



Ashdene Primary School – History Progression Map EYFS –Y6

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Purpose of Study	<ul style="list-style-type: none"> A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 						
Aims	<ul style="list-style-type: none"> To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 						
EYFS		Y1	Y2	Y3	Y4	Y5	Y6
40-60m Enjoys joining in with family customs and traditions ELG Talk about the lives of the people around	HT 1	Florence Nightingale and Emmeline Pankhurst	Great Fire of London	The Roman Empire and its impact on Britain (Local study: Chester)	Ancient Greece	Anglo Saxons and Vikings	Crime and Punishment
	Attainment Targets	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	Events beyond living memory that are significant nationally or globally Changes within living memory. Where appropriate, these	Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army	A study of Greek life and achievements and their influence on the western world RRSA	Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



<p>them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>compare aspects of life in different periods</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>RRSA: Article 1 and 2- rights belong to all children Article 42- rights should be known to everyone- make links to when rights were introduced in the UK when comparing aspects of life and international achievements</p>	<p>should be used to reveal aspects of change in national life</p> <p>RRSA: Article 1 and 2- rights belong to all children Article 42- rights should be known to everyone- make links to when rights were introduced in the UK when comparing aspects of life and international achievements</p>	<p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>RRSA Article 14- freedom of thought, belief and religion Article 15- Freedom of association Article 30- The right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live</p>	<p>Where appropriate, make specific links to rights related to achievements and influences most relevant</p>	<p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p>	<p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>RRSA Where appropriate, make specific links to rights related to achievements and influences most relevant</p>
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<p><u>The people around me</u></p> <p>Look at a human life cycle and the processes of life.</p> <p>Create a timeline of the</p>	1	<p>Prior knowledge</p> <p>Children look at changes in their life- family, moving, coming to school.</p> <p>Children look at chronology and what it means. Look at the timeline in the corridor</p>	<p>Prior knowledge</p> <p>Children look at vocabulary from year 1.</p> <p>Life in 1666. What was it like?- children/adults/school/work. Look at sources and evidence.</p>	<p>Prior knowledge</p> <p>Events/people and dates on a timeline from year 1 and year 2.</p> <p>Introduce the Roman army and Julius Caesar- who was he? His invasions of Britain in 55-54 AD- look at</p>	<p>Prior knowledge</p> <p>Events/people and dates on a timeline from year 1, year 2 and year 3.</p> <p>Introduce the Ancient Greek reign- 700-480BC and add to timeline.</p>	<p>Prior knowledge- Events/people on a timeline from year 1,2,3 and 4.</p> <p>Raiders or traders? Recap- roman empire Anglo-Saxons beaten by Romans 350.</p>	<p>Prior knowledge- Most important Roman inventions in Britain.</p> <p>Does the punishment fit the crime?</p> <p>What is a crime? What is a punishment?</p>



