

Key Concepts: ~Chronology ~Power & Social Structure ~Daily Life & Culture ~Invaders, Settlers & War ~Human Advancement

Historical Perspectives: ~Cause & Consequence ~Continuity & Changes ~Inference & Interpretation ~Similarity / Difference within a period/situation (diversity) ~Significant Events/People

Year/ Term	Autumn Term	Spring Term	Summer Term
Nursery	<p>Wonderful Wantage</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: Local History by exploring our school and visit Wantage town market, the flour Mill etc</p> <p>Development Matters Knowledge:</p> <ul style="list-style-type: none"> ➤ Begin to make sense of their own life-story and family’s history. ➤ Develop some new vocabulary related to the discussion and exploration of historical and significant events and use it in their speech and play. ➤ Continue developing positive attitudes about the differences between people. ➤ Recognise diversity of life in modern Britain. <p>Skills:</p> <ul style="list-style-type: none"> ➤ Talk about photos and memories, with encouragement, children to retell what their parents told them about their life-story and family ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences. ➤ Learn each other’s names, modelling correct pronunciation. 	<p>Let’s Celebrate!</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: Bonfire Night, Remembrance Day, Diwali, Birthdays, Christmas</p> <p>Development Matters Knowledge:</p> <ul style="list-style-type: none"> ➤ Begin to make sense of their own life-story and family’s history. ➤ Develop some new vocabulary related to the discussion and exploration of historical and significant events and use it in their speech and play. ➤ Continue developing positive attitudes about the differences between people <p>Skills:</p> <ul style="list-style-type: none"> ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences. ➤ Learn each other’s names, modelling correct pronunciation. 	<p>Once Upon A Time...</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: Celebrate Shrove Tuesday, Mothering Sunday and Easter.</p> <p>Development Matters Knowledge:</p> <ul style="list-style-type: none"> ➤ Begin to make sense of their own life-story and family’s history. ➤ Develop some new vocabulary related to the discussion and exploration of historical and significant events and use it in their speech and play. ➤ Continue developing positive attitudes about the differences between people <p>Skills:</p> <ul style="list-style-type: none"> ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences. ➤ Learn each other’s names, modelling correct pronunciation.

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<p>Reception</p>	<p>Why is Christmas special?</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: Bonfire Night, Remembrance Day, Diwali, Christmas</p> <p>Development Matters: Knowledge:</p> <ul style="list-style-type: none"> ➤ Comment on images of familiar situations in the past. ➤ Recognise that people have different beliefs and celebrate special times in different ways. ➤ Begin to recognise that some places have special significance to individuals and through their history ➤ Begin to recognise that events can happen globally, nationally and locally <p>Skills:</p> <ul style="list-style-type: none"> ➤ Begin to organise events using basic chronology, recognising that things happened before they were born ➤ Use images and stories and artefacts to explore some similarities and differences between the past and present ➤ Compare and contrast characters from stories, including figures from the past. ➤ Talk about experiences that are familiar to them and how these may have differed in the past. ➤ Explore characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. ➤ Begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. 	<p>Is a Pirate’s Life for Me?</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: Shrove Tuesday, Easter</p> <p>Development Matters: Knowledge:</p> <ul style="list-style-type: none"> ➤ Begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. ➤ Name significant people from the period ➤ Recognise the diversity in historical stories ➤ Recognise that piracy is a crime ➤ Begin to build a rich bank of vocabulary related to the past ➤ Understand that transport has changed over time <p>Skills:</p> <ul style="list-style-type: none"> ➤ Respond to shared texts, images, and tell oral stories to begin to develop an understanding of the past and present. ➤ Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. ➤ Explore characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. ➤ Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. 	<p>Were Dinosaurs pets?</p> <p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community.</p> <p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Incorporate: learning about dinosaurs, how things change over time, caring for our environment</p> <p>Development Matters: Knowledge:</p> <ul style="list-style-type: none"> ➤ Compare and contrast characters from stories, including figures from the past. ➤ Name several species of dinosaur ➤ Understand how we know about the existence of dinosaurs ➤ Know that dinosaurs existed a long time ago and were extinct before humans came along ➤ Begin to build a rich bank of vocabulary relating to the past <p>Skills:</p> <ul style="list-style-type: none"> ➤ Use stories, images and artefacts to find information about the past ➤ Explore characters and events from the past using songs, poems, puppets, role play and other storytelling methods. ➤ Produce images of dinosaurs, with some accurate anatomy
