



Hollins Grundy
Primary School

History Learning Challenges



History – Curriculum Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Hollins Grundy, we support the aims of the national curriculum and value and promote history to all of our children from EYFS through to Key Stage 2. The teaching we deliver supports the aims of the national curriculum and will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The learning opportunities and content we deliver enable the children to develop their historical understanding of the world and the people and locations within it. The principle way we deliver history is through the 'Learning Challenge' curriculum.

History – Curriculum Implementation

In EYFS, children focus on two different topics per half term. Focused sessions and learning opportunities enable children to develop key skills such as looking closely at similarities, differences, patterns and change. Sessions are structured so children can begin to understand changes, seeing the past through settings etc. In addition, the children have access to carefully structured continuous provision that allows them to expand on their learning further.

At Hollins Grundy, we deliver History through the Learning Challenge curriculum. Each unit is based on a question that is explored as the unit progresses.

Topics for the year are outlined on a long term plan for each year group. The topics are based on a question which the children will find the answer to as they work on the topic. Each topic is broken down further into individual lessons that enable children to explore the topic in-depth. These questions aim to engage and interest the children in the topic. Each topic has clear objectives linked to the new national curriculum.

We carefully consider each child's starting point and how they learn best to ensure that there are opportunities for children of all abilities, including those with SEND to make good progress from their starting point in History.

Themes and Thinking Concepts

KS1

Year 1

- **Civilisation** (All)
- **Cause and consequence** (Beatles, Nelson Mandela)
- **Similarity, difference and significance** (Toys, Nelson Mandela)
- **Leisure and entertainment** (Beatles)

Year 2

- **Civilisations** (All)
- **Continuity and change** (All)
- **Peasantry** (Victorian Bury)
- **Similarity, difference and significance** (All)
- **Power** [and control of land/territory] (Neil Armstrong/Christopher Columbus)

KS2

Year 3

- **Power** (Greece)
- **Empire** (Greece, Victorian)
- **Civilisation** (All)
- **Parliament** (Greece)
- **Similarity, difference and significance** (All)

Year 4

- **Power and Empire** (Romans, Normans)
- **Conflict and change**
- **Cause and consequence** (Romans, Normans)
- **Civilisation** (All)
- **Peasantry** (100 years)
- Entertainment and Leisure (100 years)
- **Similarity, difference and significance** (All)

EYFS

- Past and present
- Similarity, difference and significance.
- Changes

Year 5

- **Power** (Anglo-Saxon, Germany)
- **Empire and Civilisation** (All)
- **Parliament and peasantry** (All)
- **Similarity, difference and significance** (All)
- **Continuity, change, cause and consequence** (All)

Year 6

- **Power and Empire** (All)
- **Civilisation** (Islam, Vikings)
- **Peasantry** (All)
- **Parliament** (Vikings, Remembrance)
- **Continuity, change, cause and consequence** (Vikings, Remembrance)
- **Similarity, difference and significance** (All)

Long term overview (Years 1-6)

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---------------------------------|--|--|--|---|--|
| Year 1 | *Geography | Is the Nintendo Switch more fun than the toys our parents' toys? | *Geography | Would The Beatles have won Britain's Got Talent? | *Geography | Who was famous when our parents were little? |
| Year 2 | *Geography | *Geography | Why was Neil Armstrong very brave? | Why is Christopher Columbus so important? | What were the people who lived in Bury like in the Victorian times? | *Geography |
| Year 3 | *Geography | Has Greece Always Been in The News? | Who first lived in Britain? | Who first lived in Britain? | *Geography | How did the Victorians shape Bury? |
| Year 4 | *Geography | Why were the Norman castles certainly not bouncy? | Why were the Romans so powerful and what did we learn from them? | *Geography | *Geography | What would you have done after school 100 years ago? |
| Year 5 | *Geography | Were the Anglo Saxons really that smashing? | *Science | How can we re-discover the wonders of Ancient Egypt? | *Geography | Why was the Islamic Civilization of 900AD known as 'The Golden Age'? |
| Year 6 | Why do we have Remembrance Day? | Why do we have Remembrance Day? | *Geography | How could Hitler have convinced a nation like Germany to follow him? | *Geography | Were the Vikings always victorious and vicious? |

