



History: Year 6 – Components and Assessment Checkpoints



AUT 2 – WHAT DID THE VIKINGS WANT AND DID ALFRED STOP THEM?

1. WHAT WAS THE ‘TERROR’ THAT APPEARED IN BRITAIN ON JUNE 8TH 793?

DISCUSS ACCOUNTS/EVIDENCE OF WHAT MAY HAVE HAPPENED. MAP WORK OF SCANDINAVIA AND BRITAIN’S HOLY ISLAND.

2. WHY WAS THE DESIGN OF THEIR LONG SHIPS SO IMPORTANT TO THE VIKINGS?

DISCUSS SPECIFIC DESIGN FEATURES + HOW THEY HELPED WITH THEIR INVASION TACTICS/STRATEGY.

3. WHAT WERE THE TWO TREASURES THAT MOST VIKING NORSEMEN WANTED FROM BRITAIN?

COMPARE AND CONTRAST PHOTOGRAPHS OF HAMER (NORWAY) AND LINCOLN (BRITAIN). LINKS TO MATHS, TEMPERATURE AND DATA OF BOTH PLACES.

4. VIKING HORNED HELMETS– HISTORICAL FACT OR FICTION?

‘RIDE OF THE VALKYRIES’ – DISCUSS THE OPERA AND RICHARD WAGNER. COMPARE AND CONTRAST TWO STYLES OF HELMETS– DISCUSS/INTERPRET IMPORTANCE OF ACTUAL VIKING HELMET DESIGN.

5. WHY IS ALFRED THE ONLY KING OR QUEEN OF ENGLAND TO HAVE ‘THE GREAT’ AFTER THEIR NAME?

DISCUSSION WITH PARTNERS AND RECORD– FINDING EVIDENCE FROM A VARIETY OF SOURCES.

COMPOSITE: TO PRODUCE A QUIZ FOR PARENTS/ANOTHER CLASS/ INVITED GUESTS ABOUT THEIR LEARNING

SPR 1 – HOW DID THE WAR OF THE ROSES LEAD TO THE FIRST TUDOR KING?

1. WHO WAS HENRY VIII. WHY DID HE BECOME KING?

DESCRIBE/DISCUSS THE BATTLE OF BOSWORTH.

2. WHY DID HENRY VIII BREAK FROM ROME?

CHILDREN TO DISCUSS, THEN DEBATE THE DECISION TO LEAVE THE CATHOLIC FAITH

3. WHO WERE HENRY VIII’S WIVES?

DISCUSS EACH WIFE. COMPARE/CONTRAST + CHANGES THEY BROUGHT, E.G. RELIGION

4. WHAT DID MEDICINE LOOK LIKE DURING THE TUDOR PERIOD?

FACT FIND CURES AND METHODS FOR AILMENTS AND ILLNESSES. COMPARE/CONTRAST TO MEDICINE TODAY?

5. WHY DID ELIZABETH I END THE PERIOD OF HISTORY KNOWN AS ‘THE TUDORS’?

DISCUSS ELIZABETH I’S RELATIONSHIP WITH HER FAMILY AND WHY SHE WAS THE LAST TUDOR.

6. WHY WAS ELIZABETH I SUCH A SUCCESSFUL MONARCH?

DISCUSS THE SIGNIFICANCE OF EXPLORATION DURING THIS TIME + WAR WITH SPAIN + EXPLANATIONS

COMPOSITE: CLASS DEBATE ON JUSTIFICATION ON REASONS FOR MAYA CHANGE

SUM 2 – HOW DID BRITAIN COPE WITH THE INVASION OF EUROPE BY NAZI GERMANY?

1. WHAT CAUSED WW2 TO START?

CHILDREN ORDER THE EARLY EVENTS OF WW2 AND EXPLORE HOW THE CAUSE IS RELATED TO WW1 HOW SERIOUS WAS THE RISK OF INVASION BY

2. NAZI GERMANY IN JUNE 1940?

EXAMINE A RANGE OF SOURCES MAKE A JUDGEMENT ON THE THREAT OF INVASION

3. WHAT DID HITLER NEED TO DO IF AN INVASION WAS GOING TO BE A SUCCESS?

STORYBOARD THE STRATEGY HITLER WAS GOING TO USE TO INVADE ENGLAND

4. WHY WERE THE BRITISH FORCES SUCCESSFUL DURING THE BATTLE OF BRITAIN?

EXPLANATION TEXT WRITTEN AND EDITED USING A RANGE OF WRITING SKILLS.

