

Whole school History Long Term planning 2019/2020

Year	Autumn	Spring	Summer
1	<p>Time Box</p> <p>NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - Timeline of chn’s own life / History of toys.</p> <p>Resourcing – key stage history time box/ Toys through time / knowledge organiser on Twinkl.</p>	<p>Bright lights, big city – London</p> <p>NC links - Events beyond living memory that are significant nationally or globally.</p> <p>- The Great fire of London</p> <p>Resourcing – Key stage history website. Knowledge organiser on Twinkl.</p>	<p>Our wonderful world.</p> <p>NC links- The lives of significant individuals in the past who have contributed to national and international achievements- Florence Nightingale</p> <p>Resourcing – Key stage history website/ knowledge organiser on Twinkl.</p>
2	<p>Street detectives – How has my local area changed?</p> <p>NC links - Significant historical events, people and places in their own locality - Whitley now and then.</p> <p>Resourcing – Talks/ interviews of local historians (Bill Faulk former cahir of governors Whitley/ Paul Maddocks from Coventry history society[paul_maddocks@yahoo.co.uk] / See share point/ Whitley now and then power point and resources.</p>	<p>Land Ahoy –</p> <p>NC links – Events/ people beyond living memory that are significant nationally or globally - The Titanic</p> <p>Resourcing – Key stage history website for both.</p>	<p>Beachcombers</p> <p>NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life- The history of the seaside- Seaside now and then (focus on comparing the Victorian times to modern day)</p> <p>Resourcing – Key stage history website How has the seaside changed?</p>
3	<p>Tribal Tales</p> <p>NC links - Learn about changes in Britain from the Stone Age to the Iron Age – Stone age, Bronze age and Iron age.</p>	<p>Gods and Mortals-</p> <p>NC links – Learn about Ancient Greece/ Do a study of Greek life and achievements and their influence on the western world- Ancient Greece</p> <p>Key person – Alexander the Great</p>	<p>Urban Pioneers</p> <p>NC links - Conduct a local history study – Lady Godiva and Coventry’s history.</p> <p>Resourcing/ planning – Historic Coventry website (free)</p>

4	<p>I am Warrior</p> <p>NC links Learn about the Roman Empire and its impact on Britain -</p> <p>Romans</p>	<p>Anglo-Saxons and Vikings</p> <p>NC links - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Normans 1066</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>The Middle Ages -</p>
5	<p>Raging Rivers</p> <p>NC links - Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China –</p> <p>Ancient Egypt.</p>	<p>Peasants, Princes and Pestilence</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Black death</p>	<p>Off with Her head</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>The Tudors timeline from the battle of Bosworth to the death of Elizabeth 1.</p>
6	<p>Mayans</p> <p>NC links- Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>World war 2</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC links - Conduct a local history study – World War 2 and its impact on Coventry (The Blitz)</p>	<p>World war 2</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC links - Conduct a local history study- World War 2 and its impact on Coventry Coventry (The Blitz).</p>

--	--	--	--

Year 1 Curriculum History						
Autumn		Spring		Summer		
History Time Box Timeline of children's own life / History of toys.	Geography - Around our school	History The Great Fire of London.	Geography- Bright Lights Big Cities.	History Florence Nightingale	Geography - Our wonderful world	
History NC Objectives all year		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Resources/ planning
<ul style="list-style-type: none"> • NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally. - NC links- The lives of significant individuals in the past who have contributed to national and international achievements. 						

<p>Autumn term - Time Box- Timeline of children's own life / History of toys.</p> <ul style="list-style-type: none"> • NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <p>Chronology</p> <ul style="list-style-type: none"> - Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme - Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' - Uses simple timelines to sequence processes, events and objects within their own experience. - Becoming more confident in use of terms 'old' and 'new' - Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. 	<p>Able to differentiate between fiction and real events in their own lives.</p> <p>Order some events/ photos in their life in a simple timeline.</p> <p>A century means 100 years.</p> <p>The Victorian time/ age was a long time ago when queen Victoria was queen of England.</p> <p>Toys have been available for thousands of years since the Victorian times.</p> <p>Toys in the past were made from materials that were available at the time.</p> <p>Modern toys are mainly made of plastic and many use electricity to operate.</p> <p>Computers and consoles were invented in the 20th Century.</p> <p>We are in the 21st century. It started in the</p>	<p>Victorian age/ times, Queen Victoria, modern times, 20/ 21st century, then, now, Year, decade, century, ancient modern, long ago, timeline, date, order, similar, different, because important, living memory, remember, toys, dolls, consoles, virtual reality, internet, technology, computers, materials, wood, plastic, simple mechanical, inventions, grandparents' time, the older generation, sequence, memories, photograph, camera</p>	<p>Task – the class is going to set up a toy museum. Children to include both toys from the Victorian and modern times.</p> <p>As prep for the museum,</p> <p>Basic: sort given toys into old and new. Advancing: Pupils to choose 3 old toys they would like to display from a selection (real or pictures) to draw and then write a caption explaining how they know it is old.</p> <p>Deep: How are the things you play with now different from the ones your grandparents played with?</p>	<p>Love of learning / community</p>	<p>Key stage history/ Time box and Toys through time / Knowledge organiser toys on Twinkl</p>
---	---	---	---	-------------------------------------	---