<p>human life cycle.</p> <p>Identify special life stages that each cycle may go through/ develop at this stage.</p>		<p>and explain what it shows.</p> <p>Children make their own timeline using their own events or given event.</p> <p>Vocab- chronology, change, past.</p>	<p>Explore.</p> <p>Create timeline- inc Year 1 events/people.</p> <p>Vocab- chronology, past, secondary evidence, source, evidence.</p> <p>RRSA Article 12 and 13- respect and freedom of expression- has this always been the case? (seen and not heard) Article 27- adequate standard of living- how this has changed and improved Article 28- right to education- how schooling was different Article 31- differences in leisure, play and culture</p>	<p>events and explain why he failed to invade and then succeeded.</p> <p>Vocab- invasion, BC, empire, battle, defend, defeat.</p>	<p>Who were the Ancient Greeks? Compare Athens and Sparta- what was it like in each place? Differences, similarities. Where would you rather live and why?</p> <p>Government- democracy. Life in general- army, trade architecture. Economy- trade, imports, exports, farming, slavery. Education-boys, girls, music and PE. Women's life- vote, marriage and jobs.</p> <p>Vocab- chronology, ancient civilization, army, democracy, Government, slaves, laws.</p> <p>RRSA Articles 2, 3, 6, 12, 13, 14, 27,28, 29, 32, 36 where most appropriate</p>	<p>Who were the Anglo-Saxons? Roman Empire fall in 410AD.</p> <p>Gildas- The Ruin of Britain extracts.</p> <p>Vocab- crusade, invasion, sources, evidence, warrior, settlement, conquest, battle.</p>	<p>Look back at Saxon crimes and how they were trialed. Dates on a timeline.</p> <p>Vocab- crime, punishment, chronology, law, trial, fair trial.</p>
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<p>Recap on the human cycle of growing up.</p> <p>Test the children to see if they remember what each stage is: Can they put the pictures in order from start to finish</p> <p>Can they point out any key points of what each stage learns at that point. For example: a baby crawls, a toddler walks etc.</p> <p>To collect photos of a chosen family member and produce a timeline that</p>	<p>2</p>	<p>Prior knowledge- what does chronology mean? Put events into chronological order.</p> <p>Discover and explore life in Victorian times- 1840 in London/Manchester.Eg - children compare now and then. Add to timeline.</p> <p>Vocab- past, different, evidence.</p> <p>RRSA Article 12 and 13- respect and freedom of expression- has this always been the case? (seen and not heard) Article 27- adequate standard of living- how this has changed and improved Article 28- right to education- how schooling was different Article 31- differences in leisure, play and culture</p>	<p>Prior knowledge- Would you have liked to live in 1666? Explain your answer.</p> <p>What happened in the 1666 in London? Look at sources, diary entries, paintings. Children decide what event happened. Use sources to explain and justify their answers. Start finding out about the Great Fire.</p> <p>Vocab- past, evidence, primary source, secondary source.</p>	<p>Prior knowledge- facts about Julius Caesar.</p> <p>Explore the Roman Army and why they were so great- what they had- armor/shields/fighting strategies, how they were trained, their size. Which is the most important reason for their success and why?</p> <p>Why did the Roman's want to invade Britain? What was Britain like in 42AD.</p> <p>Vocab- invasion, AD, battle, defend, strategy, army.</p>	<p>Prior knowledge- facts about the Athens and Sparta- true/false.</p> <p>Ostracism and democracy- what do they mean and what was the impact on life then. Role play both- experience what they mean. How are they used today and how do they impact life today?</p> <p>RRSA Articles 2, 3, 6, 12, 13, 14, 27,28, 29, 32, 36 where most appropriate</p> <p>Vocab- chronology, ancient civilization, army, democracy, Government, slaves, laws, ostracism.</p>	<p>Prior knowledge-write 5 facts about Victorian Britain and what it was like.</p> <p>Where did the Saxons invade? What was life like? Art/culture/economy/r eligion/law and order.</p> <p>Compare to Roman rule and life today. Which had the biggest impact and influence on life today?</p> <p>Vocab- crusade, invasion, sources, evidence, warrior, settlement, conquest, battle, civilization, attack.</p> <p>RRSA Articles 2, 3, 6, 12, 13, 14, 27,28, 29, 32, 36, 38, 39 where most appropriate</p>	<p>Prior knowledge- put events in chronological order.</p> <p>Crime and punishment in the Norman Rule- research the Bloody code. What is it? When did it happen-dates- why was it introduced? How did the punishments change? Are they still used today? How were the crimes and punishments judged?</p> <p>Vocab- past, law, crime, punishment, criminal, investigate, trial, fair trial.</p> <p>RRSA Discussion of children's rights- Articles 1,2,3 and 42 Article 40- juvenile justice Article 29- respect for human rights</p>
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<p>extends to adult/elderly.</p> <p>Label the photo according to its stage</p> <p>Label significant experiences that this stage learns</p> <p>look at Miss Spencer's timeline in comparison to her mum's timeline.</p> <p>Set the children's task of comparing theirs to their chosen family member.</p> <p>Compare your timeline to your family's timeline. Consider clothes that</p>						
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<p>they might have worn</p> <p>Look around the area that the photo was taken does this look different?</p> <p>Ask the member of the family what experiences they had as a baby to an adult.</p> <p>What are the differences? What are the similarities?</p>							
<p>Children to guess the job by playing a starter game on PowerPoint</p> <p>Children need to try and guess the job before the</p>	3	<p>Prior knowledge- name 3 differences between Victorian life and today.</p> <p>Who was Florence Nightingale? Children research her and her life. Find out what she did and why. What impact does that have on life today?</p>	<p>Prior knowledge- Quiz on Great Fire- key facts.</p> <p>Continue looking at the Great Fire, why it happened and who was to blame? Was it Thomas Farriner or King Charles II? Why did the fire spread so quickly?</p>	<p>Prior knowledge- What made the Roman army so successful?</p> <p>Where had the army conquered? What happened in 42AD?</p> <p>Who was Boudica and why did she stand up the army? Explore her background and how she defeated the</p>	<p>Prior knowledge- what are primary and secondary sources. Examples of them.</p> <p>Myths and legends. Explore myths from Ancient Greek beliefs. Use and look at artefacts that tell us the stories. Role play/write about events- eg Theseus and</p>	<p>Prior knowledge- Would you have liked to live in 1666? Explain your answer.</p> <p>Alfred the Great-849 AD.</p> <p>Who was he and what was his influence in history?</p>	<p>Prior knowledge- explain 3 differences between Sparta and Athens.</p> <p>Explore Victorian crime and punishment- trials. Was it harsher? Are they still used today? Was it fair? (Liverpool police station trip)</p>