COMPOSITE: CREATE A CHILD’S HISTORY DOCUMENTARY-STYLE EPISODE ABOUT NAZI GERMANY IMPACT

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY THE DIFFERENT REASONS FOR MIGRATION TO BRITAIN
- EXPLAIN WHERE THE VIKINGS CAME FROM AND WHY THEY INVADDED BRITAIN
- DESCRIBE HOW SOURCES CAN BE BIASED
- EXPLAIN WHETHER THE VIKINGS WERE TRADERS OR RAIDERS AND PROVIDING SUPPORTING EVIDENCE TRADE INVASION
- IDENTIFY VIKING TRADING ROUTES TRADE
- IDENTIFY IMPORTANT EVENTS IN THE ANGLO-SAXON AND VIKING STRUGGLE FOR BRITAIN

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY KEY REASONS FOR CAUSE OF HENRY 8TH GAINING POWER
- DESCRIBE REASONS WHY HENRY BROKE FROM ROME AND THE CONSEQUENCE ON RELIGION IN THE COUNTRY
- INTERPRET AND PROVIDE JUSTIFICATION FOR WHY ELIZABETH 1ST REIGN WAS CLASSED AS SUCCESSFUL

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY THE CAUSES OF WW1: COMPARE/CONTRAST TO WW2
- DESCRIBE THE IMPACT WW2 HAD ON DIFFERENT GROUPS OF PEOPLE IN GERMANY
- DESCRIBE HOW THE CLASS SYSTEM IMPACTED UPON PEOPLE’S LIVES
- DESCRIBE SOME OF THE REASONS FOR MIGRATION OF DIFFERENT GROUPS OF PEOPLE IN GERMANY AND WIDER EUROPE



AUT 1 – HOW DO ARTEFACTS HELP US UNDERSTAND THE LIVES OF PEOPLE IN IRON-AGE BRITAIN?

1. WHAT MIGHT HILL FORTS HAVE LOOKED LIKE WHEN THEY WERE FIRST BUILT AND HOW CAN WE RECOGNISE THEM TODAY?

ILLUSTRATED DRAWING WITH LABELLED FEATURES/EXPLANATIONS

2. HOW DO WE KNOW IT WASN'T PEACEFUL IN THE IRON AGE?

STUDYING ARTEFACTS/EXPLANATORY WRITING/DISCUSS WHETHER THIS WAS TRUE OR FALSE

3. WHAT ARE STATERS AND HOW DID IRON-AGE PEOPLE USE THEM?

INVESTIGATE INTO THE USE OF STATERS AND VOTIVE OFFERINGS. COMPARE/CONTRAST WITH MODERN-DAY CURRENCY

4. WHY HAVE SO MANY WONDERFUL IRON-AGE ARTEFACTS BEEN FOUND UNDER WATER?

STUDY SEVERAL REASONS FOR AN ARCHEOLOGICAL FINDING AND SYNTHESIZE THESE IN EXPLANATORY WRITING

5. HOW DID BRITONS REACT WHEN THE ROMANS INVADED?

EXTENDED WRITING— BOUDICCA. WHO SHE WAS ETC?

6. WHAT WAS LIFE IN CORNWALL LIKE IN THE IRON-AGE?
VISIT TO PENLEE HOUSE.

COMPOSITE: FILM AUDIO OF CHD EXPLAINING THE DESIGN OF THEIR HILLFORT

SPR 1 – HOW DID THE ARRIVAL OF THE ROMANS CHANGE BRITAIN?

1. WHY DID EMPEROR CLAUDIUS INVADE BRITAIN?
INFORMATION GATHERING AND DISCUSSION BASED. INTERPRETATION OF SOURCES OF INFO

2. WHY DID THE ROMANS ALMOST LOSE CONTROL IN BRITAIN?

BOUDICA RECAP + ANALYSIS OF HER IMPACT AS A RULER/LEADER

3. WHY WAS IT SO IMPORTANT TO CLAUDIA SEVERA THAT HER FRIEND SULPICIA LEPIDINA CAME TO VISIT HER?

INFO ABOUT ROMAN SOCIETY + THE EXPECTATIONS OF CITIZENS AT THE TIME

4. HOW DO WE KNOW SO MUCH ABOUT THE TOWNS THE ROMANS BUILT IN BRITAIN?

UNPICK SOURCES OF INFO AND INTERPRET/PROVIDE OPINIONS ABOUT A CLASSIC ROMAN TOWN

5. WHY DID THE ROMANS ORGANISE GLADIATORIAL GAMES?

VIDEO INTERPRETATION, DISCUSSION, NOTE TAKING. IMPACT ON ROMAN (+ BRITISH) SOCIETY

COMPOSITE: DEBATE BETWEEN ROMAN V CELT - CONTINUITY V CHANGE. GUESTS TO OBSERVE

SUM 1 – WHO WERE THE ANGLO-SAXONS AND HOW DO WE KNOW WHAT WAS IMPORTANT TO THEM?

1. WHY DID THE ROMANS LEAVE BRITAIN?

CHILDREN TO WRITE A LETTER FROM HORNORIUS TO SAY WHY THE ROMANS ARE LEAVING BRITAIN.

2. WHY DID THE ANGLO-SAXONS CHOOSE NOT TO LIVE IN THE BUILDINGS THE ROMANS LEFT BEHIND?

IDENTIFY THE REASONS WHY THEY LEFT. PRODUCE A PLAYSRIPT TO ARTICULATE THE REASONS.

3. HOW DID THE LIVES OF ANGLO-SAXONS CHANGE AFTER ETHELBERT MET AUGUSTINE?

WHY DID POPE GREGORY SEND AUGUSTINE TO BRITAIN? UNDERSTAND/DESCRIBE WHY.

4. HOW DID CONVERTING TO CHRISTIANITY CHANGE THE LIVES OF THE PEOPLE IN BRITAIN?

COMPARE AND CONTRAST BOTH RELIGIONS – PAGAN V CHRISTIANITY.