<ul style="list-style-type: none"> - Understands that the world was different in the olden days <p>Range and depth of Historical knowledge</p> <ul style="list-style-type: none"> - Recognise the difference between past and present in their own and others' lives. - <p>Interpretations of History</p> <ul style="list-style-type: none"> - Distinguish between facts and fiction. <p>Historical Enquiry.</p> <ul style="list-style-type: none"> - Sort artefacts and given objects into “then” and “now” and providing simple explanation. Example – toys from now and then <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can label/annotate simple drawings of things/ artefacts about the past. - Can write four or five captions, possibly using connectives, to show the sequence of past events 	<p>year 2000 and will end in 2099.</p>	<p>,detective, opinion, artefact, What...? When...? Where...?</p>			
<p>Spring term</p> <ul style="list-style-type: none"> - Bright lights Big City - The Great fire of London. <p>History NC Objectives</p>	<p>When, where the fire started. Why the fire spread so rapidly and the effect it has had on the country. How we found out about</p>	<p>Year, decade, century, ancient modern, long ago, timeline, date, order, fire,</p>	<p>Basic: sequence pictures from the story in the right order.</p>	<p>Possibilities –tour guide. Love of learning / community</p>	<p>Resourcing – Key stage history website.</p>

<p>- Events beyond living memory that are significant nationally or globally.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Uses simple timelines to sequence processes, events and objects within their own experience. - Understands that the world was different in the olden days <p>Range and depth of Historical knowledge.</p> <ul style="list-style-type: none"> - They know and recount episodes from stories about the past <p>Interpretations of History</p> <ul style="list-style-type: none"> - Begin to understand that we have different views of familiar events. - We cannot always remember what happened in the past. - Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of the fire. 	<p>the fire even though we were not born.</p>	<p>London, similar, different, St Paul's Cathedral, because important, living memory, remember, homes, wood, houses grandparents' time, sequence, eye witness, Samuel Pepys, diary, source of history, bakery, Pudding Lane, fire service, emergency service, opinion, artefact, What...? When...? Where...? How, Why? River Thames,</p>	<p>Advancing: What happened in the great Fire of London and how do we know?</p> <p>Deep: How has the fire affected our way of life/ What has changed since the fire?</p>		<p>Knowledge organiser of topic on Twinkl.</p>
---	---	--	--	--	--

<ul style="list-style-type: none"> - Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. - - Distinguish between factual stories and fiction. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Use eye witness accounts to find out about the past. Eg to sequence /retell the Great fire of London. <p>Organisation and communication.</p> <ul style="list-style-type: none"> - Can label/annotate simple drawings of events from the past. - Can write four or five captions, possibly using connectives, to show the sequence of past events. - Can write simple sentences describing a past event or people, e.g. about the Great fire of London/ Florence Nightingale. - Can orally retell the main episodes of famous past events e.g. the Great fire of London, in the correct sequence and write captions to accompany sequenced pictures. 					
---	--	--	--	--	--

<p style="text-align: center;">Summer term Our wonderful world.</p> <p style="text-align: center;">NC links- The lives of significant individuals in the past who have contributed to national and international achievements- Florence Nightingale</p> <p>Chronology</p> <ul style="list-style-type: none"> - Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' - Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. - Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. - Uses simple timelines to sequence processes, events and objects within their own experience. - Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. 	<p>Florence Nightingale was a British nurse who helped improve standards of care in medicine.</p> <p>She was known as the Lady of the Lamp.</p> <p>Children understand the main problems with the treatment of soldiers prior to Florence's arrival.</p> <p>They can then identify the changes Florence made.</p> <p>They understand that the changes were made very quickly and brought about important improvements in survival.</p> <p>Florence is considered a hero in nursing.</p>	<p>Year, Turkey, decade, Victorian times/age, Crimean war, century, ancient modern, long ago, timeline, date, order, nurse, hospital, similar, different, because important, living memory, remember, homes, wood, houses, sequence, source of history, opinion, artefact, What...? When...? Where...? How, Why?</p>	<p>Basic: Tell me who Florence Nightingale is and why she is famous.</p> <p>Advancing: What did Florence do to improve the lives of the soldiers when she arrived in the Crimea?</p> <hr/> <p>Deep: Why is Florence so important even now?</p>	<p>Possibilities – nurse/ doctor like Doctor Ranj on Cbeebies.</p> <p>Well-being / Community.</p>	<p>Resourcing – Key stage history website. BBC bitesize video</p>
--	---	--	---	---	---

<ul style="list-style-type: none"> - Understands that the world was different in the olden days <p>Range and depth of Historical knowledge.</p> <ul style="list-style-type: none"> - Recognise the difference between past in and other's lives. - They know and recount episodes from stories about the past. <p>Interpretations of History</p> <ul style="list-style-type: none"> - Begin to understand that we have different views of familiar events. - We cannot always remember what happened in the past. - Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions. - Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Florence Nightingale's lamp looked like – 'it's different from the one on the Magic Grandad video, Miss'. 					
---	--	--	--	--	--

<ul style="list-style-type: none"> - Realises that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her. - Uses stories to help children distinguish between facts and fiction. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Use a source of history to find out about the past. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can label/annotate simple drawings of things/ artefacts about the past. - Can write four or five captions, possibly using connectives, to show the sequence of past events. - Can write simple sentences describing a past event or people, e.g. about the Great fire of London/ Florence Nightingale. - Can orally retell the main episodes of famous past events e.g. the Great fire of London, in the correct sequence and write captions to accompany sequenced pictures 					
---	--	--	--	--	--