EYFS

Children in EYFS

| | Past and Present | Understanding the World (People and communities) |
|---------------------------|--|--|
| 3 and 4 year olds. | | |
| Reception | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. | |
| Early Learning Goal (ELG) | <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. |

Children in EYFS currently follow the **2021 EYFS framework**. Topics are decided in consultation with the children and the learning is structured around 'Understanding the world'. The tasks and provision provided to children is intended to help them develop an understanding of past and present. Children have access to continuous provision linked to different topics throughout the year that allow them to meet their Early Learning Goals in history. Some of these include castles and comparing things 'now' to things 'before'. In addition, children have access to stories and non-fiction texts that allows them to see how people, cultures and settings may have changed over time and compare people and situations from the past with their own experiences. Role play, stories, discussions and opportunities for learning within continuous provision help children to increase and develop their understanding throughout the year.

Year 1

Year 1: Is the Nintendo Switch more fun than our parents' toys?

KS1 History: Changes within living memory - revealing aspects of change in national life

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|------------|---|
| LC1 | <p>Can you order events from your life? (birth, learning to talk, starting school etc) <i>Can children tell me about things that happened when they were little?</i> <i>Can you order events from your life?</i></p> |
| LC2 | <p>What toys/games might our parents/grandparents have played with when they were our age? What is similar and what is different to toys we play with today? <i>What toys did Grandma and Grandad want for their birthday when children were little? How are children different from toys today?</i> <i>Can you identify which toys are from the past and present?</i> <i>Do children know that some objects belonged to the past</i></p> |
| LC3 | <p>How is buying toys today different from when Grandma/granddad were little? (Toy shops, Online shopping, availability). <i>How is buying toys today different from when Grandma/granddad were little?</i> <i>Can children use words and phrases like: 'old', 'new' and 'a long time ago'?</i></p> |
| LC4 | <p>Can you explain how some games from the past work? (Hopscotch, Conkers, Cats Cradle, Cup and Ball) <i>Can you explain how some games from the past work?</i> <i>Can children use words and phrases like: 'old', 'new' and 'a long time ago'?</i></p> |
| LC5 | <p>Can you order toys chronologically and say which are from the past and present? <i>Can you identify which toys are from the past and present?</i> <i>Can children put up to three objects in chronological order</i> <i>Can children give a plausible explanation about what an object was used for in the past?</i> <i>Can children use words and phrases like: 'old', 'new' and 'a long time ago'?</i></p> |
| LC6 | <p>Can you compare what you do at the weekend with what grandma/grandad did when they were little? <i>Can you compare what you do at the weekend with what grandma/grandad did when children were little?</i></p> |
| | <p>Reflection: Would you choose your toys before your grandparents' toys?</p> |

Cross Curricular

| | |
|---------|--|
| Maths | Money Ordering chronologically |
| Art | Design a toy (electronic) |
| Science | Materials – what are the toys made out of? |
| English | Whole class read – Twinkl original – 'The Old Toy Room. Associated writing activities, |

Year 1: Would The Beatles have won 'Britain's Got Talent'?

KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 **Who were The Beatles and why does almost every adult in Britain know them?**
Can children understand who The Beatles were and why almost every adult in Britain knows them?

LC2 **Who else was famous in Britain because of their music?**
Can children understand who else was famous in Britain because of their music? (David Bowie, Queen, Kate Bush, The Rolling Stones, Culture Club, Gary Numan, Oasis)
Can children answer questions using an artefact/ photograph provided?

LC3 **Has Britain always had talent and who would your parents and grandparents say were famous in their day?**
Who would your parents and grandparents say were famous in their day?
Can you create a history presentation about some famous Britons from the past?
Can children use words and phrases like: 'old', 'new' and 'a long time ago'?

LC4 **Who are famous people from the past who have lived in our town and what can we find out about them?**
Can children name some famous people from the past who have lived in our town and find out some facts about them? (Elbow, Gemma Atkinson, Danny Boyle)
Can children answer questions using an artefact/ photograph provided?

LC5 **Reflection: Can you create a history 'Britain's Got Talent' show which tells everyone about some famous Britons from the past?**

Cross Curricular

Music
Examples of music from previous generations
Learn and perform a Beatles song

Art
Design a poster (pencil work) for a Beatles concert based on some real examples.

English
Non-fiction reading? Reading comprehension.

Year 1: Who was famous when my parents were little?