5. WHAT DOES SUTTON HOO TELL US ABOUT THE ANGLO-SAXONS?

DESCRIBE/DISCUSS/INTERPRET ARCHEOLOGICAL FINDS. WHAT COULD THEY SUGGEST ABOUT THIS TIME-PERIOD AND AREA OF BRITAIN?

COMPOSITE: DEVELOP THE SCRIPT AND ACT OUT/FILM REASONS WHY ROMANS LEFT BRITAIN

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- EXPLAIN HOW THE BRITONS FELT WHEN THE ROMANS LEFT BRITAIN
- SUGGEST REASONS FOR THE ANGLO-SAXON INVASION OF BRITAIN
- IDENTIFY CHANGES AND CONTINUITIES IN SETTLEMENTS FROM PREHISTORIC BRITAIN
- DESCRIBE HOW ANGLO-SAXON BELIEFS CHANGED OVER TIME

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- EXPLAIN THE MEANING OF EMPIRE AND INVASION
- UNDERSTAND THE CHRONOLOGY OF THE ROMAN INVASION OF BRITAIN
- IDENTIFY THE CONSEQUENCES OF THE ROMAN INVASION
- EXPLAIN WHY THE ROMANS NEEDED A POWERFUL ARMY
- IDENTIFY HOW THE ROMANS CHANGED BRITAIN

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- EXPLAIN HOW THE BRITONS FELT WHEN THE ROMANS LEFT BRITAIN
- SUGGEST REASONS FOR THE ANGLO-SAXON INVASION OF BRITAIN
- IDENTIFY CHANGES AND CONTINUITIES IN SETTLEMENTS FROM PREHISTORIC BRITAIN
- DESCRIBE HOW ANGLO-SAXON BELIEFS CHANGED AS A RESULT OF AUGUSTINE



History: Year 4 - Components and Assessment Checkpoints



AUT 1 - WHY DID THE ANCIENT MAYA CHANGE THE WAY THEY LIVED?

COMPOSITE: CLASS DEBATE ON JUSTIFICATION ON REASONS FOR MAYA CHANGE

1. WHO ARE THE MAYA AND WHERE DO THEY LIVE?

CHILDREN HOT SEAT EACH OTHER AS A MAYAN CITIZEN. USE KEY FACTS TO SUPPORT.

2. WHAT ARE THE MAIN OCCUPATIONS OF MAYA PEOPLE TODAY?

CHILDREN TO COMPARE AND CONTRAST JOBS FROM ANCIENT TIMES TO NOW (+ OTHER CIVILIZATIONS)

3. WHAT DID EXPLORERS REDISCOVER IN 1839?

CHILDREN WRITE A JOURNAL ENTRY AS AN EXPLORER. USE FIRST HAND ACCOUNTS.

4. WHAT DO RUINS TELL US ABOUT THE LIVES OF ANCIENT MAYA?

EXPLANATION ABOUT THE ANCIENT RUINS AND HOW THESE TELL US ABOUT THEIR LIVES

5. WHY DO HISTORIANS KNOW SO MUCH ABOUT ANCIENT MAYA?

CHILDREN EVALUATE RELIABILITY OF SOURCES.

6. WHY DID THE ANCIENT MAYA LEAVE THEIR JUNGLE CITIES?

CHILDREN STORYBOARD THEIR REASONS FOR THE MAYA LEAVING WITH JUSTIFICATION

SPR 1 - WHAT IS THE SECRET OF THE STANDING STONES?

1. WHY DID THE STONE AGE COME TO AN END ABOUT SIX THOUSAND YEARS AGO?

LEARN ABOUT THE DISCOVERY THAT WHEN COPPER IS HEATED AND MIXED WITH TIN (A PROCESS CALLED SMELTING), IT CREATES BRONZE.

2. WHY WAS THE AMESBURY ARCHER SO IMPORTANT?

TO LEARN ABOUT THE AA THROUGH RANGE OF RESOURCES AND DRAW EVIDENCED CONCLUSIONS

3. WHY DO PEOPLE BUILD MONUMENTS?

CHILDREN UNDERSTAND THE SIGNIFICANCE OF MONUMENTS + THEIR AFFECT DURING THE BA.

4. WHY DID BRONZE AGE PEOPLE BUILD MONUMENTS AT MERRIVALE?

DISCUSS AND SPECULATE (USING RESOURCES FOR JUSTIFICATION) AS TO THE IMPORTANCE OF THIS HISTORICAL SITE

5. WHO WAS BURIED IN THE CIST AT MERRIVALE?

TO UNDERSTAND THE SIGNIFICANCE OF BEING BURIED THERE (+ RELATE TO MODERN E.G)

(EXTENDED TIME ALLOWED FOR THE ABOVE, E.G. MORE TIME FOR LESSON 2 + FORMATIVE ASSESSMENT)

COMPOSITE: CHILDREN TO DRAW, ANNOTATE AND THEN DESCRIBE THEIR OWN BURIAL CIST + EXPLAIN SURROUNDINGS AND THEIR SIGNIFICANCE TO PARENTS/PARTNER CLASS

SUM 1 - WAS THE TROJAN HORSE STORY: FACT, MYTH OR LEGEND?