<u>Year 2 Curriculum</u>						
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>		
Street detectives (History)	Street detectives (Geography)	Land Ahoy – The Titanic (History)	Land Ahoy- What is our Island Like? (Geography)	Beachcombers – The History of Seaside Holidays.	Beachcombers- (History and geography)	
<p>History Objectives all year</p> <p>- NC links - Significant historical events, people and places in their own locality.</p> <p>-NC links – Events beyond living memory that are significant nationally or globally.</p> <p>- NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p>		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning/ Resources
<p>Autumn term - Street detectives – History of our local area – Whitley now and then.</p>		<p>Whitley is a small area of the city of Coventry.</p> <p>Our school is in Whitley and some</p>	<p><i>Year 1 vocab</i></p> <p><i>Years, decade, century, ancient modern, long ago, timeline, date, order,</i></p>	<p>Basic: Make a poster of Whitley now and then using at least 2 pictures.</p> <p>Advancing: As gold but with</p>	<p>Possibilities – local historian.</p> <p>Community.</p>	<p>Resourcing – Talks/ interviews of local historians (Bill Faulk former cahir of governors Whitley/ Paul Maddocks from Coventry history society[paul_maddocks@yahoo.co.uk] / See share point/</p>

<p>NC links - Significant historical events, people and places in their own locality.</p>	<p>children in our school live here. Name a famous person from Coventry.</p> <p>Whitley has changed throughout the years and continues to change.</p> <p>Some key changes that have happened in Whitley – what used to be there and what it is now –eg. ASDA used to be an isolation hospital.</p> <p>Name some sources we can use to find out more about Whitley and how reliable they are/ not.</p>	<p><i>similar, different, because important, What...? When...? Where...? living memory, grandparents' time,</i></p> <p>Whitley, local historian/ history, area, human and physical geography/ features, Tiverton, Coventry, midlands, monk, abbey, community centre, social club, Isolation hospital, interview, Alice Stevens school, special needs school, quarry, Whitley</p>	<p>a template or support. Deep: My friend who lives in Scotland says her local area is forever changing. What can you tell her about how Whitley has changed in decades? Do that using a poster with captions.</p>		<p>Whitley now and then power point and resources. History cupboard – resources on Wonderful Whitley.</p>
---	---	--	---	--	---

		Bomber, Zoo, bridge, sources of history.			
<p>Spring term <u>Land Ahoy – The Titanic</u> NC links – Events beyond living memory that are significant nationally or globally.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can sequence parts of more complex story where action takes place over a long period of time. - Realises that we use dates to describe events in time. - Can use phrases such as ‘over 300 years ago’ in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time). - Can describe change over time using 	<p>Know what the Titanic was, why it sank and some effects of its sinking on the world.</p>	<p><i>Year 1 vocab</i></p> <p><i>Year, decade, century, ancient modern, long ago, timeline, date, order, similar, different, because important, What...? When...? Where...? living memory, grandparents’ time,</i></p> <p>Titanic, wreckage, sinking, ship, captain, rescue, Southampton, timeline, sequence, order, maiden voyage, first class,</p>	<p>Basic: a presentation/ written piece on why the Titanic sank.</p> <p>Advancing: create a poster advertising for passengers to come on board the Titanic- stressing why it is special.</p> <p>Deep: must include subject specific vocabulary.</p>	<p>Community, love of learning.</p>	<p>Key stage history website, Twinkl.</p>

<p>appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>Range and depth of Historical knowledge</p> <ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result - Compare lives in a different period with our lives today. <p>Interpretations of History</p> <ul style="list-style-type: none"> - Understands that it is not always possible to know for sure what happened. in the past. - People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic. - Discuss reliability of photos/ accounts/stories and other sources of history. 		<p>second class, third class, accommodation, advertisement, newspaper, headlines, passengers, cabin, luxury, unsinkable, stewards, collision, iceberg, capacity, survivors, upper class people, lower class people, temperature, on board, life boat, disaster, post card.</p>			
---	--	--	--	--	--

Historical Enquiry

- Use a source – books - read to ask and answer why, what, who, how, where questions about the past.
- Examples -sequence a collection of artefacts /photos.
- Use of time lines.

Organisation and communication

- Can write simple sentences containing period-specific detail eg. about the time of the Titanic.
- Label and annotate a picture showing images from the Titanic.
- Make increasing use of period specific vocabulary.
- Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl

--	--	--	--	--	--

<ul style="list-style-type: none"> - Can explain why past events happened using phrases such as 'another reason was' and 'also' which connect the various ideas - More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'. - Make increasing use of subject-specific precise vocabulary, e.g. ship, wreckage etc. 					
<p>Summer term Beachcombers - The history of the seaside- Seaside now and then (focus on comparing the Victorian times to modern day) NC links - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. Chronology</p>	<p>Know that seaside holidays were not the same as they are today.</p> <p>Can compare seaside holidays now and then - naming some specific differences / similarities between seaside holidays now and in the Victorian times.</p>	<p><i>Year 1 vocab</i></p> <p><i>Years, decade, centuries ago, modern times, 20/ 21st century, ancient modern, long ago, timeline, date, order, similar, different,</i></p>	<p>Basic: sort some photos of the seaside into now and then and say how they know.</p> <p>Advancing: write a post card in role as a child in the Victorian times on holiday.</p> <p>Deep: must include subject/</p>	<p>Community – Love of learning Possibilities – historian</p>	<p>Resourcing – Key stage history website - How has the seaside changed?, Twinkl</p>

<ul style="list-style-type: none"> - Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. <p>Range and depth of Historical knowledge</p> <ul style="list-style-type: none"> - Compare lives in a different period with our lives today. <p>Interpretations of History</p> <ul style="list-style-type: none"> - Compare pictures or photographs of aspects of life in the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Use a source eg. books / photos to ask and answer why, when, what, who, how, where questions about the past. <p>Organisation and communication.</p> <ul style="list-style-type: none"> - Can write simple sentences containing period-specific detail eg. about a day at the 	<p>Can explain what a bathing machine is and its purpose.</p>	<p><i>because important, What...? When...? Where...? living memory, grandparents' time, Victorian times/age,</i></p> <p>Holidays, seaside, recent times, nowadays, however, compare, horse drawn carriage, steam train, wealthy/ affluent people, popular, pier, bathing machine, bucket and spade, sandcastle, promenade, entertainment, bathing suits (costumes), cameras, black and white photos, inflatable toys, beach, abroad,</p>	<p>period specific vocabulary.</p>		
---	---	---	------------------------------------	--	--