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<p>picture is shown.</p> <p>To look at jobs, what these people wear and what their duties are.</p> <p>To choose a family member and discuss their job role</p> <p>To present the family members job to the class:</p> <p>This must include: What the job is What they wear What their duties are</p> <p>Children can present this in a way that suits them:</p>		<p>Vocab- difference, evidence, past.</p> <p>RRSA Article 24- health and health services</p>	<p>Vocab- past, evidence, primary source, secondary source, event, king.</p>	<p>Roman army. Why is she an important person in history?</p> <p>Why was Hadrian's wall built in 122AD- why did the Roman's fear the Scots?</p> <p>Vocab- invade, AD, battle, defend, defeat, civilization.</p> <p>RRSA Where appropriate make links to changes to war and armed conflicts and how children are protected Article 38 and 39</p>	<p>the Minotaur. Link to more modern art work- 'Braccus and Ariadne by Titan. What is happening and what does it show?</p> <p>Vocab- myths, legends, sources, primary source, secondary source, reliability.</p> <p>RRSA Article 14- freedom of belief</p>	<p>Vocab- possession, leader, sources, primary sources, secondary sources, evidence.</p> <p>RRSA Where appropriate, make specific links to rights related to influences most relevant</p>	<p>Vocab- past, law, crime, punishment, criminal, investigate, trial, fair trial.</p> <p>RRSA Discussion of children's rights- Articles 1,2,3 and 42 Article 40- juvenile justice Article 29- respect for human rights</p>
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<p>Role Play</p> <p>Video</p> <p>Picture and label</p> <p>Template provided</p>							
<p>A day in the life of a police officer</p> <p>Look at the role of a police officer</p> <p>Look at their place of work</p> <p>Look at a Wilmslow police station and their duties of care in the local area</p> <p>Children to become a police officer in Wilmslow and complete incident cards. What would</p>	4	<p>Prior knowledge- Florence Nightingale quiz/fact retrieval.</p> <p>Life the Victorian times for women-EG-what was it like? Was it right? Why not? What do the pictures show?</p> <p>Vocab- change, evidence, same, different.</p> <p>RRSA Article 2- non-discrimination Article 13 and 14- freedom of expression and thought, belief and religion</p>	<p>Prior knowledge- order events of the Great Fire.</p> <p>Who was Samuel Pepys? Was he reliable? Children explore and investigate Samuel Pepys, justify their answer.</p> <p>Vocab- reliable, past, evidence, primary source, secondary source, event, king.</p>	<p>Prior knowledge- explore other events in Roman history and add them to a timeline for example- 44BC Julius Caesar is killed, 79AD Pompeii.</p> <p>Explore what the Romans brought to Britain and their impact on life for people then. How did their lives change? What did it mean to be under the Roman empire? Religion, rules,</p> <p>Vocab- archaeology, artefacts, invade.</p> <p>RRSA Article 6- life, survival and development</p>	<p>Prior knowledge- put events in chronological order from topics from other year groups.</p> <p>Investigate the Olympics then and the influence they had on life today. What is the importance of the Olympics? Why has it carried on? Why did it originally start?</p> <p>Vocab- artefacts, impact, army</p>	<p>Prior knowledge- name 3 differences between Victorian Britain and today.</p> <p>Battle of Britain Viking Raids Who were they? Why did they invade? Invasions and details of them- use artefacts and sources. Are they reliable? Dates and key names.</p> <p>Vocab- invasion, battle, artefacts, sources, reliability, conquest.</p>	<p>Prior knowledge-GFOL quiz.</p> <p>Crime and punishment today- use of a jury, without reasonable doubt.</p> <p>How has justice and trials changed in the last 10/20 years and why?</p> <p>Vocab- past, law, crime, punishment, criminal, investigate, jury, fair trial, rehabilitation.</p> <p>RRSA Discussion of children's rights to protection children, including those involved in crime- Articles 1,2,3 and 42</p>



they do to protect the community?				Other articles where appropriate, based on changes discussed			Article 40- juvenile justice Article 29- respect for human rights
Discuss – reenact and present to others							
A day in a life of a fire fighter							
Look at the role of a fire fighter		Prior knowledge- put learnt events in chronological order.	Prior knowledge- Great Fire of London quiz.	Prior knowledge- Roman quiz of what they have learnt so far.	Prior knowledge- Retrieve facts about the Roman army.	Prior knowledge-write 5 things the Romans brought to Britain.	Prior knowledge-Quiz on Tudor life.
Look at their place of work		Emmeline Pankhurst- who was she? What did she do? What did she believe? What impact has she had on today?	Look at the causes of the fire and compare to life today- for example houses and fire safety. What were the impacts of the Great Fire?	Are the changes the Romans brought to Britain relevant today? Which has the biggest impact and is most important? Was the Roman invasion good or bad? Explain and explore.	The Greeks as an army. Greeks vs Persia. Look at the events, dates, names, impact on life and how did they win? Explore the army and tactics; add to timeline of events across Greek history. (Could compare to the battles of the Sparta/the army to compare.)	Battle of Hastings. 1066 AD.	Crime and punishment now.
Look at a Wilmslow fire station and their duties of care in the local area		Add events to timeline.	Vocab- reliable, past, evidence, primary source, secondary source, event, king.	Vocab- invade, evidence.	Explore the army and tactics; add to timeline of events across Greek history. (Could compare to the battles of the Sparta/the army to compare.)	Look into William the Conqueror and Edward the Confessor.	Continue exploring trials and a jury and how it is used today.
Read Charlie the fire fighter and the day to day things Charlie has to complete to make sure buildings and people are	5	Vocab- evidence, past, different, chronology.	RRSA Article 6- compare how governments today are responsible for ensuring survival and development of life	RRSA Article 12- respect views	Vocab- invasion, battle, artefacts, sources, reliability, conquest.	Banyans tapestry- evidence and source. What does it tell us? Is it useful? Explore.	Vocab- past, law, crime, punishment, criminal, investigate, jury, fair trial, rehabilitation.
		RRSA Article 12, 13 and 14- respect views, freedom of expression and thought, belief and religion	RRSA Article 24- health and health services	RRSA Article 13- freedom of expression	RRSA Article 12- respect views	RRSA Article 12- respect views	RRSA Discussion of children's rights to protection children, including those involved in crime- Articles 1,2,3 and 42
		Article 17- Access to information	Article 26- social security for those in need	Article 14- freedom of thought and belief	Article 13- freedom of expression	Article 13- freedom of expression	Article 40- juvenile justice Article 29- respect for human rights