DEBATE WITH A YEAR 6 STUDENT THE OVER ARCHING QUESTION.

1. WHEN WAS THE ANCIENT GREEK ERA?

CHILDREN WRITE MATHEMATICAL WORDED QUESTIONS USING NUMBER LINE.

2. WHAT IS THE STORY OF THE TROJAN HORSE?

COMPLETE STORYBOARD ABOUT THE TROJAN HORSE. JUSTIFY REASONS FOR THEIR INTERPRETATIONS

3. WHAT EVIDENCE EXISTS TO AUTHENTICATE THE TROJAN HORSE?

CHILDREN DECIDE WHETHER EVIDENCE AUTHENTICATES TROJAN HORSE STORY.

4. WHAT OTHER EXPLANATIONS COULD THERE BE FOR THE STORY OF THE TROJAN HORSE?

CHILDREN RESEARCH OTHER REASONS FOR THE TROJAN HORSE.

5. WAS THE TROJAN HORSE STORY FACT, FICTION OR MYTH?

DEBATE THE QUESTION

6. WHY WERE THE ANCIENT GREEKS ABLE TO DEFEAT BIGGER ARMIES?

RESEARCH HOPLITES AND SPARTAN WARRIORS.

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- SEQUENCE THE KEY PERIODS IN THE MAYA CIVILISATION
- IDENTIFY PERIODS THAT WERE HAPPENING IN BRITAIN AT THE SAME
- EXPLAIN HOW THE MAYA SETTLED IN THE RAINFOREST
- EXPLAIN THE REASONS FOR THE DECLINE OF THE MAYA CIVILISATION
- IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN THE MAYA CIVILISATION AND THE ANGLO-SAXONS

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DESCRIBE THE PROCESS OF SMELTING BRONZE FROM COPPER AND TIN THAT HERALDED THE END OF THE STONE AGE IN BRITAIN
- IDENTIFY AND DESCRIBE THE LIKELY USE OF A RANGE OF BRONZE AGE ARTEFACTS AND EXPLAIN WHY THESE ITEMS DEMONSTRATE PROGRESS IN THE WAY THAT PEOPLE LIVED IN BRITAIN COMPARED WITH THE STONE AGE

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY THE KEY PERIODS IN THE ANCIENT GREEK CIVILISATION
- UNDERSTAND WHAT THE ANCIENT GREEKS BELIEVED
- COMPARE ATHENS AND SPARTA SETTLEMENTS/CIVILISATIONS
- IDENTIFY THE ANCIENT GREEKS' LEGACIES AND THEIR IMPACT
- RESEARCH HOPLITES AND SPARTAN WARRIORS.



History: Year 3 - Components and Assessment Checkpoints



AUT 1 - CAN WE COMPARE HOW ANCIENT BRITONS LIVED AT DIFFERENT STAGES OF THE STONE-AGE?

1. 'WHAT DO PEOPLE OFTEN IMAGINE THE STONE-AGE WAS LIKE?

IDENTIFY ANACHRONISMS OF THE STONE AGE, DISCUSSION OF COMMON MISCONCEPTIONS

2. WHAT CLUES HELP ARCHEOLOGISTS RECONSTRUCT HOW PEOPLE MIGHT HAVE LIVED IN STONE-AGE BRITAIN?

DISCUSSION AND NOTES, PREDICT WHAT EACH ARTIFACT WAS USED FOR? JUSTIFY CHOICES.

3. WHY DID STONE-AGE BRITONS SPEND MOST OF THEIR TIME LIVING IN CAMPS?

DISCUSS, + THEN JUSTIFY + DESIGN A DWELLING FROM THE MESOLITHIC PERIOD

4. WHO WAS THE RED LADY OF PAVILAND AND WHY WAS SHE SO IMPORTANT?

DESCRIPTION OF WHAT WAS FOUND AND CONSEQUENCE/IMPACT FROM THE FIND

5. HOW WERE PEOPLE IN BRITAIN AT THE END OF THE STONE-AGE COMPARED TO THE BEGINNING?

CREATE DRAWING OF STONE-AGE DWELLINGS THROUGH THE PERIODS OF THE STONE-AGE WITH INFORMATIVE WRITING TO EXPLAIN EACH

COMPOSITE: PRODUCE AN AUDIO/ADVERT PROMOTING THE KEY INFORMATION ABOUT THIS PERIOD.

SPR - 1 - WHY DID THE INDUS CIVILIZATION COME TO AN END?

1. HOW WAS BRITAIN AND PAKISTAN DIFFERENT 5000 YEARS AGO?

RESEARCH/COMPARE/CONTRAST ON HOW PAKISTAN AND BRITAIN WERE DIFFERENT.

2. WHY DID IT TAKE DIFFERENT AMOUNTS OF TIME TO EXCAVATE SITES?

MATH SKILLS - RESEARCH DIFFERENT SITES AND PRODUCE JUSTIFICATIONS AS TO WHY IT TOOK DIFFERENT AMOUNTS OF TIME.

3. HOW WERE INDUS CITIES PLANNED?

PLAN + JUSTIFY THEIR OWN INDUS CITY, WITH A KEY AND REASONS/JUSTIFICATIONS FOR CERTAIN ELEMENTS.