<p>seaside 100 years ago.</p> <ul style="list-style-type: none"> - Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines. - Make increasing use of period specific vocabulary, e.g. bathing machine, pier. - More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times' etc. 		<p>tourists, lycra, sun cream, UV rays, post card, arcade, binocular, safety warnings.</p>			
---	--	--	--	--	--

<u>Year 3 Curriculum</u>						
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>		
Tribal Tales – History Tribal Tales – Stone age, Bronze age and Iron age.	Geography Climate zones and weather	History - Gods and Mortals- Ancient Greece.	Geography –Our Continent – Focus on Greece.	History - Urban Pioneers Lady Godiva and Coventry’s history	Geography- Tremors	
History Objectives all year - NC links - Learn about changes in Britain from the Stone Age to the Iron Age. - NC links – Learn about Ancient Greece/ Do a study of Greek life and achievements and their influence on the western world. - NC links - Conduct a local history study.		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning
Autumn term - Tribal Tales - Stone age, Bronze age and Iron age. NC links - Learn about changes in Britain from the Stone Age to the Iron Age. Chronology		Know that the period before written history/ records is the pre-historic period.	<i>Year 2 vocab Century,</i> BC, AD, iron age, stone age, bronze age, archaeology, archaeologist,	Basic: How much did life change from the stone age to the iron age? Children orally tell or use illustrations/ photos with captions to show.	Possibilities – Historian Community	Key stage history website with assessment ideas too.

<ul style="list-style-type: none"> - Can sequence events / artefacts / photos in a timeline. - Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification. - Can talk about three periods of time . - Can talk about the past in terms of periods e.g. iron age, etc. - Realises that Ancient means thousands of years ago. 	<p>Know what the term hunter-gatherer means.</p> <p>That the past can be divided into different periods.</p> <p>The stone age is the name given to the earliest period of human culture when stone tools were first used.</p>	<p>prehistoric, prehistory, tribes, tribal, hunter-gatherer, Stonehenge, artefact, barrow, burial, flint, artefact, fortify, monument, mound, cremate, cremation, Neolithic, ruins, Mesolithic, invasion, settlements, peat, Lindow man, harpoon, Palaeolithic, period, evidence, excavation, civilisation, research. Thatch, Skara Brae, forage.</p>	<p>Advancing: Task - Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery.</p> <p>Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. Pupils can produce their own explanation in form of a police file to make it more motivating. If they prefer they can film themselves as if in Crime watch (or similar).</p>		
<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about everyday lives of people in the time/ period studied. - Identify differences between ways of life at different times - Identify reasons for and results of people's actions - Understand why people may have wanted to do something. <p>Interpretations of History</p>	<p>The bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.</p> <p>The iron age is the time period when iron became the preferred choice of metal for making tools.</p> <p>That Britain changed from the</p>		<p>Deep: More able pupils can begin to weigh up the strengths and weaknesses of each theory.</p>		

	stone age through to the iron age.				
<p>Spring Gods and Mortals – Ancient Greece NC links – Learn about Ancient Greece/ Do a study of Greek life and achievements and their influence on the western world</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can sequence events in simple narrative. <p>Can use words which mark the passing of time e.g. moving from simple ‘before and after’ to use words such as during or while.</p> <p>Can talk about the past in terms of periods e.g. Ancient Greece.</p> <p>Realises that Ancient means thousands of years ago.</p> <p>Range and depth of historical knowledge.</p> <ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Identify differences between ways of life at different times 	<p>Know some of the main characteristics of the Athenians and the Spartans.</p> <ul style="list-style-type: none"> • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics. <p>Know some ways Ancient Greece influenced the world.</p>	<p>Ancient, Greece, Greeks, Athens, Sparta, BC, civilisation, myth, Olympics, mortals, influence, Plato, empire, slave, Pythagoras, Vase, tunic, Homer, Alexander the Great, medicine, Hippocrates, helmet, soldier, pyxis, nobleman, coins, democracy, alphabet, Trojan war, battle of Marathon, gods/ goddesses, Parthenon, conquer, custom</p>	<p>Basic: Chn orally tell key aspects of Greek civilisation/ everyday life from given pictures/ artefacts.</p> <p>Advancing: Pupils design a set of stamps showing the range of Greek achievements and legacy to us today. They plan / work out which images they are going to place on each stamp and then attach a value to each eg. £1,2,3,4,5 showing that they have considered the relative significance and importance of each aspect.</p> <p>Deep: providing explanatory captions as if stamps are to be used for museum display. ICT - this could be effectively done on computers and printed out.</p>	<p>Possibilities – historian</p> <p>Community</p>	

<ul style="list-style-type: none"> - Identify reasons for and results of people's actions - Understand why people may have wanted to do something. <p>Interpretations of history</p> <ul style="list-style-type: none"> - Distinguish between different sources – compare different versions of the same story. - Look at representations of the period – museum, cartoons etc <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use a range of sources to find out about a period studied. - Observe small details – artefacts, pictures from this period and record information relevant to the study. - Begin to use the library, e-learning for research, ask and answer questions about a particular period/ civilisation. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. 					
--	--	--	--	--	--