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<p>Year 1</p>	<p>What do fireworks have to do with the gunpowder plot?</p> <p>National Curriculum: Events beyond living memory that are significant nationally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>Why Do We Celebrate the 5th of November?</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ begin to identify the main differences between old and new objects ➤ retell a familiar story set in the past with accurate chronological order <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ use words and phrases like: old, new and a long time ago ➤ recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago ➤ Understand that we have a queen who rules us and that Britain has had a king or queen for many years? <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ What was the gun powder plot and who was involved? ➤ When was this? ➤ Why did the plot happen? ➤ What happened to Fawkes? ➤ Why do we celebrate this event and why have fireworks as part of the celebrations? 	<p>Can a castle keep you safe? Are Castles Just for Royalty?</p> <p>National Curriculum: Significant historical events, people, and places in their own locality (Oxford Castle)</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ ask and answer questions about old and new objects ➤ answer questions using an artefact/ photograph provided <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ recognise that a story that is read to them may have happened a long time ago ➤ know that some objects belonged to the past ➤ begin to identify the main differences between old and new objects <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ What are some famous castles (biggest? Oldest?) ➤ Why did we need castles? ➤ Who built the castles? ➤ Do we still have castles today? ➤ Are castles used in the same way today? <p>Enhancement: Trip to Oxford Castle- looking at features of a castle</p>	<p>Does everyone like to be beside the seaside?</p> <p>National Curriculum: 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 (the first aeroplane flight-impact on seascides)</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ Put up to three objects in chronological order (recent history) ➤ identify objects from the past <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ give a plausible explanation about what an object was used for in the past <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ What do we mean by the seaside? ➤ Have people always visited the seaside for fun? ➤ Why did some places become seaside resorts? ➤ Are there other uses for coastal towns? ➤ How do we know what holidays were like 100 years ago? ➤ How has a day at the sea side changed? ➤ How holidays changed over time within the last 100 years ➤ When and why did visiting the seaside become popular in England? <p>Enhancement: Seaside day in school</p>
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<p>Year 2</p>	<p>Has Christmas always been the same?</p> <p>National Curriculum: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, festivals or anniversaries]</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ find out something about the past by talking to an older person ➤ Use images and texts to make inferences about the past <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ give examples of things that are different in their life from that of their grandparents when they were young ➤ use a range of appropriate words and phrases to describe the past? ➤ Can they use words and phrases like: <i>before I was born, when I was younger?</i> ➤ use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Who celebrates Christmas? ➤ Is Christmas celebrated in the same way around the world? ➤ Have we always had Christmas Trees? ➤ What was the Victorian period and when was this? ➤ Which Victorian Christmas traditions do we still uphold? ➤ What are some Christmas traditions and when did they begin? ➤ Do we all celebrate Christmas in the same way? <p>Enhancement ideas: Trip to Wantage Museum- A Victorian Christmas, events for Wantage Dickensian Evenin</p> <p>Enhancement: Trip to Wantage Museum- A Victorian Christmas</p>	<p>What makes a Super-Hero? Florence Nightingale and Mary Seacole</p> <p>National Curriculum: 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</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ answer questions by using a specific source, such as an information book ➤ research the life of a famous Briton from the past using different resources to help them <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ use the words past and present correctly (extend vocabulary using the vocab chart) ➤ 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 ➤ explain why Britain has a special history by naming some famous events and some famous people <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Why is Florence Nightingale better known than Seacole? ➤ What was significant about these individuals? ➤ Why did Nightingale's parents not want her to be a nurse? ➤ Why was Florence known as the Lady of the Lamp? ➤ Lots of photographs of Florence Nightingale show her with letters in her hand. Why? ➤ Is nursing the same today as it was for Florence and Mary? <p>Enhancement: Super-hero day in school</p>	<p>What fanned the flames?