring 1 Week 2	To know some of the key dates and events in the history of Anglo Saxon and Viking rule in Britain	To know the timeline of significant events from AD 410 when the first Anglo-Saxons invaded to 1066 when the Viking rule came to an end.	To link and compare with other historical eras.
	Traders and Raiders	Spring 1 Week 3	To learn and organise information about Viking life	To know what life was like for people in Viking times. To know that the different aspects of Viking history can be sorted into social, religious and cultural contexts.	To organise information into a poster to warn of the invasion and describe a Viking raid from an Anglo-Saxon perspective.
	Traders and Raiders	Spring 2 Week 1	To use a range of resources to understand the mystery of Sutton Hoo.	To know what Sutton Hoo is and to be able to identify: The Sutton Hoo helmet, Anglo-Saxon, early 7th century AD. Shoulder clasps from the Sutton Hoo ship burial. Gold belt buckle from the Sutton Hoo ship burial. Shield from the Sutton Hoo ship burial. Whetstone from the Sutton Hoo ship burial.	To comment on the use of each artefact and suggests what it reveals.

	Traders and Raiders	Spring 2 Week 3	To present a thoughtful selection of relevant information in a historical report or in-depth study about the Vikings.	To know that historical information can be presented as written texts, tables, diagrams, captions and lists.	Use various historical source materials including websites. Work in small groups to research in detail a particular aspect of Viking life, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures. Present their findings to the rest of the group and produce a collaborative reference book they can use during the project.
<u>Year</u> <u>3/4</u>	Flow	Summer 1 Week 1 and 2	To research how past civilisations have settled by rivers. Significant settlements to research might include Teesside on the Tees, Newcastle on the Tyne, London on the Thames, Shrewsbury on the Severn, Manchester on the Irwell and York on the Ouse.	Civilisations historically have settled near rivers. Settlements often grew as water was needed for drinking, industry, farming, transport and sometimes defence.	Work in small groups to collect information. Discuss, share and compare their ideas. Use a UK map to find a local or nationally significant town or city situated next to or on a river and use the web and historical source materials to find out why it grew as a settlement.

	Flow	Summer 1 Week 2 and 3	To write a historical enquiry about: 'Why have people historically settled by rivers?'	The lives of people changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Settlements often grew as water was needed for drinking, industry, farming, transport and sometimes defence.	To analyse a range of primary and secondary sources. To write various points in my enquiry. To write my conclusion including my own opinion.
Year 3/4	Mighty Metals	Summer 2 Week 1	To describe everyday life during the Bronze Age.	Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.	Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Choose an attractive way to present their findings.

	<p>Mighty Metals</p>	<p>Summer 2 Week 2</p>	<p>To use a selection of historical source materials to find out about the tribal life of Iron Age people.</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p>	<p>Use a selection of historical source materials to find out about the tribal life of Iron Age people. Discover how tribes were led and ruled, where they built their homes and how they worked together to defend them. Find out about the jobs done by women, what life was like for an Iron Age child and how the land was farmed. Investigate the tools and weapons that they made. Create dramatic scenarios with dialogue to showcase what they have learned and understood.</p>
	<p>Mighty Metals</p>	<p>Summer 2 Week 3</p>	<p>To make comparisons between the Stone Age, The Bronze Age and The Iron Age.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p>Make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>

Cycle A- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Tomorrow's World	Autumn 1 Week 1	To create a timeline of the history of computing.	<p>Understand how technology of computing has changed since the 1950s.</p> <p>Identify the significant people in computing history.</p>	<p>Make predictions about the future of technology.</p> <p>Explain how technology advances over the years have impacted life today.</p>
	Tomorrow's World	Autumn 1 Week 2	To investigate primary and secondary sources that tell us about Alexander the Great's life.	<p>Alexander the Great was a famous and skilful military commander who had a significant impact on the Ancient World.</p> <p>Alexander inherited the throne of Macedon (also called Macedonia) from his Father, King Philip II, in 336 BCE and was quick to use the powerful army his father had built. In just a decade, he made an enormous empire that stretched from Greece into Asia.</p>	<p>To analyse primary and secondary sources.</p> <p>To use them to make inferences.</p> <p>To explain why these sources have to be used with caution.</p>