<ul style="list-style-type: none"> - Answers contain some simple period-specific references. - Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. - Beginning to write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas. 					
<p>Summer term - Urban Pioneers NC links - Conduct a local history study – Lady Godiva and Coventry’s history.</p> <p>Chronology</p> <p>Range and depth of historical knowledge.</p> <ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Identify differences between ways of life at different times - Identify reasons for and results of people's actions - Understand why people may have wanted to do something. 	<p>Know the story of Lady Godiva/ Earl Leofric and how she helped Coventry.</p> <p>Know the origin of the name Coventry.</p> <p>Recognise the coat of arms and motto of Coventry.</p> <p>Know the meaning of the phrase ‘sent to Coventry’ and its origin.</p> <p>Recognise that Coventry continues to change and where/</p>	<p><i>Year 2 vocab Coventry, monks, Midlands</i></p> <p>Lady Godiva, Peeping Tom, Earl of Mercia, Leofric, ancient, tax, imposed, oppressive tax, heregeld, tyrant, statue, nude/ naked, Cathedral lanes shopping centre, veiled, Godiva festival, legend, monastery, Danish king Canute.</p>	<p>All chn write an article titled Coventry- My memories/ Memories of a 21st Century child in Coventry. Can include pictures/ drawings of some of their memories.</p> <p>Basic: with support, children write/ record their memories of living in Coventry now to be buried for future generations to find.</p> <p>Advancing: children write/ record their memories of living in Coventry in the 21st Century to be buried for future generations to find.</p> <p>Deep: include references that imply that when the</p>	<p>Community Possibilities - local historian</p>	<p>Resourcing/ planning – Historic Coventry website/ some history/ Coventry history for teacher/ reading materials. (free)</p> <p>Historic Coventry website/ Your memories/ 22. Living in Willenhall and 44. A childhood in Stoke (for teacher/ model texts/ reading materials - free)</p>

<p>Interpretations of history</p> <ul style="list-style-type: none"> - Distinguish between different sources – compare different versions of the same story. - Look at representations of the period – museum, cartoons etc <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use a range of sources to find out about a period studied. - Observe small details – artefacts, pictures from this period and record information relevant to the study. - Begin to use the library, e-learning for research, ask and answer questions about a particular period/ civilisation. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. - Answers contain some simple period-specific references. - Writes in simple and accurate, sequenced, sentences when 	<p>how they live now may be different in years to come.</p>		<p>message is found, times would have changed.</p> <p>See historic Coventry resources for model texts.</p>		
--	---	--	--	--	--

narrating what happened in the past.					
- Beginning to write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas					

Year 4 Curriculum					
Autumn		Spring		Summer	
History – Romans NC links Learn about the Roman Empire and its impact on Britain -	Geography - Mountains	History – Anglo-Saxons and Vikings	Geography - Rainforests	History - Normans 1066 (The Middle Ages)	Geography - South America – Rio and South East Brazil
History NC Objectives all year	Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning
-NC links Learn about the Roman Empire and its impact on Britain. - NC links - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.				Possibilities – Historian Community	

<p>Autumn term - History – Romans NC links Learn about the Roman Empire and its impact on Britain.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings. - Can use some key dates as important markers of events e.g. Caesar’s landing, Claudius’ invasion, Boudicca’s revolt. - Uses sophisticated time markers within, as well as between periods e.g. at the start of the Roman’s reign. <p>Range and depth of Historical knowledge</p> <ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events <p>Interpretations of History</p>	<p>Around 2,000 years ago, Britain was ruled by tribes of people called the Celts.</p> <p>In 43 AD Romans invaded and Britain became part of the Roman Empire.</p> <p>Know some significant dates that establish a timeline of Roman Britain.</p> <p>That Queen Boudicca revolted against the Romans but was defeated.</p> <p>Know why the Romans invaded Britain, why they were so successful and why they left.</p> <p>Know about life as a Roman – how they lived.</p> <p>Know some ways the Romans influenced Britain and the rest of the world.</p>	<p><i>Year 2 vocab</i> <i>Century / centuries</i></p> <p><i>Year 3 vocab</i> <i>Slave, AD, BC, myth, soldier, civilisation, taxes, settlements, forts, archaeology, artefact, gods/ goddesses, conquer, custom.</i></p> <p>toga, Julius Caesar, barbarian, pantheon, basilica, sewer, chariot, villa, standard, coin, baths, aqueduct, mosaic, gladiator, colosseum, empire, sword, shield, mythology, amphitheatre, Queen Boudicca, numeral. Rebellion, Hadrian’s wall, emperor, legions, Caledonia, Celts, Iceni, invasion, legion, pictis, Invade, evidence, capital, conflict, revolt, weapon, allies, resist, resistance, military expedition, culture, warrior, outnumbered, armour, assassination, ides of march, uprising, attack, Colchester, East</p>	<p>Basic: With support and orally tell / show with illustrations.</p> <p>Advancing: How far did the Romans change the life of people living in Britain after the conquest?</p> <p>Deep: include period. specific details and explanations instead of describing.</p>	<p>Possibilities – Historian Community.</p>	<p>Twinkl – Romans knowledge organiser.</p> <p>Key stage history website.</p> <p>SLS Books</p>
---	--	---	---	---	---

<ul style="list-style-type: none"> - Look at the evidence available. - Begin to evaluate the usefulness of different sources. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions about the past. - Use sources eg. the library, e-learning for research and answering questions posed. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can write in explanatory mode, rather than descriptive. - Begins to sustain an answer, providing some supporting evidence. - Ideas are beginning to have some shape, and structured in paragraphs - Can use appropriate ways of communicating their understanding. 		<p>Anglia, republic, constitution, senators, elected, election, reign, Romans, deity, border, invade, invader, defeat,</p>			
---	--	--	--	--	--