4. WHY ARE MEASUREMENTS IMPORTANT?

RESEARCH DIFFERENT MEASUREMENTS THERE ARE AND HOW IT AFFECTS THE WORLD.

5. HOW DID THE INDUS PEOPLE TRADE?

CHILDREN TO USE HISTORICAL FACT/EVIDENCE IN ORDER TO PRETEND THEY WERE TRADERS FROM INDUS PERIOD.

6. WHAT HAPPENED TO THE GREAT INDUS CITIES?

CHILDREN COME UP WITH 3 OR 4 REASONS AND THEN DEBATE REASONS WHY INDUS CITIES COLLAPSED.

DISCUSS WITH A PARENT/CAREER THE DIFFERENT REASONS OF WHY THE INDUS CIVILIZATION CAME TO AN END.

SUM 1 - WHO WAS TUTANKHAMUN?

1. WHEN WAS THE ANCIENT EGYPTIAN ERA AND WHY WAS IT SO SIGNIFICANT?

CHRONOLOGICAL BASED LEARNING + 3 KEY IMPACTS/ADVANCEMENTS FROM THE ERA

2. WHO WAS HOWARD CARTER AND WHY IS HIS PROFESSION SO IMPORTANT?

LEARN ABOUT THE LIFE OF THIS ARCHEOLOGIST AND HOW HE BECAME FAMOUS

3. WHO WAS TUTANKHAMUN AND WHAT IS A PHARAOH?

IMMERSIVE EXPERIENCE ABOUT FINDING KING TUT + LESSONS LEARNED FROM THE FINDINGS

4. HOW DID PHARAOH'S RULE?

LEARN ABOUT KING TUT'S RULES COMPARED TO KHUFU'S. LINK TO IMPORTANCE OF PYRAMIDS.

5. WAS THERE DEOCRACY IN ANCIENT EGYPT?

LOOKING AT DIFFERENT SOURCES/EVIDENCE TO IDENTIFY HOW THEY RULED + THE IMPACT ON CITIZENS

6. WHY WAS BURIAL SO IMPORTANT TO ANCIENT EGYPTIANS?

LINK BACK TO KING TUT + MUSEUM VISIT

COMPOSITE: TO PRODUCE A MINECRAFT BURIAL CHAMBER WITH KING TUT IN. DESCRIBE/ADD LABELS/DEMONSTRATE KNOWLEDGE

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- EXPLAIN HOW BRONZE WAS BETTER THAN STONE AND THE IMPACT THIS HAD ON FARMING TRADE
- EXPLAIN HOW TRADE INCREASED DURING THE IRON-AGE AND WHY COINS WERE NEEDED
- IDENTIFY CHANGES AND CONTINUITIES BETWEEN THE NEOLITHIC AND IRON-AGE PERIODS
- EXPLAIN WHICH PERIOD THEY WOULD PREFER TO HAVE LIVED IN, PROVIDING EVIDENCE FOR THEIR CHOICE

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY THE KEY PERIODS IN THE ANCIENT INDUS CIVILISATION
- UNDERSTAND WHAT THE ANCIENT INDUS CIVILIZATION BELIEVED - COMPARE AND CONTRAST WITH ANCIENT GREEKS
- COMPARE ATHENS AND SPARTA WITH INDUS SETTLEMENTS/CIVILISATIONS - SIMILAR/DIFFERENT?
- IDENTIFY THE ANCIENT INDUS CIVILIZATION LEGACIES AND THEIR IMPACT EXPLORATION/DISCOVER

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY WHEN ANCIENT EGYPT HAPPENED ON A TIMELINE
- UNDERSTAND THE TYPE OF RULER/LEADER A PHARAOH WAS
- EXPLAIN THE SIGNIFICANCE OF AN ARCHEOLOGIST
- EXPLAIN THE SIGNIFICANCE OF A BURIAL CHAMBER
- COMPARE A PHARAOH TO OTHER RULERS/LEADERS



WHO WERE THE GREATEST HISTORY MAKERS?

1. WHAT DOES IT MEAN FOR SOMEONE TO 'MAKE HISTORY'?

DISCUSSION ABOUT WHAT MAKES SOMEONE BE REMEMBERED IN HISTORY

2. IN WHAT WAYS DID GUY FAWKES MAKE HISTORY?

INFO + SOURCE INTERETATION INTO GF. SHORT REPORT ABOUT HIS IMPACT + CONSEQUENCE

3. WHICH OF THESE PEOPLE WAS THE GREATEST HISTORY MAKER? (2/3 LESSON BREAK DOWN; 3 PER LESSON)

DISCUSS SIX SIGNIFICANT PEOPLE WHO MADE HISTORY AND CHOOSE TWO TO COMPARE

4. HOW WOULD YOU LIKE TO BE REMEMBERED AS A HISTORY MAKER?

TO REFLECT ON HISTORY MAKERS AND THEIR IMPACT. INDENTIFY THEIR CHARACTERISTICS

COMPOSITE: CREATE A SHORT SPEECH ABOUT BEING AN INSPIRATIONAL FIGURE IN HISTORY

SPR 1-HOW DO WE KNOW SO MUCH ABOUT WHERE SAPPHO USED TO LIVE?