	Tomorrow's World	Autumn 1 Week 3	To explain why Alexander the Great was so successful in battle.	<p>Alexander's reign was one of constant military conquest. He used tactics including cavalry (horses) and phalanx (soldiers standing very close together in a box-like formation) to great effect and was undefeated in battle.</p> <p>At the battle of Issus, he was outnumbered but still defeated the powerful Persian army, led by King Darius III.</p>	To explain how this fits in with other History topics on the timeline. To make links between Alexander the Great and the Ancient Greeks (Y $\frac{3}{4}$)
Year 5/6	Stargazers	Autumn 2 Week 1	LO -To understand what the Cold War was.	<p>Understand why the Cold War started</p> <p>Understand the importance of exploring space</p> <p>U Understand why the animals were sent to space</p>	To To debate whether a dog should be sent into space To write the key view point of the leaders of the main countries in the cold war
	Stargazers	Autumn 2 Week 2	LO - To understand what happened when the first man landed on the Moon.	<p>U Understand the main events that happened when the first man landed on the moon.</p> <p>Understand the significance that this had in the Cold War.</p> <p>Understand the view points of the astronauts and the President of America.</p>	S Sequence the main events when the first man landed on the moon. Write a conversation between President Nixon and Neil Armstrong.

<p>Stargazers</p>	<p>Autumn 2 Week 3</p>	<p>To investigate a range of explorers using market place.</p>	<p>Throughout History, many explorers have travelled across the World in search of fame and fortune, to spread religious beliefs or to make scientific discoveries. These journeys of discovery were almost always dangerous, but the rewards were great. To know a range of facts about different explorers.</p>	<p>To select and retrieve key information. To work with my team to organise this information on a poster, using no more than 5 words. To move around the room collecting as much information as possible about the other explorers. To apply my new knowledge to a quiz.</p>
<p>Stargazers</p>	<p>Autumn 2 Week 4</p>	<p>To create a timeline of main events.</p>	<p>1000: Leif Eriksson became the first European to reach North America. 1405: Zheng He sailed from China to India. 1492: Christopher Columbus sailed to the New World. 1770: James Cook reached the Coast of Australia. 1911: Roald Amundsen reached the South Pole. 1932: Amelia Earhart flew solo across the Atlantic. 1953: Sir Edmund Hilary reached the Summit on Mount Everest. 1969: Neil Armstrong walked on the Moon.</p>	<p>To select key events and order them on a timeline. To make my timeline quantifiable. To make predictions about the next great explorer.</p>

<u>Year</u> <u>5/6</u>	A Child's War	Spring 1 Week 1	To understand the causes for WW2 and place some of the key events in chronological order.	Understand the main causes of WW2. To know what the key evens of WW2 were. To understand the chronology of events during WW2.	Explain how WW1 impacted WW2 both in England and in Europe.
	A Child's War	Spring 1 Week 2	To understand what the Blitz was.	To understand what the Blitz was. To explain how it impacted people's lives.	To interpret the sources. To understand why the sources show different points of view.
	A Child's War	Spring 1 Week 3	To understand what rationing is and how it affected people during WW2.	Have a secure understanding of what rationing is. Know which foods were rationed. Understand why rationing occurred.	Identify the most important information. Show this information using the poster (market place). Ask appropriate questions to find information out.
<u>Year</u> <u>5/6</u>	A Child's War	Spring 2 Week 1	To understand the impact that WW2 had on women.	To understand how propoganda was aimed at women. To understand the role of women during WW2. To understand the jobs that women did during WW2.	To explain how this change of role has impacted society today. To compare these jobs and roles to those today.
	A Child's War	Spring 2 Week 2	To explain what the Holocaust was and describe some events that happened.	To understand what the Holocaust was. To understand the main events in Germany leading up to the Holocaust. To understand what impact this had on the Jewish Community.	To explain what lessons, we have learnt from the Holocaust. To create a living graph to show how the key events in Nazi Germany impacted the Jewish Community.