<p>Spring term history - Anglo-Saxons and Vikings NC links - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings. - Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt. - Uses sophisticated time markers within, as well as between periods e.g. at the start of Saxon ruler. <p>Range and depth of Historical knowledge.</p> <ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events in time studied. 	<p>Say where the Anglo-Saxons/ Vikings came from and when they invaded Britain.</p> <p>Be able to organise information about the Anglo- Saxons and Viking kings onto a timeline.</p> <p>Know some key facts about the most influential Anglo-Saxon kings.</p> <p>Describe some aspects of everyday Anglo-Saxon/Viking life and compare with life now.</p> <p>Demonstrate an understanding of how the Anglo-Saxons/ Vikings have shaped / impacted on British culture and history.</p>	<p><i>Year 2 vocab</i> <i>Century / centuries</i></p> <p><i>Year 3 vocab</i> <i>AD, BC, soldier, civilisation, taxes, settlements, Great, invade, invasion, Romans, border, invade, defeat, monastery, artefact, conquer, custom.</i></p> <p>Angle, Saxon, Anglo-Saxon, jute, Vikings, pagan, Germanic, Offa's Dyke, long house, Bede, King Arthur, Arthurian, Alfred the Great, Battle of Hastings, Kingdom, account, afterlife, Britannia, attack, deity, charm, indigenous, skald, territory, Thegn's great hall, seax, runestone, battleaxe, dark ages,</p>	<p>Children are put into mixed ability research groups. Each group picks a question from the bank below and work together to answer. After the task, one group member role plays a radio station interviewer and interviews the others in their group who are historians.</p> <p>Each group is given a chance to present their role play to the class.</p> <ol style="list-style-type: none"> 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2. How did people's lives change when the Anglo-Saxons came to Britain and how can we be sure? 3. How were the Saxons able to see off the Viking threat? 4. Just how great was King Alfred, really? 	<p>Possibilities – Historian Community.</p>	<p>Key stage history website</p> <p>Twinkl – Romans Knowledge organiser/ power points and e-books.</p>
--	---	---	--	---	--

<p>Interpretations of History</p> <ul style="list-style-type: none"> - Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant materials to present a picture of one aspect of life in time past. - Ask a variety of questions about the past. - Use sources eg. the library, e-learning for research and answering questions posed. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can write in explanatory mode, rather than descriptive. - Begins to sustain an answer, providing some supporting evidence. - Ideas are beginning to have some shape, and structured in paragraphs 			<p>5. So how dark were the dark Ages, really?</p> <p>6. Raiders or settlers: how should we remember the Vikings and why?</p>		
---	--	--	--	--	--

<ul style="list-style-type: none"> - Can use appropriate ways of communicating their understanding 					
<p>Summer term - Normans 1066 - The Middle Ages</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings. - Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt. - Uses sophisticated time markers within, as well as between periods e.g. at the start of Saxon ruler. <p>Range and depth of Historical knowledge.</p> <ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. 	<p>That the year 1066 was a key date in English history.</p> <p>That in 1066 Edward the Confessor was the Anglo-Saxon king of England.</p> <p>Know some key historical events, dates and facts in 1066.</p> <p>That the Normans took over England from the Anglo-Saxons.</p> <p>That William the Conqueror was the first Norman king of England.</p> <p>That the Bayeux Tapestry in France tells the story of the Norman invasion and the battle of Hastings.</p>	<p><i>Year 3 vocab</i> <i>Conquer, invade, invasion, defeat,</i></p> <p>Normans, middle ages, Vikings, Angles, Saxons, Anglo-Saxons, Motte and bailey, castles, Bayeux Tapestry, doomsday book, conqueror, brother-in-law, claim to the throne, keep, Witan, conqueror, rebellion, rebel, monarch, monarchy, successor, battle, descendant, heir,</p>	<p>Advancing: Task: make up a class own versions of the images that could go on the Bayeux Tapestry.</p> <p>Basic: Same task with support.</p> <p>Provide each child with a strip of fabric to draw their images on using fabric pens. Deep- Must explain the images and its relevance to the period being studied.</p> <p>To stitch the drawings later.</p>	<p>Community Possibilities</p>	

<ul style="list-style-type: none"> - Look for links and effects in time studied. - Offer a reasonable explanation for some events in time studied. <p>Interpretations of History</p> <ul style="list-style-type: none"> - Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant materials to present a picture of one aspect of life in time past. - Ask a variety of questions about the past. - Use sources eg. the library, e-learning for research and answering questions posed. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Can write in explanatory mode, rather than descriptive. 	<p>Know what the doomsday book was about.</p>				
--	---	--	--	--	--

<ul style="list-style-type: none"> - Begins to sustain an answer, providing some supporting evidence. - Ideas are beginning to have some shape, and structured in paragraphs - Can use appropriate ways of communicating their understanding. 					
--	--	--	--	--	--

<u>Year 5 Curriculum</u>						
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>		
History - Ancient Egyptians	Geography- Raging rivers	History - Peasants, Princes and Pestilence Black death	Geography - United Kingdom	History - Off with her Head	Geography - Global trade	
History Objectives for the year		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning
- Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The						