1. WHO WAS SAPPHO AND WHERE DID SHE LIVE?

DISCUSS THE WAY IN WHICH PEOPLE LIVED IN THE CITY OF POMPEII

2. WHY WAS POMPEII PART OF THE ROMAN EMPIRE?

DESCRIBE WHAT THE ROMAN EMPIRE WAS AND RECOGNISE SOME OF THE WAYS IN WHICH THE LIVES OF THE RICH AND POOR WERE DIFFERENT IN THE CITY

3. WHAT HAPPENED TO POMPEII ON AUGUST 24TH AD 79?

GIVE REASONS FOR THE CAUSES AND EFFECTS OF THE DESTRUCTION OF POMPEII IN AD 79

4. WHAT EVIDENCE EXISTS OF WHAT HAPPENED AT POMPEII ON AUGUST 24TH AD 79?

DESCRIBE THE DIFFERENCES BETWEEN PRIMARY AND SECONDARY HISTORICAL EVIDENCE ABOUT WHAT HAPPENED IN POMPEII

5. WHY DO WE KNOW SO MUCH ABOUT WHERE SAPPHO USED TO LIVE?

IDENTIFY A RANGE OF ARTEFACTS EXCAVATED BY ARCHAEOLOGISTS

6. HOW DID THE ARCHAEOLOGISTS KNOW THAT PEOPLE HAD BEEN BURIED UNDER THE ASH?

MODEL HOW ARCHAEOLOGISTS RECONSTRUCTED THE REMAINS OF THE DEAD AT POMPEII AND HOW THEY DIED

COMPOSITE: CREATE A SCENE OF THE AFTER EFFECTS OF POMPEII AND PRESENT IT TO YEAR 3

SUM 2-WHAT HAPPENED TO THE TITANIC?

1. WHO WAS ALFRED KING?

DISCUSS WHO ALFRED KING WAS AND HIS JOB ON THE DOOMED TITANIC.

2. WHAT WAS THE TITANIC?

TIMELINE THE EVENTS OF THE SINKING OF THE TITANIC

3. WHO WAS ON THE TITANIC?

DISCUSS THE DIFFERENCES BETWEEN CLASSES ON THE SHIP

4. HOW DO WE KNOW ABOUT THE SINKING OF TITANIC?

TO UNDERSTAND WHY IS IT IMPORTANT TO US A RANGE OF SOURCES WHEN TRYING TO UNDERSTAND THE PAST

5. WHO WAS RESPONSIBLE FOR THE SINKING OF THE TITANIC? (2 LESSONS)

DEBATE AND PRESENT THEIR DEFENCE OF WHO WAS TO BLAME FOR THE SINKING OF THE TITANIC.

COMPOSITE: TO WRITE AN ARGUMENT ABOUT HOW WHO WAS RESPONSIBLE FOR THE SINKING OF THE TITANIC

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- KNOW WHO 'FAMOUS PERSON' WAS AND WHEN THEY LIVED
- UNDERSTAND THE IMPACT OF 'FAMOUS PERSON'
- COMPARE TIME-PERIOD OF WHEN THEY LIVED COMPARED TO NOW
- EXPLAIN THE CONSEQUENCE OF THEIR ACTIONS/WIDER IMPACT

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY HOW PEOPLE LIVED IN AD 79.
- THE CAUSE AND EFFECTS OF THE DESTRUCTION.
- EXPLAIN HOW WE KNOW THAT PEOPLE DIED UNDER THE ASH

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DISCUSS THE SIGNIFICANCE OF THE EVENT ON FUTURE INNOVATIONS.
- EXPLAIN THE REASONS FOR THE SINKING OF THE TITANIC USING EVIDENCE.
- MAKE COMPARISONS BETWEEN THE CLASSES ON THE SHIP.



History: Year 1 - Components and Assessment Checkpoints



AUT 1- HOW HAVE MODES OF TRANSPORT CHANGED FROM THE PAST?

1) WHAT DOES 'INNOVATION' MEAN?

DISCUSS THE TERM AND LOOK AT A VARIETY OF EXAMPLES OF INNOVATION THROUGHOUT HISTORY- MEDICINE, MACHINERY AND TECHNOLOGY. PUPILS WILL GIVE A SIMPLE DEFINITION OF THE TERM.

2) WHICH MODES OF TRANSPORT FROM THE PAST WERE USED ON LAND, IN THE AIR AND AT SEA?

EXPLORE A RANGE OF OLD PHOTOGRAPHS AND SKETCHES OF VINTAGE TRANSPORT AND SORT INTO CATEGORIES.

3) HOW HAS TRANSPORT CHANGED FROM PAST TO PRESENT?

ARRANGE MODES OF TRANSPORT ON A SIMPLE TIMELINE IN ORDER OF THEIR INVENTION, DISCUSSION PROGRESSED, SUCH AS THE NEED FOR FASTER TRANSPORTATION AND TRAVEL.

4) HOW AND WHY HAVE CARS CHANGED FROM THE PAST?

COMPARE A MODERN ELECTRIC TESLA CAR WITH A 1920S FORD MODEL T AND DESCRIBE WHY THE FEATURES HAVE CHANGED. ESTABLISH THE MAIN REASONS BEING SAFETY AND ENVIRONMENTAL IMPACT. INTRODUCE CONCEPT OF CIVILIZATION AS A SHARED WAS OF LIVING.