</p> <p>What Was the Great Fire of London and What Do Diaries and Buried Treasures Have to Do With It?</p> <p>National Curriculum: Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London)</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ sequence a set of events in chronological order and give reasons for their order? ➤ answer questions by using a specific source, such as an information book <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ recount some interesting facts from an historical event, such as where the fire of London started ➤ explain why Britain has a special history by naming some famous events and some famous people ➤ use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning ➤ use a range of appropriate words and phrases to describe the past <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ How did it start and how did it stop? ➤ How did the fire get so big? ➤ How many people did it kill? ➤ What was the date and when did it happen? ➤ What did the people of London do? ➤ Where did he bury the papers and what happened to the treasure and the papers that were buried? ➤ Who rebuilt London? ➤ Why is this a significant event in history? <p>Enhancement: Great Fire of London re-enactment</p>
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History at Wantage CE Primary

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<p>Year 3</p>	<p>What lies beneath?</p> <p>National Curriculum: Changes in Britain from the Stone Age to the Iron Age This could include: *late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae *Bronze Age religion, technology and travel, e.g. Stonehenge *Iron Age hill forts: tribal kingdoms, farming, art and culture What were the biggest Changes from the Stone Age to the Iron Age?</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ use their mathematical knowledge to work out how long ago events would have happened ➤ use research in order to find similarities and differences between two or more periods of history <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe events and periods using the words: BC, AD and decade ➤ recognise the part that archaeologists have had in helping us understand more about what happened in the past ➤ appreciate that the early Brits would not have communicated as we do or have eaten as we do ➤ suggest why certain events happened as they did in history <p>Enhancement: Archaeological dig in the grounds of the school</p>	<p>What did the Romans for us?</p> <p>National Curriculum: The Roman Empire and its impact on Britain This could include: *Julius Caesar's attempted invasion in 55-54 BC *the Roman Empire by AD 42 and the power of its army *successful invasion by Claudius and conquest, including Hadrian's Wall *British resistance, e.g. Boudica *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity What Did the Romans Do for us?</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ use a timeline within a specific time in history to set out the order things may have happened ➤ describe events from the past using dates when things happened ➤ use various sources of evidence to answer questions <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe events and periods using the words: BC, AD and decade ➤ suggest why certain people acted as they did in history ➤ realise that invaders in the past would have fought fiercely, using hand to hand combat <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Where were the first towns in Britain? ➤ What language was spoken? ➤ What laws were introduced by the Romans? ➤ What was Wantage/Oxfordshire like during this period? ➤ Do we have any of the same laws or punishments today? ➤ Has the invasion had a lasting impact? Did it change how people in England lived? <p>Enhancement: Exhibition with parents</p>	<p>Who does Britain belong to? The Anglo-Saxons: Where Did they Come ,Why did they come and what did they do?</p> <p>National Curriculum: Britain's settlement by Anglo-Saxons and Scots This could include: *Anglo-Saxon invasions, settlements and kingdoms: place names and village life *Anglo-Saxon art and culture</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ use various sources to piece together information about a period in history ➤ describe events and periods using the words: BC, AD and decade ➤ describe events from the past using dates when things happened <p>Knowledge</p> <ul style="list-style-type: none"> ➤ Know that Rome exiting Britain left it open to other invaders ➤ suggest why certain people acted as they did in history ➤ recognise that Britain has been invaded by several different groups over time <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Who were the Saxons? ➤ Where did they originate? ➤ Why did they come to England? ➤ Was there any resistance? ➤ What was Wantage/Oxfordshire like during this period? ➤ Has their invasion had a lasting impact? ➤ Is the invasion still evident today?