KS1 History:

the lives of significant individuals in the past who have contributed to national and international achievements.

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|------------|--|
| LC1 | <p>Why do we still remember Princess Diana? <i>Can children understand why we still remember Princess Diana?</i> <i>Do children appreciate that some famous people have helped our lives be better today?</i></p> |
| LC2 | <p>Why was Princess Diana known as ‘the people’s princess’? <i>Can children understand why Diana was known as ‘the people’s princess’ and why she was so significant?</i> <i>Can children use words and phrases like: ‘old’, ‘new’ and ‘a long time ago’?</i></p> |
| LC3 | <p>Who was Nelson Mandela and what important things did he do? <i>Who was Nelson Mandela and what important things did he do?</i></p> |
| LC4 | <p>What would you ask Nelson Mandela if you met him? <i>What would you ask Nelson Mandela if you met him?</i></p> |
| LC5 | <p>How are Nelson Mandela and Princess Diana similar? <i>Can children understand why Nelson Mandela and Princess Diana are similar? (The effect and impact on society they had in different contexts)</i> <i>Do children appreciate that some famous people have helped our lives be better today?</i> <i>Can children use words and phrases like: ‘old’, ‘new’ and ‘a long time ago’?</i> <i>Can children spot old and new objects in a picture?</i></p> |
| LC7 | <p>Reflection: What would you like to be remembered for and why?</p> |

Cross Curricular

| | |
|---------|--|
| Music | Culturally significant songs linked to a particular person or movement. |
| Art | Painting a portrait of a significant person. |
| PSHE | Belonging – Why do some celebrities have a special place in people’s hearts? |
| English | Non-fiction reading comprehension. |

Year 2

Year 2: Why was Neil Armstrong very brave?

KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 **Can you recount the voyage of Neil Armstrong?**

Can chn recount the voyage of Neil Armstrong?

LC2 **How did Neil Armstrong make our world a better place?**

Can chn understand what Neil Armstrong achieved that helped to make the world a better place?

LC3 **Can you recount the events of the first moon landing?**

Can children recount some interesting facts from an historical event? (Apollo 11)

LC4 **Who do you know that is famous from the past and what can you find about them?**

Can children sequence events about the life of a famous person? (Helen Sharman, Tim Peake)

LC5 **Can you write a historical leaflet detailing the journey of Neil Armstrong and why this is so significant?**

Can children use a range of appropriate words and phrases to describe the past?

LC6 **Reflection: Would you like to be an astronaut? How could you make history? What planet could you explore?**

Cross Curricular

Subject

Activity

Art

Can you create an annotated painting of Earth from an astronaut's POV?

Year 2: Why do we still talk about Christopher Columbus today?

KS1 History: *Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|---|
| LC1 | <p>Who ruled during this time and what can you find out about them? Who was King during this time and what can you find out about him? Can children use the words 'past' and 'present' correctly? Can children research the life of a famous Briton from the past using different resources to help them? Can children use a range of appropriate words and phrases to describe the past?</p> |
| LC2 | <p>Who was Christopher Columbus and why do we talk about him today? Who was Christopher Columbus and why do we talk about him today? Can children recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? Can children research the life of a famous Briton from the past using different resources to help them? How did Christopher Columbus make our world a better place?*</p> |
| LC3 | <p>Can you recount or sequence Columbus voyage to discover America? Why would Christopher Columbus's voyages have been very dangerous? Can you recount or sequence Columbus voyage to discover America?</p> |
| LC4 | <p>Did Christopher Columbus help to make our world a better place? Explain how Christopher Columbus helped to shape the modern world and make it a better place. Can you place all events we have learnt about on a timeline? Why was Columbus' voyage to America significant?</p> |
| LC5 | <p>Write an explanation text that compares Christopher Columbus and Neil Armstrong What is the same and different about Columbus' voyage and Neil Armstrong's voyage? Can children sequence events about the life of a famous person?</p> |

Cross Curricular

| Subject | Activity |
|---------|----------------------|
| English | Non-fiction writing. |
| | |

Year 2: What was it like to live in Bury during the Victorian era?

KS1 History: events beyond living memory that are significant nationally or globally

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 P1 **What can your parents/grandparents tell you about Bury in the past? *Homework task/activity.**

Gather photographs of Bury through the decades and see if the children can put these in chronological order

Can children use a range of appropriate words and phrases to describe the past?