	A Child's War	Spring 2 Week 3	To describe and explain the significance of a leader in WW2	<p>Know who the different leaders of the main countries were.</p> <p>Understand what the beliefs and characteristics of these leaders were.</p>	<p>Research the leaders using the internet.</p> <p>Using the knowledge of the research, hot seat as the leader.</p>
<u>Year 5/6</u>	Hola Mexico	Summer 1 Week 1	To explore the ancient Maya.	<p>To label a Mayan social pyramid.</p> <p>I can explain who the Mayans were.</p> <p>I can comment on the daily life of different social classes in Maya.</p>	<p>I can explain why Mayan civilization is important to Mexico.</p> <p>I can explain how Mayan civilization has impacted life in Mexico today.</p>
	Hola Mexico	Summer 1 Week 2	To learn about the Maya writing system and how it was used.	<p>I can explain how Mayans established and used their writing system.</p> <p>I can write different words using Mayan glyphs.</p>	<p>I can explain what it tells us about Mayan culture.</p> <p>I can compare this to other early recording systems.</p>
	Hola Mexico	Summer 1 Week 3	To understand who The Aztecs were and how they lived.	<p>The Aztecs ruled over a large and powerful empire that reached from the Pacific Ocean to the Gulf of Mexico in the central and Southern parts of modern day Mexico.</p> <p>The Aztecs had been a nomadic tribe but came to settle of several islands in Lake Texcoco., where they built the great city of Tenochtitlan.</p>	<p>Make links between the Aztecs and the Mayans.</p>

<p>Year 5/6</p>	<p>Sow, grow and farm</p>	<p>Summer 2 Week 1</p>	<p>The Aztecs- builders and makers. To organise information about houses and social class in Aztec civilisation.</p>	<p>The Aztecs engineered what would have been one of the largest cities in the world at the time. At its peak, about 300 000 people lived in Tenotichlan. Here, the Aztecs build huge, ceremonial pyramids. When the Spanish conquered the Aztecs, they built Mexico City over Tenochtitlan. The ruins of Tenochtitlan can still be seen today.</p>	<p>To compare and contrast Aztec settlements with settlements in Britain at the same time.</p>
	<p>Sow, grow and farm</p>	<p>Summer 2 Week 2</p>	<p>To understand and explain how the Aztecs expanded their civilisation and became so powerful.</p>	<p>As the Aztecs improved their agricultural and trading skills, their society grew in influence and size, spreading into areas ruled by other communities. The Aztecs were skilled and experience warriors who trained to fight from a very young age. Neighbouring people either traded with the Aztecs or were conquered by them in battle.</p>	<p>To compare and contrast the conquest of the Aztec people with the Roman conquest of Britain.</p>
	<p>Sow, grow and farm</p>	<p>Summer 2 Week 3</p>	<p>Historical Enquiry- Are the ancient civilisations from central America (The Mayans and The Aztecs) alike?</p>	<p>Unlike the Aztecs, the Maya were never an empire. The Maya World was made up of many states. Some became more powerful than others. Both learnt to fight from an early age.</p>	<p>To analyse a range of evidence and sources. To make inferences and predictions. To consider more than one view. To have my own opinion. To write a well-thought out conclusion.</p>

Cycle B- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Off with her head	Autumn 1 Week 1	To locate the Tudors within the context of the history of Britain. To understand who Henry V111 was and his wives.	To locate the Tudors within the context of the history of Britain. To know the chronology of Henry V111's wives. To understand key facts about each one of Henry's wives. To understand his reasons for marrying and divorcing.	To explain the impact of Henry's reign on society today. To compare this period in time to other history topics.
		Autumn 1 Week 2	To interpret sources to understand who the real Henry V111 was.	To understand who Henry V111 was (appearance and personality)	To analyse a range of sources about Henry VIII. To have their own perspective about Henry VIII.

	Off with her head	Autumn 1 Week 3	<p>To understand the different Tudor punishments for different crimes.</p> <p>To compare Tudor punishments with modern Britain.</p>	<p>To understand laws during Tudor times.</p> <p>To understand that punishments were severe.</p> <p>To know that the last hanging in Britain was in 1964.</p>	<p>To express my own opinion towards Tudor punishments.</p> <p>To rank Tudor punishments based on severity and justify my reasons.</p>
<u>Year 5/6</u>	Frozen Kingdom	Autumn 2 Week 1	<p>To understand what happened to the people on the Titanic boat.</p>	<p>Understand how life was different for the rich and poor people.</p> <p>To understand what lessons were learnt following the sink of the Titanic.</p>	<p>Identify the key information from the primary sources.</p> <p>To explain what the Titanic tells us about what life was like in 1912.</p>
	Frozen Kingdom	Autumn 2 Week 2	<p>To understand the Polar Expedition and the Polar Discovery.</p>	<p>To know the Antarctic Exploration timeline.</p> <p>To know the events along the timeline, including the dates of significant events, such as Captain Cook's voyage across the Antarctic Circle, Robert Falcon Scott's expedition to the South Pole and Ernest Shackleton's Endurance expedition.</p>	<p>Describe some of the greatest achievements of mankind and explain why they are important.</p>