<p>safe.</p> <p>Show children hazards – children must identify the problem and solve the issue before it causes harm to others.</p> <p>Children must discuss and present</p>			<p>Article 27- Adequate standards of living</p>		<p>Where appropriate make links to changes to war and armed conflicts and how children are protected Article 38 and 39</p>	<p>Article 14- freedom of thought and belief</p>	
<p>Emergency rescue</p> <p>Look at the role of a paramedic and an emergency service</p> <p>Look at their place of work and what they drive</p> <p>Look at hospitals, their</p>	6	<p>Prior knowledge- What kind of person was Emmeline Pankhurst and why?</p> <p>Who had a bigger and most important impact on life today?</p> <p>Children compile everything they have learnt into a double page spread- why were they important? What impacts they have? What might life have</p>	<p>Prior knowledge- What is a primary and secondary source?</p> <p>Was the Great Fire really great?</p> <p>Children compile everything they have learnt into a double page spread- decide if the Fire was so great, impact on life today, reliability of sources, changes today- what would have happened</p>	<p>Prior knowledge- Why did the Romans invade Britain?</p> <p>Was the Roman invasion of Britain good or bad?</p> <p>Children compile everything they have learnt into a double page spread- decide if the Roman invasion was good or bad and the impact is has on life today. How would they</p>	<p>Prior knowledge-Put Ancient Greek events in a timeline.</p> <p>Were the Ancient Greeks great?</p> <p>Children compile everything they have learnt into a double page spread- decide if the ancient Greeks were great and the</p>	<p>Prior knowledge-explain what castles were built for. Write 2 reasons.</p> <p>Raiders or Traders?</p> <p>Children compile everything they have learnt into a double page spread-decide if the anglo axons and Vikings were raiders or traders, what that means and why they have come to their</p>	<p>Prior knowledge-match the punishment/ trial method to the time in history.</p> <p>Do we have justice?</p> <p>Children compile everything they have learnt into a double page spread-decide if punishment is a deterrent, why they have come to their answer using the</p>



<p>vehicle and place of contact in case of an emergency.</p> <p>Provide the children with scenarios. The children must place these scenarios around the room and with their bee-bot they must get to the correct location as quickly as possible.</p> <p>Discuss the importance of the emergency service and providing the correct care.</p>		<p>been like without them?</p> <p>Vocab- evidence, past, different, same.</p> <p>RRSA Article 1 Article 2 Article 13 Article 17 Article 24 Article 27 Article 28 Article 42</p>	<p>today if a fire started in London?</p> <p>Vocab- reliable, past, evidence, primary source, secondary source, event, king.</p> <p>RRSA Article 1 Article 2 Article 6 Article 12 Article 13 Article 24 Article 26 Article 27 Article 28 Article 31 Article 42</p>	<p>feel if we were invaded now and life changed?</p> <p>Vocab- invasion, battle, defend, defeat, change, army, AD, BC, chronological.</p> <p>RRSA Article 1 Article 2 Article 6 Article 12 Article 13 Article 14 Article 30</p>	<p>impact they have on life today.</p> <p>Vocab- army, invade, empire, hero, war, battle, Persia, tactics, evidence, sources- primary/secondary, laws, ostracism, democracy.</p> <p>RRSA Articles 2, 3, 6, 12, 13, 14, 27,28, 29, 32, 36, 38, 39 where most appropriate</p>	<p>answer using the knowledge they have gathered.</p> <p>Vocab- invasion, battle, artefacts, sources, reliability, conquest, civilization, battle, invade, conquest, voyage, similar, different, change.</p> <p>RRSA Articles 2, 3, 6, 12, 13, 14, 27,28, 29, 32, 36, 38, 39 where most appropriate</p>	<p>knowledge they have gathered.</p> <p>THIS CAN BE SPREAD OVER THE ENTIRE TOPIC AND ACROSS THE SESSIONS. THIS SESSION CAN BE USED TO EXTEND ANY LESSONS.</p> <p>Vocab- past, law, crime, punishment, criminal, investigate, jury, fair trial, rehabilitation, change.</p> <p>RRSA Article 2- non discrimination Article 12, 13 and 14- respect views, freedom of expression, thought and belief Article 29- respect for human rights</p>
	<p>Historical skills</p>	<p>Use of evidence to make predictions and explain ideas. Sequence events in chronological order.</p>	<p>Use of evidence to make predictions and explain ideas. Sequence events in chronological order.</p>	<p>Use of secondary sources to explore and discover. Question secondary sources and how reliable they are.</p>	<p>Use of secondary sources to explore and discover. Question secondary sources and how reliable they are.</p>	<p>Use of secondary sources to explore and discover. Question secondary sources and how reliable they are.</p>	<p>Use of secondary sources to explore and discover. Question secondary sources and how reliable they are.</p>



		Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today.	Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today. Decide on the importance of the event. Discuss reliability of sources.	Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today.	Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.	Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.	Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.
	Links to prior learning		Review past and present- meanings and examples of events they know. Timeline and chronology of events.	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Impact of historical events on today.	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Impact of historical events on today-AD/BC Review invasion.	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Impact of historical events on today-AD/BC Review invasion.	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Impact of historical events on today-AD/BC. Victorians and life then.



	HT5	Inventions	Beeston Castle		NON STATUTORY UNIT History of Space travel	The Victorians	Changes in Britain from the Stone Age to the Iron Age
40-60m Enjoys joining in with family customs and traditions ELG Talk about the lives of the people around them and their roles in society.	Attainment Targets	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality. Must include Alan Turing and invention if	Significant historical events, people and places in their own locality.		An overview of space travel and influential people throughout history. Race to the moon? Political gains? Governmental benefit. Cold war as a starting point.	A local history study (Quarry Bank Mill) A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond	Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.



<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>the computer (local significant historical person)</p>			<p>Justify/look at evidence/quotes/reasons.</p> <p>Was the moon landing a hoax? – Debate etc.</p>	<p>1066 that is significant in the locality</p> <p>Inspirational Text: Street Child</p>	<p>Focus on weapons and warfare.</p>
<p><u>An Explorers life is for me</u></p> <p>Introduce topic with smugglers cove.</p> <p>Sensory: coconut sense, beach sounds, objects, boxes. Children to</p>	1	<p>Prior knowledge- put events into chronological order from previous history topic.</p> <p>What is an invention? What does it mean to invent or be an inventor?</p>	<p>Prior knowledge- Put GFO London and events from year 1 onto a timeline.</p> <p>When were the medieval times? Look at dates, life in a castle for people.</p>	<p>Prior knowledge- put events into chronological order from previous history topic.</p> <p>1486- War of the Roses. What was it? Why were the two houses battling?</p>	<p>Prior knowledge- mind map as many facts as they can about life in Ancient Greece.</p> <p>In-depth look at the history of space travel and astronauts. How many attempts failed? Why did they fail?</p>	<p>Prior knowledge- mind map the events of the War of the Roses.</p> <p>Has Britain really changed since the Victorian Era?</p> <p>When was the Victorian era? Who was Queen?</p>	<p>Prior knowledge- explain the events of the War of Roses.</p> <p>Box activity. Children are given a box of objects and items. Looking at them the children decide what they tell us about the</p>



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have their own treasures in their own box. Discuss what they can smell, hear, feel. What are the objects? Where do they think they are? A famous pirate is shown on the screen: explains that all these things that the children have found are special to all pirates. The pirate asks if the children would like to go on an adventure and become a pirate. Teachers are pirates and will now teach children how to become pirates over next few	Children given dates to add to timeline- 1928 and 1936. <i>Vocab- evidence, chronology.</i>	<i>Vocab- king, past, artefact, peasantry, chronology, AD.</i>	Investigate the battle of Bosworth. Place on a timeline with previous topic events. <i>Vocab- king, past, change, chronology, artefacts.</i>	<i>Vocab-evidence, past, media, chronology.</i>	Look back at the Royal family and family tree, <i>Vocab- monarchy, royal, queen, past.</i>	people who own or owned the objects. Compare to artefacts and archeologists. Place all topics on a timeline (Victorians, GFOL, Romans, castles, Saxons, today, Stone age-Iron age) <i>Vocab- chronology, evidence, past, artefacts.</i>
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weeks.
Pirate asks if
Ch can tell him
what is special
to them: What
is special to
you?

Ch to answer
the pirates
question:
drawing/
labelling what
is special to
them

Show a famous
pirate to the
Ch.
Discuss the
differences
between
ourselves and
people from
the past.
What do they
look like? What
transport do
they use?
What do they
wear?
Now what
about us?