LC1 P2 **What can we learn about the past in Bury by looking at photographs and artefacts?**

Can children use the words 'past' and 'present' correctly?

Gather photographs of Bury through the decades and see if the children can put these in chronological order

LC2 **What would it have been like to have gone to school in Victorian times?**

What would it have been like to go to school in Victorian times ago? (compare and contrast with today)

Can children use a range of appropriate words and phrases to describe the past?

LC3 **What do you think you would have been doing on Saturdays and Sundays in Victorian times**

Can children compare games and activities they do at the weekend with games/activities children in Victorian times would have done?

LC4 **Can you create a game that you may have played in Victorian times?**

Can children create a game that you may have played in Victorian times?

Can children use the words 'past' and 'present' correctly?

LC5 **Who was John Kay and why was he important? (Inventor of the Fly shuttle– Industrial revolution. Local area – cotton mills, Kay memorial)**

Can children understand who John Kay and why was he important? Can children compare games and activities they do at the weekend with games/activities children in Victorian times would have done?

LC6 **Reflection: Children to create a presentation 'A day in my life' in Victorian times.**

Cross Curricular

Subject

Activity

TRIP?

Quarry Bank Mill

Year 3

Year 3: Has Greece always been in the news?

KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;

KS2 History: A study of Greek life and achievements and their influence on the western world

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 **Where is Greece and why do so many people enjoy going on holiday there?**

Use a map to locate the country Greece.

How would a tourist to Greece today be reminded of the power of the Ancient Greeks?

LC2 **Who were the Ancient Greeks and what did we learn from them?**

Understand who the Ancient Greeks were and some of the things we learned from them.

Can children describe events and periods using the words: BC, AD and decade?(G)

Can children describe events from the past using dates when things happened?

LC3 **How would a tourist to Greece today be reminded of the power of the Ancient Greeks?**

Can compare features of ancient and modern Greece?

Can children use various sources to piece together information about a period in history?

Can children use their 'information finding' skills in writing to help them write about historical information?

LC4 **...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)**

What do you know about Greek gods?

Can children use their 'information finding' skills in writing to help them write about historical information?

LC5 **Would you have enjoyed being an Olympian?**

Would you have enjoyed being an Olympian?

Can you explain referring to historical facts?

LC6 **What is democracy and what part did the Greeks have in creating it?**

Explain what democracy is and what part the Greeks had in creating it?

Can compare features of ancient and modern Greece?

How would a tourist to Greece today be reminded of the power of the Ancient Greeks?

Can children describe events and periods using the words: ancient and century?

LC7 **Reflection: Children to put on a special Greek event for parents to include features of ancient and modern Greece.**

Cross Curricular

Subject

Activity

Year 3: Who first lived in Britain?

KS2 History: Stone Age to the Iron Age, including:

- Hunter gatherers; Early farming; Bronze Age, and Iron Age

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|--|
| LC1 | What jobs do archaeologists do and why are they so valuable in helping us find out about history? Understand the role of archaeologists and why they are so valuable in helping us find out about history. |
| LC2 | What did the Early Britons call a home? Understand how the Early Britons made shelters. |
| LC3 | What can you find out about the Stone, Bronze and Iron Ages? Can children use a timeline within a specific time in history to set out the order things may have happened? What can you find out about the Stone, Bronze and Iron Ages? |
| LC4 | Who stopped the Iron Age? Can children use their 'information finding' skills in writing to help them write about historical information? Can children use various sources of evidence to answer questions? Can children recognise that Britain has been invaded by several different groups over time? (Romans 43AD) |
| LC5 | What do we know about the life styles of the early Britons through the art they produced? How do you think the early Britons would have communicated? Begin to understand about the life styles of the early Britons through the art children produced. How would early Britons have found their food? What do we know about the way they moved heavy items around? |
| LC6 | Reflection: Working in groups the children should put together a ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating. Can you make a presentation about the life of Early Britons taking account of their weapons, food, ways of communicating and eating. |

Cross Curricular

| Subject | Activity |
|------------|----------------------------|
| Art/Design | Re-creating cave paintings |

Year 3: How did the Victorians help to shape the Bury we know today?