	Frozen Kingdom	Autumn 2 Week 3	To recount information about Robert Falcon Scott.	The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges, taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure.	Identify some of the factors that affected Scott's ill-fated Terra Nova expedition and consider how his decisions affected the fate of the expedition, his life and the lives of others. To record their thoughts, ask the children to complete the Scott's decisions recording sheet. Invite the children to share their answers in a class discussion, using the Scott's decisions answer sheet for guidance.
Year 5/6	Revolution	Spring 1 Week 1	To compare life as a rich Victorian child to a poor Victorian child.	To understand what daily life was like for a rich and poor Victorian child. To know some of the jobs that Victorian children worked.	To make comparisons between rich and poor Victorian children. To compare daily life for children during the Revolution to daily life for children during a different era.
	Revolution	Spring 1 Week 2	To know what life was like in a Victorian school.	To know the key acts that changed life for Victorian children. To know what school life was like for a Victorian child.	To compare life in a Victorian school to my own school today.
	Revolution	Spring 1 Week 3	To understand who Queen Victoria was.	To be familiar with the family tree of Queen Victoria. Create a timeline of her life which includes key dates.	Create a biography of Queen Victoria which includes key dates.

<u>Year</u> <u>5/6</u>	Revolution	Spring 2 Week 1	To understand what crime and punishment was like in Victorian England.	To understand what punishments were used for crimes during the Victorian Era. To understand what laws were in place.	To interpret primary sources. To compare these crimes to those in the Tudor Era. To compare laws then to laws now.
	Revolution	Spring 2 Week 2	To understand what the industrial revolution was and the impact this has on our lives today.	Identify key changes on a map of 1750 and a map of 1900. Understand what the main factors were in the Industrial Revolution.	To explain the impact that this has had on society today.
	Revolution	Spring 2 Week 3	To understand the significance of cotton factories and the conditions children worked in.	Understand the changes that occurred in the cotton industry. Describe the conditions in the mills.	Empathise with the children and adults working in these conditions. Discuss what laws you think should have been implemented.
<u>Year</u> <u>5/6</u>	Pharaohs	Summer 1 Week 1	To find out about Ancient Egypt by interpreting artefacts.	To know that Howard Carter was an archaeologist. To understand where Ancient Egypt would come on a History timeline. To know that the Ancient Egyptians settled by the River Nile. To know that they worshiped Gods. To know that they left behind great monuments and pyramids.	Look in detail at a range of sources. Consider possible questions. Make notes. Share information.
	Pharaohs	Summer 1 Week 2	To understand and arrange events from Ancient Egypt in chronological order.	To know what BC and AD mean and use them in context. To know why the River Nile was important. To understand what the Valley of the Kings was.	To create a chronology of events. To explain how some of these events have impacted society today.

	Pharaohs	Summer 1 Week 3	To understand the importance of Pharaohs and their role within Ancient Egypt.	Soaring to success Understand the key roles the Pharaohs had. Understand the qualities and experiences the Pharaohs needed to have.	To role play interviewing a Pharaoh.
Year 5/6	Scream Machine	Summer 2 Week 1	To create a History Timeline from 3000BC to today.	To know all historical periods, including: Palaeolithic Era Neolithic Era Ancient Age Medieval Age Modern Age Contemporary Age	To give examples of civilisations from each age/ era. To explain the main changes between each era. To use Historical vocabulary to describe differences.
	Scream Machine	Summer 2 Week 2	To create a History Timeline of the Modern and Contemporary Age.	The Modern Age= 1492-1789 Contemporary Age=1789-Now The Modern Age was the beginning of the Industrial Revolution. To know key events that took place in the Contemporary Era, such as the Cold War.	To explain the main changes between each era. To use Historical vocabulary to describe differences. To give key examples of historical events from each era.
	Scream Machine	Summer 2 Week 3	To choose two in-depth Historic studies and compare and contrast them.	Know the main events. Know the key dates. Know what impact it has had on Britain today. Know who the key people were and what they did.	Find similarities. Find differences. Debate which one has had the biggest impact on Britain today.