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<p>Were the Viking vicious?</p> <p>National Curriculum: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i> *Viking raids and invasion *resistance by Alfred the Great and Athelstan, first king of England *further Viking invasions and Danegeld *Anglo-Saxon laws and justice *Edward the Confessor and his death in 1066</p> <p>Who won the Battle to Rule England? Examples</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Skills:</p> <ul style="list-style-type: none"> ➢ place periods of history on a timeline showing periods of time ➢ communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out ➢ give more than one reason to support an historical argument <p>Knowledge</p> <ul style="list-style-type: none"> ➢ know that people who lived in the past cooked and travelled differently and used different weapons from ours ➢ appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences <p>Key Questions:</p> <ul style="list-style-type: none"> ➢ How did the Vikings get here? ➢ Why did the Vikings attack monasteries? ➢ Why do people think that the Vikings were more Vicious than the Anglo Saxons? • 	<p>What is wonderful about Wantage?</p> <p>National Curriculum: A local history study-</p> <ul style="list-style-type: none"> ➢ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ➢ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Skills:</p> <ul style="list-style-type: none"> ➢ A study of Wantage Market place and how this has changed over 200 years ➢ Visiting the Market place to find evidence of the town's history <ul style="list-style-type: none"> ➢ plot recent history on a timeline using centuries ➢ use their mathematical skills to round up time differences into centuries and decades ➢ research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings ➢ Knowledge appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past <ul style="list-style-type: none"> ➢ explain how our locality has changed in our time <p>Key Questions:</p> <ul style="list-style-type: none"> ➢ How long has Wantage been a settlement and what kind of settlement is it? ➢ What has changed and what has stayed the same about Wantage market place over the last 200 years? <ul style="list-style-type: none"> ➢ Are there any significant local figures? ➢ Why is there a statue of Alfred the Great? <p>Enhancement: Visit to Wantage Museum</p>	<p>Do royals make good rulers?</p> <p>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>How Has the Power of the Monarchy Changed Over Time? The changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Skills:</p> <ul style="list-style-type: none"> ➢ place periods of history on a timeline showing periods of time <ul style="list-style-type: none"> ➢ plot recent history on a timeline using centuries ➢ research two versions of an event and say how they differ <p>Knowledge</p> <ul style="list-style-type: none"> ➢ appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences recognise that the lives of wealthy people were very different from those of poor people ➢ appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past ➢ explain how Parliament affects decision making in England <p>Key Questions:</p> <ul style="list-style-type: none"> ➢ Who was the first King of England? ➢ How do you become a monarch? ➢ Does the monarchy have absolute power? <ul style="list-style-type: none"> ➢ Who was the first Prime minister? ➢ How do you become a prime minister? ➢ What events have helped to protect the rights of the common people? <ul style="list-style-type: none"> ➢ Was Cromwell a hero or a villain? ➢ What does the mnemonic 'No Plan Like Yours To Study History Wisely' help us to understand?
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<p>Year 5</p>	<p>How did a peace treaty lead to war?</p> <p>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -a significant turning point in British history, e.g. the first railways or the Battle of Britain</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ use dates and historical language in their work ➤ test out a hypothesis in order to answer a question ➤ describe a key event from Britain's past using a range of evidence from different sources ➤ Explore how a national event effected our locality <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ appreciate that significant events in history has helped shape the country we have today ➤ Understand the causes and consequences of these recent wars <ul style="list-style-type: none"> ➤ Recognise that some of the war effort was beneficial in the progress of women's rights Compare the effects of a significant event locally and nationally What was the impact of WW2 locally? (Wantage/ Oxfordshire) ➤ Name some significant individuals from this period (leaders and heroes) ➤ Recognise who fought for the allies and the axis and understand the part that the British Empire played in WW2 <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Why did Britain declare war on Germany? ➤ Who were the national leaders at that time? ➤ Who were our Allies? ➤ Which were the most significant battles/ events? ➤ Who were the most significant individuals? ➤ What was daily life like in Britain during WWII? ➤ What was a concentration camp and who went there? ➤ How did the war progress women's rights? ➤ What was the Windrush? ➤ Why is it important to learn about wars? 	<p>How Greek are we?</p> <p>National Curriculum: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Why is Ancient Greece Known as the 'Birthplace of Western Civilisation'?