<p>Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>-NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>					
<p>Autumn term - Ancient Egyptians NC links - Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Confidently use some key dates as important markers of events eg Tutankhamun's burial. - Uses more sophisticated time markers within, as well as between periods e.g. at the start of Egyptian civilisation. - Can appreciate ideas of duration and interval. e.g. how long some Egyptian practices had been around. <p>Range and depth of Historical knowledge</p>	<p>Know who/ what a Pharaoh is and name a famous one.</p> <p>Know some key aspects of life / vocabulary associated with Egyptian way of life such as hieroglyphics, mummification, believe in afterlife and embalming.</p> <p>Know some ways Egyptian civilisation influenced the world.</p>	<p><i>Year 3 vocab</i> AD, BC, ancient, myth, soldier, civilisation, taxes, archaeology, artefact, gods/ goddesses, custom.</p> <p><i>Year 4 vocab</i> Culture, deity, heir</p> <p>Mummification, mummy, pharaoh, embalm, embalmer, tomb, papyrus, underworld, Tutankhamun, valley of the kings, sphinx, hieroglyphics, inscription, linen, Giza, pyramid, afterlife, vizier, curse, apprentice, wedjat, amulet, scribes, river Nile, sarcophagus, Rosetta stone, ritual, rites, preserve, pendant, nemes, ointment, natron,</p>	<p>Basic: what do these images/ artefacts tell you about life in ancient Egypt? Oral presentation recorded or with support to write.</p> <p>Advancing: What did ancient Egyptians believe about the afterlife? How do you know?</p> <p>Deep: include period specific vocabulary and Evidence to support their answers.</p>	<p>Love of learning Community – knowing about the world as a community. Possibilities – historian/ inspirational person – Howard Carter, British archaeologist known for discovering the tomb of Tutankhamun.</p>	<p>Twinkl Key stage history</p>

<ul style="list-style-type: none"> - Study different aspects of different people eg differences between how men and women were treated at a time. - Examine causes and results of great events and the impact on people. - Compare life in early and late 'times' studied. - Compare an aspect of life with the same aspect in another period. <p>Interpretations of history</p> <ul style="list-style-type: none"> - Compare accounts of events from different sources – fact or fiction. - Offer some reasons for different versions of events. <p>Organisation and communication</p> <ul style="list-style-type: none"> - Answers are structured and provide supporting evidence for historical statements made. - Beginning to see two sides of a question and can offer arguments on both sides. - Answers are relevant to the question set. 		<p>eternal life, Egyptian, Egyptologist, cartouche, monuments, canopic jar</p>			
--	--	--	--	--	--

<p>- Widespread use of period specific detail to make the work more convincing and authentic.</p>					
<p>Spring term - Peasants, Princes and Pestilence - Black death NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Confidently use some key dates as important markers of events eg Caesar's landing, Claudius' invasion, Boudicca's revolt. <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life;</p> <p>Range and depth of Historical knowledge</p> <p>Study different aspects of different people - differences between men and women.</p>	<p>The black death was a plague that spread from Asia through Europe and killed nearly half of the population of Britain.</p> <p>It started from 1665 - 1666.</p> <p>Know the cause and some symptoms of the plague and effects it had on Britain.</p> <p>Know about life after the black death – the revolts.</p> <p>Know some key events/ vocabulary associated with this period.</p>	<p><i>Year 1 Timeline,</i></p> <p><i>Year 2 century</i></p> <p><i>Year 3 Monastery</i></p> <p><i>Year 4 vocab middle ages, reign, rebellion, revolt.</i></p> <p>Black death, bacteria, banquet halls, chivalry, contaminate, Canterbury tales, flagellant, heraldry, illuminated lettering, infection, jousting, medieval, knight, rodent, serf, squire, infection, pestilence, symptom, peasant, feudal system, famine, nobles, villeins, craftsmen, freemen, merchants, hundred years war, buboes, fleas, plague, poll tax, parliament, demands, scuffle, archbishop.</p>	<p>Basic: with support Advancing: Write a historical account of catching the black death. Deep: include period specific vocabulary and evidence to support their answers.</p>	<p>Community Possibilities – historian. Inspirational person Geoffrey Chaucer, English 14th Century poet.</p>	<p>Twinkl</p>

<p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period..</p> <p>Interpretations of history Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Organisation and communication</p> <ul style="list-style-type: none">- Answers are structured and provide supporting evidence for historical statements made.- Beginning to see two sides of a question and can offer arguments on both sides.- Answers are relevant to the question set.- Widespread use of period specific detail to make the work more convincing and authentic.					
---	--	--	--	--	--

<p>Summer term - Off with Her head - The Tudors timeline from the battle of Bosworth to the death of Elizabeth I. NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Confidently use some key dates as important markers of events eg during the reign of Henry VIII. - Uses more sophisticated time markers within, as well as between periods e.g. at the start of Elizabeth I's reign. - Can appreciate ideas of duration and interval. e.g. how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; <p>Range and depth of Historical knowledge</p> <ul style="list-style-type: none"> - Study different aspects of different people - differences between men and women. 	<p>That the Tudor reign started when Henry Tudor (Henry VII) won the battle of Bosworth in 1485.</p> <p>Know about some famous battles fought at this time- War of the Roses and Battle of Bosworth.</p> <p>Put some Tudor monarchs in a timeline.</p> <p>Know some key events/ vocabulary associated with this period.</p> <p>Know the 6 wives of Henry VIII and some of his reasons behind the marriages.</p>	<p><i>Year 3 vocab Evidence</i></p> <p><i>Year 4 vocabulary Heir, monarch, monarchy.</i></p> <p>Allegation, annulment, arrest, banquet, beheading, Catholicism, conspiracy, coronation, Church of England, Christianity, court, divorce, dynasty, embroidery, reformation, execution, exile, Henry's 'great matter', war of the Roses, battle of Bosworth, treason, protestant, tower of London.</p>	<p>Basic : with support</p> <p>Advancing; construct a historical timeline from the battle of Bosworth to the death of Elizabeth I.</p> <p>Deep : include period specific vocabulary and evidence to support their answers.</p>	<p><u>Possibilities – Historian.</u> Inspirational person – Queen Elizabeth I.</p> <p>Community</p>	<p>Key stage history. Twinkl</p>
--	---	--	---	--	----------------------------------