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<p>Show a selection of pictures, objects and clothing. Can the Ch categorise these items into 'past' and 'present'</p>							
<p>Recap on different ships from past to present. Talk about the importance of the boat and how it must carry a lot of people and a lot of their treasure. Discuss what a good boat might look like and why? show the children a selection of materials and have an open a discussion on</p>	<p>2</p>	<p>Prior knowledge-match the invention to the year it was made.</p> <p>Find out about Penicillin. EG- who, where, when, what is it, why was It made? Who was Alexander Fleming?</p> <p>Vocab- evidence, invention, change</p> <p>RRSA Article 6- right to life, survival and development Article 24- health and health services Article 27- adequate standards of living</p>	<p>Prior knowledge- Write 5 facts about medieval life.</p> <p>What is a castle? Purpose of a castle? Look at castles in the UK- where are they and why? Compare similarities and differences. Introduce to Beeston Castle.</p> <p>Vocab- king, past, artefact, peasantry, chronology, AD.</p>	<p>Prior knowledge- who was Florence Nightingale and why was she important in British History?</p> <p>Explore Henry VIII and his role in British history. How did he change British law and religion and why? What impact did it have? Explore his life, wives and rule. What type of King was Henry VIII?</p> <p>RRSA Article 2- non-discrimination Article 14- freedom of thought, belief and religion</p>	<p>Prior knowledge-recap different battles- from Rome and Greece- true or false or organizing facts into battles.</p> <p>Introduce the Cold war- brief dates, people, countries involved when it started, ended? Why it started. Brief overview.</p> <p>Introduce the space race. Countries involved.</p> <p>Vocab-cold war, chronology, primary and secondary sources,</p>	<p>Prior knowledge- Name Henry VIII's wives.</p> <p>What was life like in Victorian Britain? Rich/poor, homes, work and school, medicines.</p> <p>Vocab- past, artefacts, similar, different, change, poverty, industry, inventions.</p> <p>RRSA Article 2- non-discrimination Article 6- right to life, survival and development</p>	<p>Prior knowledge- Victorian Britain what was it like mind map facts.</p> <p>Look at the Palaeolithic era- explore images and what life was like during that time. Focus on tools found and weapons.</p> <p>Vocab- sequencing, duration, chronology, prehistory, Palaeolithic.</p> <p>RRSA Article 2- non-discrimination Article 6- right to life, survival and development</p>



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<p>whether these materials will be good for a boat.</p> <p>Indoor - Categorise materials into sinking or floating.</p> <p>Test materials to see if their predictions are correct.</p> <p>Outdoor – test these materials in the water tray outside – have a table and a clipboard so the children can draw a smiley face or a happy face (float or sink) Draw their chosen boat and label.</p> <p>Recap on the materials that were tested the previous</p>			<p>Vocab- king, past, change, religion, divorce, artefacts.</p>	<p>power, space, rivalry, Government.</p>	<p>Article 14- freedom of thought, belief and religion Article 24- health and health services Article 27- adequate standards of living</p>	<p>Article 14- freedom of thought, belief and religion Article 24- health and health services Article 27- adequate standards of living</p>
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<p>day. Test the ch knowledge on materials that float or sink. Ask the ch if they had to make a boat what would they make it out of and why?</p> <p>Draw their boat and label. Design their boat Test their boat. Does it float or sink? Can you add some treasury items to your boat? How many pieces of treasure did you put in before it sank? Why did the ship sink? How much treasure would you want on your ship if you</p>						
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were a pirate and why? What material might you try next time? What could the pirate do with the treasure that is too heavy?							
Recap on the materials that were last week. Test the children's knowledge on materials that float or sink. Discuss with the children their materials that they will be using to build their boats. Children to build boats. Show selection of recycling materials on	3	<p>Prior learning- what links can the children make between their knowledge of Alexander Fleming and Florence Nightingale.</p> <p>Children explore invention number 2- the computer by Alan Turing. Use evidence and resources to explore him and why he invented the computer.</p> <p>Vocab-evidence, invention, chronology, different.</p> <p>RRSA Article 17- access to information</p>	<p>Prior knowledge- What is the purpose of a castle?</p> <p>Research Beeston castle. Where/when was it built? Who built it/ features of the castle.</p> <p>Add event to the timeline.</p> <p>Vocab- king, past, artefact, peasantry, chronology, AD.</p>	<p>Prior knowledge- Name the women in history that have changed and impacted life today from previous topics- Florence Nightingale, Emmeline Pankhurst.</p> <p>Add Queen Elizabeth's reign to the timeline. Explore what she was like as a queen- are sources reliable- why not? People's opinions impacted their interpretation/biased.</p> <p>How did Elizabeth change Britain?</p> <p>Vocab- queen, peasantry, sources, reliability, monarchy.</p>	<p>Prior knowledge-write 5 facts about the events of the Great Fire of London.</p> <p>Children look at propaganda- what is it? Why is it used? Look at examples of newspaper articles from different countries about the space race, images, words what impact would they have on people? How did Russia portray USA and vice versa.</p> <p>Discuss reliability of sources.</p> <p>Vocab- sources, primary sources,</p>	<p>Prior knowledge- Why was the Roman Army so successful?</p> <p>Quarry Bank Mill. Evidence, sources information about it and local life. What was life like in the factories? Read sources/extracts from factory owners- are they a reliable source? Discuss and explore.</p> <p>Who is Thomas Barnardo? Beliefs and impact on life then and now. Charity is still working today, how has it changed? Who does it help now?</p>	<p>Prior knowledge- What changes did Henry VIII make to Britain?</p> <p>Introduce the Stone Age. Look at and investigate the tools and development of civilization. Where were tools/weapons found in Britain? Why there?-explore.</p> <p>Skara Brae- research site and weapons found.</p> <p>Vocab- Stone age, artefacts, evidence, civilization.</p>