5) IN WHAT WAYS HAVE HUMANS TRIED TO FLY?

EXPLORE AND DISCUSS A RANGE OF PHOTOS AND VIDEOS THAT SHOW MODES OF FLIGHT. MAKE OBSERVATIONS ABOUT HOW AND WHY THEY HAVE CHANGED, ENSURING PUPILS UNDERSTAND THAT TECHNOLOGY HAS EVOLVED.

6) HOW AND WHY HAVE RESCUE VEHICLES CHANGED FROM THE PAST?

WATCH ARCHIVE VIDEOS OF FIRE AND RESCUE VEHICLES FROM THE 1920S TO 1960S. COMPARE WITH MODERN-DAY FIRE ENGINE DURING NEWQUAY FIRE AND RESCUE VISIT.

COMPOSITE: WRITE A LIST OF QUESTIONS FOR THE FIRE AND RESCUE TEAM ABOUT INNOVATIONS IN RESCUE VEHICLES.

AUT 2- WHAT TOYS DID CHILDREN PLAY WITH IN THE 1960S?

1) WHAT EXAMPLES OF 'INNOVATION' HAVE WE COME ACROSS IN OUR HISTORY LESSONS?

RECAP EXAMPLES ACROSS DIFFERENT INDUSTRIES, WITH A PARTICULAR FOCUS ON TRANSPORT.

2) WHY DO HISTORIANS DIVIDE UP TIME?

EXPLAIN HOW AND WHY HISTORIANS USE THE TERMS BC AND AD WHEN DESCRIBING WHEN THINGS HAPPEN. BEGIN TO INTRODUCE CONCEPT OF THE BRITISH HISTORY TIMELINE.

3) HOW DO THE MOST POPULAR TOYS OF THE 1960S COMPARE WITH THOSE OF TODAY?

EXPLORE A RANGE OF REAL-LIFE ARTEFACTS AND PHOTOGRAPHS AND DISCUSS THE SIMILARITIES AND DIFFERENCES BETWEEN OUR MODERN TOYS.

4) HOW DID TOY COMPANIES ENCOURAGE PEOPLE TO BUY TOYS IN THE 1960S?

WATCH ARCHIVE ADVERTS OF 1960S TOYS AND IDENTIFY THE PERSUASIVE LANGUAGE AND IMAGERY USED. CREATE OUR OWN ADVERTS FOR THE VINTAGE TOYS WE HAVE (WITHIN CROSS-CURRICULAR LITERACY LESSONS).

5) WHY WERE THERE NO SMART TOYS AND GAMES IN THE 1960S?

UNDERSTAND HOW THE TECHNOLOGICAL REVOLUTION HAS CHANGED OUR EVERYDAY LIVES SINCE THE INVENTION OF THE INTERNET AND TOY MAKERS CONTINUE TO INNOVATE.

6) WHAT DO PEOPLE REMEMBER ABOUT THE 1960S?

INVITE GRANDPARENTS AND OTHER RELATIVES TO PLAY BOARD GAMES IN SCHOOL AND TELL US ABOUT THEIR EXPERIENCES OF BEING A CHILD IN THE '60S.

COMPOSITE: CREATE A TV ADVERT TO PROMOTE A 1960S TOY THAT REFLECTS LEAPS IN INNOVATION.

SPR 2- WHY DID THE NORMANS INVADE IN 1066?

1) WHAT DOES IN MEAN WHEN A PLACE IS INVADED?

SHARE THE DEFINITION WITH PUPILS AND LOOK AT A VARIETY OF EXAMPLES OF INVASION ON A LARGE AND SMALL SCALE (E.G. INVASION GAMES IN PE)

2) WHEN DID THE NORMANS LIVE?

REFLECT ON TIMELINE HOW LONG AGO THE NORMANS REIGNED. LOOK AT VOCABULARY OF CENTURIES AND MILLENNIA.

3) WHAT DOES THE BAYEUX TAPESTRY TELL US ABOUT THE BATTLE OF HASTINGS?

EXPLORE THE IMAGES FROM THE TAPESTRY AND DISCUSS HOW IT SHOWS US HOW KING HAROLD WAS DEFEATED.

4) WHAT HAPPENED WHEN WILLIAM CONQUERED BRITAIN?

STUDY WHAT LIFE IN NORMAN BRITAIN WOULD HAVE BEEN LIKE FROM THE POINT OF VIEW OF A NORMAN PAGE OR SQUIRE.

5) HOW DID THE NORMANS DEFEND THEMSELVES FROM OTHER INVADERS?

UNDERSTAND WHY MOTTE AND BAILEY CASTLES WERE DESIGNED IN A CERTAIN WAY.

6) WHAT EVIDENCE STILL EXISTS TODAY OF NORMAN BRITAIN?

VISIT TO LAUCESTON CASTLE TO SEE EXAMPLE OF A REAL MOTTE AND BAILEY CASTLE THAT STILL STANDS TODAY.

COMPOSITE: REINACTMENT OF THE BATTLE OF HASTINGS. SHOW YEAR 2.