</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ use their mathematical skills to work exact time scales and differences as need be ➤ select reliable online sources ➤ use features of non-fiction texts to locate specific information <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe historical events from the different period/s they are studying/have studied ➤ appreciate how historical artefacts has helped us understand more about lives in the present and past ➤ Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently ➤ compare historical periods; explaining things that have changed and things which have stayed the same <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ How do we know so much about Ancient Greece? ➤ What do artefacts tell us about what life was like in Ancient Greece? ➤ What do archaeological sites tell us about what life was like in Ancient Greece? ➤ Can we learn anything from Greek myths and legends? ➤ What do we know about the achievements of Alexander the Great? ➤ What are the similarities between our school and schools in Ancient Greece? ➤ What can we learn from our language about Ancient Greece? ➤ How were the Ancient Greeks governed and are there any similarities with how we are governed today? ➤ How have the Olympic Games changed since they were first held in Ancient Greece? ➤ Which is the most important legacy of the Ancient <p>Enhancement:</p> <ul style="list-style-type: none"> ➤ Greek day in school ➤ Links to DT (designing and making Greek style urns) ➤ Links to Geography (Ancient Greece compared to Modern Greece) ➤ Links to science: Astronomy 	<p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>National Curriculum: 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>Skills:</p> <ul style="list-style-type: none"> ➤ use dates and historical language in their work ➤ draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ describe historical events from the different period/s they are studying/have studied ➤ appreciate how historical artefacts has helped us understand more about lives in the present and past <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Where was Ancient Egypt Located? ➤ Which artefact was the key to understanding hieroglyphs? ➤ Who was the last pharaoh to rule Egypt? ➤ Who discovered Tutankhamun's tomb? ➤ Why are people upset about some of the collections in the British Museum? ➤ Were the British right to bring home so many artefacts? ➤ Are there any lasting impacts from the Ancient Egyptians? <p>Enhancement: Parent Exhibition</p>
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<p>Year 6</p>	<p>Where the dark ages really dark? The 'Golden Age of Islam' and comparing that with the 'Dark ages'</p> <p>National Curriculum: A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad</p> <p>Were the Dark Ages Really Dark? -Early Islamic civilization and a study of Baghdad c. AD 900;</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ place features of historical events and people from the past societies and periods in a chronological framework ➤ Use a variety of sources, weighing evidence to draw conclusions <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ say where a period of history fits on a timeline ➤ summarise the main events from a period of history, explaining the order of events and what happened ➤ describe features of historical events and people from past societies and periods they have studied ➤ summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ What was the Golden Age of Islam? ➤ Why was this known as the 'Golden Age'? ➤ Why is this period of time known as the 'Dark Ages' in Europe? ➤ When was the Golden Age of Islam? ➤ What was Wantage/Oxfordshire like during this period? ➤ Why was Baghdad famous? ➤ What were the connections to Ancient Greece? ➤ Has this era had any lasting impact on the world? 	<p>Does the punishment always fit the crime? Crime and punishment through the ages: A comparative study</p> <p>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ look at two different recounts of an event and say how the author may be attempting to persuade or give a specific viewpoint ➤ recognise and describe differences and similarities/ changes and continuity between different periods of history <p>Knowledge</p> <ul style="list-style-type: none"> ➤ summarise how Britain has had a major influence on the world ➤ identify and explain differences, similarities and changes between different periods of history <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ What are laws? ➤ When was the police force founded? ➤ How were criminals caught before there were police? ➤ Was everyone treated the same way in prison? ➤ Have punishments changed over time? ➤ What is Capital Punishment and should we still have it? <p>➤ Enhancement: Visit to the old gaol (Oxford Castle)</p>	<p>How did Charles Darwin Change our understanding of the Animal Kingdom? Darwin's routes-History of evolution</p> <p>National Curriculum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as: -The lives of significant individuals in the past who've contributed to national and international achievements</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ say where a period of history fits on a timeline ➤ place a specific event on a timeline by decade ➤ look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint ➤ identify and explain their understanding of propaganda ➤ describe a key event from Britain's past using a range of evidence from different sources <p>Knowledge:</p> <ul style="list-style-type: none"> ➤ summarise how Britain has had a major influence on world history ➤ describe the features of historical events and way of life from periods I have studied: presenting to an audience ➤ summarise how Britain has had a major influence on the world. ➤ -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world <p>Key Questions:</p> <ul style="list-style-type: none"> ➤ Where was Darwin from? ➤ Why were his ideas controversial? ➤ What evidence did Darwin have to help develop his theories? ➤ Is survival of the fittest and Evolution the same thing?
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History at Wantage CE Primary

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