<ul style="list-style-type: none">- Examine causes and results of great events and the impact on people.- Compare life in early and late 'times' studied.- Compare an aspect of life with the same aspect in another period.. <p>Interpretations of history</p> <ul style="list-style-type: none">- Compare accounts of events from different sources – fact or fiction.- Offer some reasons for different versions of events. <p>Organisation and communication</p> <ul style="list-style-type: none">- Answers are structured and provide supporting evidence for historical statements made.- Beginning to see two sides of a question and can offer arguments on both sides.- Answers are relevant to the question set.- Widespread use of period specific detail to make the work more convincing and authentic.					
---	--	--	--	--	--

<u>Year 6 Curriculum</u>						
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>		
History - Mayans	Geography - Frozen kingdom	History - WWII	Geography - Mexico and the UK.	History - WWII	Geography - Local area and region	
<p>History Objectives all year -NC links- Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>NC links - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC links - Conduct a local history study – World War 2 and its impact on Coventry (The Blitz)</p> <p>.</p>		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Planning
<p>Autumn term – Maya civilisation. NC links- Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of</p>		<p>Know where the Maya lived, when they were around, how they lived – beliefs and practices eg. hierarchy in society, what they ate, their writing, number system and calendars,</p>	<p><i>Year 1 vocab</i> <i>Timeline</i></p> <p><i>Year 3 vocab</i> <i>AD, BC, ancient, myth, soldier, civilisation, taxes, archaeology, artefact, gods/ goddesses, custom.</i></p>	<p>Basic: Describe a Mayan temple. Advancing: What was life like for the Maya people 1000 years ago? Deep: Compare and contrast Mayan life</p>	<p>Community – knowledge of world history. Possibilities - historian</p>	<p>Twinkl Key stage history Hamilton Trust Book and research pack</p>

<p>Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz. - Can successfully match simple iconic images to each of the periods studied; - Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied . 	<p>how they built their cities, their gods etc. Why it's 'Maya' not 'Mayan'. Mayan only refers to their language. Maya is both singular and plural.</p>	<p><i>Year 4 vocab</i> <i>Culture, deity,</i></p> <p><i>Year 5</i> <i>Pyramids, religion, monuments, scribe, peasants.</i></p> <p>Glyphs, stela, temple, Hierarchy, Mexico, mask, Mesoamerica, Olmecs, Maya, mayan, calendar, religion, Hieroglyphs, ceramic poetry, slash and burn, codices, huipil, maize, Clay, universe, popul vuh, creation, logograms, human sacrifice, astronomy, architecture.</p>	<p>with advancements made within the UK.</p>		
--	---	--	--	--	--

<ul style="list-style-type: none"> - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied. <p>Interpretations of history</p> <ul style="list-style-type: none"> - Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet for research. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. 					
--	--	--	--	--	--

<ul style="list-style-type: none"> - Bring knowledge gathering from several sources together in a fluent account. <p>Organisation and communication</p> <ul style="list-style-type: none"> - When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes. - Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. - Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think etc. 					
<p>Spring term - World war 2 and its impact on Coventry (The Blitz) NC links - Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>NC links - Conduct a local history study.</p> <p>Chronology</p> <ul style="list-style-type: none"> - Can use dates and specific terms confidently to establish period detail e.g. when describing 	<p>The dates of WW2 - 1939-1945.</p> <p>The reasons for starting the war and its end.</p> <p>The allies on each side of the war and the countries they consisted of.</p> <p>Which allies won and why.</p>	<p><i>Year 4 vocab</i> <i>Invade, invasion, military.</i></p> <p>Adolf Hitler, air raid, Anderson shelters, United Nations (UN), evacuation, evacuees, Blitz, world war, air raid shelters, allied powers, axis powers, Anne Franks, black out, Battle of Britain, Billeting officer, D-Day, concentration camp,</p>	<p>Basic: Create and present a series of comparisons between Coventry in WWII and the present day. Advancing: Create and present a non-chronological report showing findings of your local history study of WWII in Coventry. Include a range of different</p>	<p>Community – knowledge of world / local history.</p> <p>Possibilities - historian</p>	<p>Key stage history Twinkl Hamilton Trust Local History trip Book and research pack</p>

<p>different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p> <ul style="list-style-type: none"> - Can successfully match simple iconic images to each of the periods studied; - Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied . - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied. <p>Interpretations of history</p>	<p>The role of Winston Churchill in winning the war.</p> <p>Place key events during this period in a timeline.</p> <p>Know some key dates and vocabulary associated with this period eg. rationing, air raids.</p> <p>Know the impact of the war on the world especially Coventry.</p>	<p>Nazi, holocaust, gas mask, Morrison shelter, propaganda, refugee, V-E Day, rationing, Spitfire, Winston Churchill, treaty of Versailles, Rhineland, persecute, civilian.</p>	<p>ways to present your findings.</p> <p>Deep: Create and present a non-chronological report showing your findings of your local history study of WWII in Coventry. Include a timeline to show progression of changes.</p>		
--	--	---	--	--	--

<ul style="list-style-type: none">- Link sources and work out how conclusions were arrived at.- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion- Be aware that different evidence will lead to different conclusions- Confidently use the library and internet for research. <p>Historical enquiry</p> <ul style="list-style-type: none">- Recognise primary and secondary sources.- Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.- Bring knowledge gathering from several sources together in a fluent account. <p>Organisation and communication</p> <ul style="list-style-type: none">- When appropriate see the need to refer to dates and to see					
---	--	--	--	--	--

<p>importance of lengths of time e.g. when describing causes.</p> <ul style="list-style-type: none"> - Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think etc.</p>					
<p>Summer – Spring term topic runs into the summer due to SATs.</p>					