KS2 History: Local History - A study of Local History taking account of a period of history that shaped the locality

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|---|
| LC1 | What made people come and live in Bury in the first place? Understand what would have made people come to live in Bury in the first place. |
| LC2 | Why does Bury have a Peel memorial? Who was Sir Robert Peel and why is he important to the people of Bury? Why does Bury have a Peel memorial? Has anyone famous ever lived in Bury? |
| LC3 | Can you compare life in Victorian times to life in Modern Bury? Can children sequence all periods of time they have studied on a timeline. Can you present the advantages and disadvantages of living in Victorian Britain. |
| LC4 | What was The Industrial Revolution and how did it impact on Bury? (Links directly with LC5) Can children use their mathematical knowledge to work out how long ago events would have happened? Can children use their 'information finding' skills in writing to help them write about historical information? Can children suggest why certain events happened as they did in history? |
| LC5 | Why is cotton/rope important to Bury? (Links directly with LC4) Understand cotton/rope is important to Bury. Can children suggest why certain events happened as they did in history? |
| LC6 | Why does Bury have a train station and why was it opened? Understand why Bury have a train station and why was it opened. |
| LC7 | Reflection: Children to carry out an IT presentation of the advantages and disadvantages of living in Victorian Bury |

Cross Curricular

Subject

Activity

Year 4

Year 4: Why were the Norman castles certainly not bouncy?

KS2 History. A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society.

NC Links: **Chronological understanding**, Knowledge and interpretation, **Historical enquiry**

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|-----|--|
| LC1 | <p>Who was Edward the Confessor and why was his death significant? Understand why Edward the Confessor's death was a turning point for Britain. Can children sequence all periods of time they have studied on a timeline?</p> |
| LC1 | <p>Who was William the Conqueror and why is 1066 a famous date in British history? Can children explain how events from the past have helped shape our lives? Who William the Conqueror was and why 1066 is a famous date in British history? What changed in Britain as a result of the Norman conquest</p> |
| LC2 | <p>How do we know what happened in 1066? Understand what happened in 1066. Do children appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Who William the Conqueror was and why 1066 is a famous date in British history?</p> |
| LC4 | <p>Why did the Normans build so many castles? Understand why the Normans built so many castles. What do you know about the Motte and Bailey castle and can you design one Can you recreate a battle of a siege of a castle and film it? Pupils visit Skipton Castle to consolidate knowledge learned so far.</p> |
| LC5 | <p>What is the Domesday Book and do we have something similar today? Understand what the Domesday book is and its significance. What changed in Britain as a result of the Norman conquest</p> |
| LC6 | <p>What changed in Britain as a result of the Norman conquest? Can children give more than one reason to support an historical argument? [Was life better in Britain before/after the Norman Invasion?]</p> |

Cross Curricular

| Subject | Activity |
|---------|----------|
| | |
| | |
| | |

Year 4: Why were the Romans so powerful and what did we learn from them?

KS2 History: The Roman Empire and its impact on Britain

- Julius Caesar
- Hadrian's Wall
- Boudica
- Romanisation of Britain

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|--|
| LC1 | <p>What is it like to be invaded and which countries have been invaded recently?</p> <p>Understand what is it like to be invaded and which countries have been invaded recently.</p> <p>Do children appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> |
| LC2 | <p>What was life like in Britain before the Romans?</p> <p>Can children sequence all periods of time they have studied on a timeline?</p> <p>Can children plot recent history on a timeline using centuries?</p> |
| LC3 | <p>Who were the Romans? Why and how did they invade Britain?</p> <p>Understand who the Romans were.</p> <p>Can children sequence all periods of time they have studied on a timeline?</p> <p>Can children explain how events from the past have helped shape our lives?</p> |
| LC5 | <p>What did the Romans do for us?</p> <p>Understand what did the Romans did for us (<i>Many of our buildings and how they are heated, the way we get rid of our sewage, the roads we use, some of our wild animals, religion, the words and language we speak, how we calculate distances, numbers and why we use money to pay for goods were all introduced by the Romans</i>)</p> <p>Can children give more than one reason to support an historical argument? (Compare everyday life in Britain before/after the Romans invaded. Was life better or worse after the Romans invaded us?)</p> <p>Can children explain how events from the past have helped shape our lives?</p> <p>Do children appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> |
| LC6 | <p>How did the Romans become so powerful?</p> <p>Why did the Romans need to build forts?</p> <p>Can you share facts about Roman weapons?</p> <p>How could you be as fit as a Roman?</p> |
| LC7 | <p>Who was Boudicca and why did she become so famous?</p> <p>Understand who Boudicca was and why she became so famous (Rebelle against Roman occupation of Iceni land. Queen of Iceni tribe. Marched on Colchester [Roman capital])</p> |
| LC8 | <p>Who were the famous Romans and what do we know about them?</p> <p>Recognise who some famous Romans were [Claudius, Julius Caesar] and their historical significance.</p> <p>Can you put together a 'research file' that will start with a range of questions you have thought of?</p> <p>Do children appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> |
| LC9 | <p>Reflection: Children through 'home learning' tasks will be expected to put together a 'research file' that will start with a range of questions they will have thought of.</p> |

