

History

Year 1: The Gunpowder plot, Moon landing and toys

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will remember parts of stories and memories about the past
<u>2</u>	Children will develop their range and depth of understanding. Children will describe the difference between past and present in own and others' lives.
<u>3</u>	Children will develop their historical enquiry. Children will find answers to simple questions about the past from sources of information (e.g. pictures, stories)
<u>4</u>	Children will develop their historical understanding. Children will begins to identify and recount some details from the past from sources (e.g. pictures, stories)
<u>5</u>	Children will present their understanding. Children will show knowledge and understanding about the past in different ways.
<u>6</u>	Children will organise and communicate their ideas. Children will use role play, drawing, writing and talking to present their understanding.

Year 2: Mary Anning, significant people, The Beatles

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will be about to recount changes in own life over time and compare that to relatives from different eras.
<u>2</u>	Children will develop their range and depth of understanding. Children will be able to use information to describe differences between then and now
<u>3</u>	Children will develop their historical enquiry. Children will look carefully at pictures or objects to find information about the past. They will ask and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?
<u>4</u>	Children will develop their historical understanding. Children will look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.

<u>5</u>	Children will present their understanding. Children will describe objects, people and events.
<u>6</u>	Children will organise and communicate their ideas. Children will write simple stories and recounts about the past.

Year 3: The Stone Age, The Romans, The Egyptians

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will understand timeline can be divided into BC and AD.
<u>2</u>	Children will develop their range and depth of understanding. Children will use evidence to describe past:
<u>3</u>	Children will develop their historical understanding. Children will look at different versions of same event and identifies differences in the accounts.
<u>4</u>	Children will develop their historical enquiry. Children will use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
<u>5</u>	Children will present their understanding. Children will presents findings about past using speaking
<u>6</u>	Children will organise and communicate their ideas. Children will write stories and recounts about the past.

Year 4: Anglo-Saxons, The Vikings, Local History

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will begin to appreciate length of time for different periods.
<u>2</u>	Children will develop their range and depth of understanding. Children will show knowledge and understanding by describing features of past societies

	and periods.
<u>3</u>	Children will develop their historical enquiry. Children will start to understand the difference between primary and secondary sources of evidence.
<u>4</u>	Children will develop their historical understanding. Children will give reasons why there may be different accounts of history.
<u>5</u>	Children will present their understanding. Children will present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
<u>6</u>	Children will organise and communicate their ideas. Children will present their findings using subject specific words such as monarch, settlement, invade.

Year 5: The Tudors, The Victorians, The Mayans

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will sequence historical periods.
<u>2</u>	Children will develop their range and depth of understanding. Children will identify some social, cultural, religious and ethnic diversity of societies studied in Britain and wider world.
<u>3</u>	Children will develop their historical enquiry. Children will use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
<u>4</u>	Children will develop their historical understanding. Children will look at different versions of the same event and identifies differences in the accounts.
<u>5</u>	Children will present their understanding. Children will present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills.
<u>6</u>	Children will organise and communicate their ideas. Children will choose most appropriate way to present information to an audience

Year 6: World War 2, Swinging sixties, Ancient Greece

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will use timelines to demonstrate periods of time and passing of time.
<u>2</u>	Children will develop their range and depth of understanding. Children will choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life of topic.
<u>3</u>	Children will develop their historical enquiry. Children will use documents, Printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
<u>4</u>	Children will develop their historical understanding. Children will understand that the past has been represented in different ways.
<u>5</u>	Children will present their understanding. Children will present information in an organised and clearly structured way.
<u>6</u>	Children will organise and communicate their ideas. Children will make accurate use of specific dates and terms