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<p>the table. Allow the children to choose their own materials based on their picture. Discuss the materials. Why are you choosing this material? Where are you going to put this material? How are you going to make this shape?</p> <p>Ch to test their boats. In small groups children to discuss each boat and if they think it will float and sink and why? Using a table – add each child's name to</p>			<p>RRSA Article 14 and 15- freedom of association- when discussing how bias and interpretation can influence opinions, thoughts and beliefs</p>	<p>secondary sources, propaganda, Government, rivalry, patriotism.</p> <p>RRSA Article 12, 13, 14 and 15- respect, freedom of expression, thought, belief and religion. Freedom of association providing it doesn't stop others enjoying rights Article 17- access to information</p>	<p>Vocab- local, past, change, chronology, similar, evidence, poverty, industry, legislation.</p> <p>RRSA You should include many links to children's rights and the impact Thomas Barnardo has had to uphold these. Please make clear links where appropriate</p>	
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the table and a smiley or sad face if it sinks or floats. Add weight to the boats for a challenge. Overall, discuss what we would do to our boats next time.							
Ch to design a menu They should include a alternative drink/ alternative main meal and alternative biscuit for the pirate to try and make him maintain a healthy balanced nutrition. *could they send the meu back to the	4	<p>Prior knowledge- quiz on inventions.</p> <p>Explore the impact of inventions on life today. What would life be like without them? How have they started newer inventions- antibiotics/mobile phones/laptops?</p> <p>Vocab- change, invention.</p> <p>RRSA Where appropriate make links to how these inventions have helped some of their</p>	<p>Prior knowledge- Label the parts of a castle.</p> <p>Attack a castle activity- plan an attack and battle methods.</p> <p>Vocab- king, past, artefact, peasantry, chronology, AD.</p>	<p>Prior knowledge-write 5 facts about the events of the Great Fire of London.</p> <p>What was life like in Tudor times? Explore houses, life, food, school, expectations.</p> <p>What was life like in the North West? Explore Little Moreton Hall?</p> <p>Vocab- monastery, change, peasantry, poverty.</p> <p>RRSA</p>	<p>Prior knowledge-label the parts of a castle.</p> <p>What happened? Discuss timeline and media coverage of Apollo 11. People involved, clip of astronauts on the Moon. How has landing on the moon impacted life today? Impact on America today-NASA. Richard Branson flights to the moon. Changes in views over time about space travel-recent explorations.</p>	<p>Prior knowledge-put events from the space race in chronological order.</p> <p>Research different Victorian inventions and literature. Who, why, what, dates. Is it still used today? Has it been used and developed to fit life today?</p> <p>Vocab-past, change, industry, inventions.</p>	<p>Prior knowledge- who was the most important person in a medieval castle and why?</p> <p>Introduction to the Bronze Age. Compare and explore to Stone age, looking at Stonehenge as a site. What was found there? What does it tell us about life, weapons and warfare?</p> <p>Continue time line looking at the Iron Age.</p>



pirate in a bottle*		rights- 17-access to information, 31-leisure, play and culture, 28- their education		Article 6- life, survival and development Article 12- respect views of the child Article 24- healthcare and health services Article 27- adequate standards of living Article 28- right to education Article 29- goals of education	Vocab- patriotism, rivalry, evidence, Government, propaganda. RRSA Article 6- life, survival, potential Article 30 and 31- leisure, culture and play- how we have been able to become a more diverse across the world due to advances in travel		-follow thread of weapons and warfare.. Vocab- past, change, civilization, artefacts, evidence, archaeology.
Look at the roles of a pirate Explain to the children that they are going to play these roles now. Explain what these roles are and what they will have to do for each one outside. Playing the roles of a pirate.	5	Which invention has made the biggest impact and is the most important? Why? Children explore their findings and answer focus question. RRSA Where appropriate make links to how these inventions have helped some of their rights- 17-access to information, 31-leisure, play and	Children compile two page spread answering the question 'How safe are castles?' using their research. -plans of attack -features of a castle- defense/attack RRSA Where appropriate make links to changes to war and armed conflicts and how children are protected Article 38 and 39	Children compile their evidence and answer key question- Which monarch changed Britain the most- Henry VIII or Elizabeth I? RRSA Article 12, 13 and 14- respect, freedom of expression, thoughts and belief	Children compile their evidence and answer key question- Why race to the moon? They use all the knowledge they have gathered over the topic to answer the question. Vocab- patriotism, rivalry, evidence, Government, propaganda, sources, primary and secondary sources, race, space, change.	Children compile their evidence and answer key question- Has Britain really changed since the Victorian era? They use all the knowledge they have gathered over the topic to answer the question. Vocab- past, change, industry, legislation, poverty, chronology, inventions.	Children compile their evidence and answer key question- What part did weaponry play in the development of civilization? How did the development of weaponry mirror the development of civilization? They use all the knowledge they have gathered over the topic to answer the question. THIS CAN BE SPREAD OVER THE ENTIRE