Cross Curricular

Subject

Activity

Year 4: What would you have done after school 100 years ago?

KS2 History: *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.*

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|---|
| LC1 | <p>Would you have coped without television and the iPad? What would you do in your spare time 100 years ago? Can children place periods of history on a timeline showing periods of time?</p> |
| LC2 | <p>How was leisure and entertainment different for rich and poor children 100 years ago? How was leisure and entertainment different for rich and poor children 100 years ago. What would you do in your spare time 100 years ago or for a party? What would your favourite football team have looked like 100 years ago?</p> |
| LC3 | <p>Can you plan a birthday party for 100 years ago? Understand what you would need for a birthday party 100 years ago.</p> |
| LC4 | <p>What would music have been like 100 years ago? (Instruments, famous artists and styles [Jazz, Blues]) Study some musicians from 100 years ago. Understand how and why music sounds so different from 100 years ago.</p> |
| LC5 | <p>Who were the famous entertainers 100 years ago? What would your favourite football team have looked like 100 years ago? Look at how styles of entertainment has changed</p> |
| LC6 | <p>Would life have been more enjoyable 100 years ago? Why/Why not? Can children give more than one reason to support an historical argument? Can children communicate knowledge and understanding orally and in writing and offer points of view based upon what children have found out? Can children use their mathematical skills to round up time differences into centuries and decades?</p> |
| LC6 | <p>Reflection: Children to create a documentary on life for children 100 years ago focusing on leisure and entertainment</p> |

Cross Curricular

Subject

Activity

Year 5

Year 5: Were the Anglo-Saxons really smashing?

KS2 History: Britain's settlements by Anglo-Saxons and Scots

- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|----------|---|
| LC1 | <p>Who were the Anglo-Saxons and how did they influence our life today? Understand who the Anglo-Saxons were and how they influenced our life today. Can children make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> |
| LC2 | <p>How did the Anglo-Saxons bring law and order to Britain? Understand what happened following the Roman withdrawal (Picts, Scots – infighting and unease [410AD onwards]) Understand how the Anglo-Saxons brought law and order to Britain. Understand who the Anglo-Saxons were and how they influenced our life today.</p> |
| LC3 | <p>What evidence do we have today that the Anglo-Saxons were ever here in the first place? Can children draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> |
| LC4 | <p>Which Anglo-Saxon Christian symbols remain with us today? Identify the significance of Anglo-Saxons on the religions of the time. Can children make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> |
| LC6 | <p>Who were the famous Anglo-Saxons and why was Alfred so 'great'? Can children draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Understand who Alfred the Great was and why he is such a significant figure.</p> |
| LC7 * | <p>Can you work as a group to create a model Anglo-Saxon settlement? <i>LC7/8 covered during Viking visit. Photographic evidence accumulated.</i></p> |
| LC8 * | <p>Reflection: Using what you have learned, can you produce a presentation about Anglo-Saxon life? <i>LC7/8 covered during Viking visit. Photographic evidence accumulated.</i></p> |

Cross Curricular

| Subject | Activity |
|-----------|---|
| English | News report on Beowulf News report on Alfred |
| Maths/Art | Tessellations Design a belt buckle |

Year 5: How can we re-discover the wonders of Ancient Egypt?