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- IDENTIFY HOW MODES OF TRANSPORT HAVE CHANGED WITH THE INNOVATION OF NEW TECHNOLOGIES
- EXPLAIN WHY TRANSPORT HAS NEEDED TO EVOLVE WITHIN CIVILIZATION
- UNDERSTAND THAT INNOVATION IS PROGRESS BASED ON PAST WAYS OR MISTAKES.

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- RECALL WHAT IS MEANT BY INNOVATION AND GIVE EXAMPLES
- MAKE LINKS TO THEIR OWN LIVED EXPERIENCE WHEN COMPARING AND CONTRASTING OLD VS NEW TOYS.

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- EXPLAIN THAT BRITAIN IS RULED BY A MONARCHY AND THAT IN THE PAST THIS WAS DECIDED THROUGH BATTLE AND CONFLICT
- IDENTIFY THE FEATURES OF A NORMAL CASTLE
- UNDERSTAND THAT PAST RULERS HAVE HAD A ROLE IN SHAPING THE COUNTRY AS WE KNOW IT TODAY.



History: EYFS- Components and Assessment Checkpoints



AUT 1- HOW HAVE MODES OF TRANSPORT CHANGED FROM THE PAST?

ADULT LED:

EXPLORE A RANGE OF OLD PHOTOGRAPHS AND SKETCHES OF VINTAGE TRANSPORT AND SORT INTO CATEGORIES. WATCH ARCHIVE VIDEOS OF FIRE AND RESCUE VEHICLES FROM THE 1920S TO 1960S. COMPARE WITH MODERN-DAY FIRE ENGINE DURING NEWQUAY FIRE AND RESCUE VISIT. DISCUSSIONS SURROUNDING HOW CARS/VEHICLES HAVE CHANGED AND WHY THEY HAVE NEEDED TO. FOR EXAMPLE, WHY DO WE NEED AEROPLANES?

CHILD INITIATED:

PAINT/DRAW USING RANGE OF OLD PHOTOS/IMAGES OF VINTAGE TRANSPORT
EXPLORE A RANGE OF PHOTOS OF PEOPLE'S JOBS AND THEIR ROLES IN SOCIETY

AUT 2- WHAT TOYS DID CHILDREN PLAY WITH IN THE 1960S?

ADULT LED:

READ 'DOGGER' - 1977, DISCUSS THE DIFFERENCES BETWEEN TOYS IN THE BOOK AND TOYS NOW. FOCUS ON SMART TOYS AND ELECTRIC TOYS. DISCUSSION OF THE TOYS IN OUR CLASSROOM - OLD AND NEW.

WATCH CLIPS FROM MOVIES LIKE MARY POPPINS AND TOY STORY AND DISCUSS THE DIFFERENCES/SIMILARITIES BETWEEN TOYS IN THESE CLIPS.

CHILD INITIATED:

EXPLORE A RANGE OF REAL-LIFE ARTEFACTS AND PHOTOGRAPHS AND DISCUSS THE SIMILARITIES AND DIFFERENCES BETWEEN OUR MODERN TOYS. CREATE YOUR OWN TOY - JUNK MODELLING

SPR 2- WHY DID THE NORMANS INVADE IN 1066?

ADULT LED:

LOOKING AT TIMELINES
DISCUSS THE LIFE OF A NORMAN PAGE
LOOK AT SOME IMAGES OF A REAL CASTLE AND LABEL IT
DISCUSS THE DIFFERENCES BETWEEN BUILDINGS NOW AND CASTLES - TALK ABOUT WHY
EXPLORE WHAT IT MEANS TO BE A KING AND TALK ABOUT OUR CURRENT ROYAL FAMILY

CHILD INITIATED:

SMALL WORLD CASTLES
BUILDING CASTLES - JUNK MODELLING
ROLE PLAY - KNIGHTS
LARGE SCALE BUILDING CASTLES
IDENTIFYING SHAPES IN CASTLES
DESIGN OUR OWN CASTLES

KEY VOCABULARY: PAST, VEHICLES, VINTAGE, MODERN,

KEY VOCABULARY: SMART TOYS, ELECTRICAL, ARTEFACTS, SIMILARITIES, DIFFERENCES,

KEY VOCABULARY: INVASION, DATE, BATTLE, TURRET, MOTTE

COMPOSITE: ASK A QUESTION TO THE FIRE AND RESCUE SERVICE ABOUT FIRE ENGINES IN THE PAST AND NOW.

COMPOSITE: RELATIONS INVITED TO BRING A TOY OR GAME TO SHARE AT SCHOOL AND TELL US ABOUT THEIR EXPERIENCES OF BEING A CHILD IN THE '60S.

COMPOSITE: VISIT A REAL CASTLE WITH A MOTTE, TAKE PHOTOS FOR A DISPLAY AND QUIZ CHILDREN ON IT

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DISCUSS WITH SUPPORT SOME OF THE REASONS WHY AND HOW VEHICLES HAVE CHANGED

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- DISCUSS SOME OF THE WAYS THAT TOYS HAVE CHANGED OVER THE YEARS AND THEIR FAVOURITE MODERN TOY.

CHILDREN WHO ARE SECURE WILL BE ABLE TO:

- TALK ABOUT THE DESIGN FEATURES OF A CASTLE AND WHY THEY WERE NECESSARY