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<p>Split the children up into four groups. Each group starts at a different role. Once they have had a fair amount of time on this role, send them around each one as a carousel. Once all these roles are completed, discuss each one. Which one did they find the hardest? Which one did they enjoy? if they were a pirate which role would they choose and why?</p> <p>Explain that now you have trialled every role you must</p>		<p>culture, 28- their education</p>			<p>Article 12, 13 and 14- respect views, freedom of expression, thoughts and belief</p>		<p>TOPIC AND ACROSS THE SESSIONS. THIS SESSION CAN BE USED TO EXTEND ANY LESSONS.</p>
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now decide which role you would like to be and apply for.
Explain that in every job you have to go through an application process and you must have certain skills to meet a criteria. What skills do you think you will have to be a ...
What you need to do.
What the next steps will be once you have applied for the role (the captain will decide on your new roles)

Applying for your role as a

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pirate:
Discuss each
job description
with the ch and
discuss the
skills needed.

LA: whole
group – a
discussion
about which
job they would
like to apply for
and what skills
have to fulfil
the role. *CT to
write
MA - Sentence
stems –
children to
write skills that
they have
HA – Sentence
stems –
children to
write skills that
they have

Introduction to
maps
Interactive
game – Percy
wants to get to
X How are we
going help?

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Talk about the features of a map and how this can support our directions to get from one place to another
What can we see on Percy's map?
Which path could Percy take to get to the X?
To look at lots of different maps with Ch.
Using a magnifying glass pinpoint the features.
Using picture prompt cards can the children spot these features.
Why is that feature important to notice? Where is the feature on the map?

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What is it close to? Use prepositional phrases to describe where each feature is.

Children to be given a map
One that is difficult to understand
One that is half finished
Another with key features to help find the treasure.
Follow a map that has been given to them can you identify any of the key features.
Where are they? s
Encourage prepositional phrases.
Encourage discussion for importance of features and

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following a map.

Using the map that is half done Walk around the outdoor area and find any of the key features that have been missed. Once found X marks the spot, discuss finding a path that will make it easier for the children to find the treasure next time.

Ch to have a picture of the outdoor area (Blown up) – recount and add the features and label those that we discussed on the outdoor area map. Can

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they hide some treasure at X marks the spot for the next group to find?							
Ch to design a pirate passport before boarding William Kidd's ship. Picture of themselves as a pirate, their pirate name, their age and their ship that they are boarding							
	Historical skills	Use of evidence to make predictions and explain ideas. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of inventions in history and today.	Use of evidence to make predictions and explain ideas. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of people in history and today. Measure the impact on life today.	Use of secondary sources to explore and discover. Question secondary sources and how reliable they are. Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of	Use of secondary sources to explore and discover. Question secondary sources and how reliable they are. Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of	Use of secondary sources to explore and discover. Question secondary sources and how reliable they are. Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of	Use of secondary sources to explore and discover. Question secondary sources and how reliable they are. Explore artefacts and what we can learn from them. Sequence events in chronological order. Reason using evidence and facts. Enquire asking and answering questions. Evaluate the impact of



			Decide on the importance of the event. Discuss reliability of sources.	people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today.	people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.	people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.	people in history and today. Measure the impact on life today. Reason and explain what the same situation would be like today. Discuss personal opinions using evidence to support their ideas.
	Links to prior learning	Review past and present- meanings and examples of events they know. RRSA Article 6 Article 17 Article 24 Article 27 Article 28 Article 31	Review past and present- meanings and examples of events they know. Timeline and chronology of events. RRSA Article 38 Article 39	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Meaning of ancient civilization. RRSA Article 2 Article 6 Article 12 Article 13 Article 14 Article 15 Article 24 Article 27 Article 28 Article 29	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Year 1 space-first man on the moon-Neil Armstrong. RRSA Article 6 Article 12 Article 13 Article 14 Article 15 Article 17 Article 30 Article 31	Review past and present- meanings and examples of events they know. Timeline and chronology of events. RRSA Many links to various articles should be made, please make clear links to those most appropriate to the changes and influences taught	Review past and present- meanings and examples of events they know. Timeline and chronology of events. Beeston Castle-features and life then. RRSA Article 2 Article 6 Article 14 Article 24 Article 27
	The mes	Influential people in History.	Key historical events.	Ancient civilizations. Impact on life today.	Government impact on society. Key historical events.	Invasion. Impact on life today.	Ancient civilizations. Government impact on society.



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				Invasion. Influential people in History.	Impact on life today. Influential people in History.	Government impact on society. Influential people in History.	
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