KS2 History: The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|-----|---|
| LC1 | <p>Where is Egypt and why do so many people enjoy going on holiday there? Demonstrate an understanding of where Egypt is and name some historical places can you visit today in Egypt. Can children make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> |
| LC2 | <p>What is an archaeologist and how have they helped us find out about the past? What an archaeologist is and how they have helped us find out about the past</p> |
| LC3 | <p>How were the pyramids important? Understand why the pyramids were important. Were the Egyptians more advanced than we are? Can children draw a timeline with different time periods outlined which show different information, such as, periods of history, when the pyramids were built, etc.?</p> |
| LC4 | <p>What have we learnt from the Ancient Egyptians writing – (create time capsule)? Can children use dates and historical language in their work? Demonstrate what have we learnt from the Ancient Egyptians writing and explain why they're significant.</p> |
| LC5 | <p>Who were the Pharaohs, and why were they very important? Understand the role and importance of a Pharaoh. Study a famous pharaoh (Cleopatra VII, Tutankhamun)</p> |
| LC6 | <p>What would you ask an Ancient Egyptian? What would you ask an Ancient Egyptian? Explore whether were the Egyptians more advanced than we are?</p> |
| LC7 | <p>Reflection: Were the Egyptians more advanced than we are?</p> |

Cross Curricular

| Subject | Activity |
|-------------|--|
| English | News Report – Howard Carter's discovery. |
| DT | Build a pyramid |
| Maths | Calculate area of pyramids using nets. |
| Science/Art | Mummify a tomato using saturated salt solution or bicarbonate of soda + salt solution. |

Year 5: Why was the Islamic Civilization around AD900 known as the ‘Golden Age’?

KS2 History. A non European society that provides contrast with British history

- Early Islamic Civilization, including a study of Baghdad in AD 900

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 **What did this ‘Golden Age’ give the world? (Science, health care etc.)**
 What did the Golden Age give the world? Studying Science and Health care.
 What part did the Golden Age play in improving health care?
 Do children appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?

LC2 **Who is the Prophet Muhammad and how was he associated with the Golden Age?**
 Understand who the prophet Muhammad is and how he was associated with the Golden Age.
 Can children suggest relationships between causes in history?

LC3 **What can you find out about the ‘House of Wisdom’?**
 Research - What can you find out about the ‘House of Wisdom’?
 Can children pose their own historical questions?

LC5 **What did this ‘Golden Age’ give the world? (Trade)**
 What did the Golden Age give the world? Studying trade.

LC5 **What can you discover about the art and culture of the ‘Golden Age’?**
 What can children find out about art and culture in the Golden Age?
 Can children pose their own historical questions?

LC6 **Why did the ‘Golden Age’ come to an end?**
 Understand why the Golden Age came to an end.
 Can children suggest relationships between causes in history?
 Can children summarise the main events from a specific period in history, explaining the order in which key events happened?

LC7 **Reflection: Create a television documentary to explain to everyone about life in Baghdad in 900AD**

Cross Curricular

| Subject | Activity |
|---------|--------------------------------------|
| English | Reading comprehension Ibn Battuta |
| | Speaking and listening |
| | TV documentary on the Golden Age |

Year 6

Year 6: Why is Remembrance Day so important?

KS2 History. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history.

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| LC1 | <p>Why did WW1 begin and which countries were involved? Understand why WW1 begin and which countries were involved. Can children say where the periods they have studied fit on a timeline? Can children suggest relationships between causes in history? Can children summarise the main events from a specific period in history, explaining the order in which key events happened? Can children place specific events on a timeline?</p> | | | | | | | | | |
|--------------|--|--|---------|----------|---------|---|---------|--|----|----------------------|
| LC2 *Trip | <p>What is propaganda and how was it used to convince men to go to war? Understand what propaganda is. Understand why propaganda was so effective in convincing men to go to war. Can children identify and explain their understanding of propaganda?</p> | | | | | | | | | |
| LC3 *Trip | <p>What was life like for soldiers in the trenches? Understand what life was like for soldiers in the trenches.</p> | | | | | | | | | |
| LC4 | <p>What happened in a key battle from WW1? Discover what happened in a key battle from WW1.</p> | | | | | | | | | |
| LC5 | <p>Can you make a timeline of key battles from WW1? Make a timeline of key battles from WW1.</p> | | | | | | | | | |
| LC6 | <p>What similarities and differences are there in different accounts of an event from WW1? Identify some similarities and differences in different accounts of an event from WW1. Can children pose their own historical questions?</p> | | | | | | | | | |
| LC7 | <p>What happened in the local area during WW1? Understand how our local area was affected by the events of WW1. Can children summarise the main events from a specific period in history, explaining the order in which key events happened?</p> | | | | | | | | | |
| LC8 | <p>Who in our families took part in a war? Research people related or linked to us who have participated in a war.</p> | Cross Curricular | | | | | | | | |
| LC9 | <p>When and why did WW1 end? Understand the events that brought WW1 to an end. Can children place specific events on a timeline?</p> | <table border="1"> <thead> <tr> <th>Subject</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>Reading features of war poems. Performing war poems.</td> </tr> <tr> <td>English</td> <td>Writing war poems. Writing diary of World War One Soldier.</td> </tr> <tr> <td>PE</td> <td>Dance linked to war.</td> </tr> </tbody> </table> | Subject | Activity | English | Reading features of war poems. Performing war poems. | English | Writing war poems. Writing diary of World War One Soldier. | PE | Dance linked to war. |
| Subject | Activity | | | | | | | | | |
| English | Reading features of war poems. Performing war poems. | | | | | | | | | |
| English | Writing war poems. Writing diary of World War One Soldier. | | | | | | | | | |
| PE | Dance linked to war. | | | | | | | | | |
| | Assembly for Remembrance Day | | | | | | | | | |

Year 6: How could Hitler have convinced a nation like Germany to follow him?

KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

LC1 **Why did World War 2 start and what part did Hitler have in it?**

Understand the events that built up to the outbreak of World War 2.
Understand who Hitler was and his role in causing the outbreak of WW2.
Can children sequence all periods of time they have studied on a timeline?

LC2 **Why did the Jewish nation suffer as a result of Hitler coming to power?**

Understand why the Jewish nation began to suffer after Hitler rose to power.

LC3 **What can we learn about this period from the Anne Frank diaries?**

Can you put together your story as though you lived during this period?
Do children appreciate that significant events in history have helped shape the country we have today?

LC4 **What happened in Munich in 1938 and why did Britain feel betrayed by Hitler?**

Understand the events that occurred in Munich in 1938.
Understand why these events negatively impacted relations between Britain and Germany.
Do children appreciate that significant events in history have helped shape the country we have today?

LC5 **Why was the Battle of Britain significant in World War 2?**

Understand why the Battle of Britain was significant in World War 2?
Do children appreciate that significant events in history have helped shape the country we have today?

LC6 **Who was Winston Churchill and what part did he play in the war?**

Understand what role Winston Churchill played during World War 2.

LC8 **Reflection: Using photographic images sourced from the Internet put together your story as though you lived during this period**

Cross Curricular

Subject

Activity

Art

Study how European Artists have captured the horrors of the War.

Year 6: Were the Vikings always victorious and vicious?

KS2 History. The Viking and Anglo-Saxon struggle for the kingdom of England

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

NC Links: **Chronological understanding**, **Knowledge and interpretation**, **Historical enquiry**

| | |
|------------------------|--|
| LC1 | <p>Who were the Anglo-Saxons and did they like the Vikings? Can children place features of historical events and people from past societies and periods in a chronological framework? Can children say where the periods they have studied fit on a timeline? Understand who the Anglo-Saxons were and if the Anglo Saxons liked the Vikings. Can children pose their own historical questions?</p> |
| LC2 | <p>Which region of Britain would you have come under during the Heptarchy? Identify/understand which region of Britain would you have come from during the Heptarchy. Understand the meaning of the term 'Heptarchy'. Can children pose their own historical questions?</p> |
| LC2 | <p>Why did the Vikings come to Britain and how did they make the journey? Can children pose their own historical questions? Understand why the Vikings came to Britain and how they made the journey.</p> |
| LC3 | <p>What did the Brits learn from the Vikings? Can children recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> |
| LC4 | <p>What was life like for a 11 year old (boy/ girl) Viking? Understand what life was like for an 11 year old child during the time of the Vikings.</p> |
| LC5* Olaf Viking Visit | <p>How did the Vikings live when they came to Britain? Understand how the Vikings lived when they came to Britain.</p> |
| LC6*Olaf Viking Visit | <p>What did the Vikings eat and could you recreate a Viking meal? What did the Vikings eat?</p> |
| LC7 | <p>Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.</p> |

Cross Curricular

| Subject | Activity |
|------------|--|
| English | Letter/diary account |
| D/T Art | Clay Viking Heads Viking Meal |
| Geography | Identify countries where the Vikings came from and where they invaded. |