History Topic Planning Cycle B LKS2

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Our Victorian School** | **Roots, Shoots and Poops** | **Tomb Raiders** |
| National Curriculum | A local history study |  | The achievements of the earliest civilizations. |
| Sticky Knowledge  **Chronology and Causation** | Y3 Begin to understand that the past is divided into different named periods of time.  **Y4 Be able to place events, people and changes of British and local history on a timeline.**  Y3 Able to use dates to explain British and local history.  Y3 Start using a timeline that identifies different centuries.  **Y4 Accurately set out different events onto a timeline.**  Y3 Put artefacts or information in chronological order from a long time ago.  **Y4 Sequence several events, artefacts or historical figures on a timeline using dates.**  Y3 Understand that significant discoveries or inventions created much change to the lives of people. |  | Y3 Begin to understand that the past is divided into different named periods of time.  **Y4 Be able to place events, people and changes of British and world history on a timeline.**  Y3 Able to use dates to explain British and world history.  **Y4 Accurately set out different events onto a timeline.**  Y3 Use appropriate dates and chronology conventions, e.g., BC, BCE and AD.  Y3 Put artefacts or information in chronological order from a long time ago.  **Y4 Sequence several events, artefacts or historical figures on a timeline using dates.**  Y3 Understand that significant discoveries or inventions created much change to the lives of people.  **Y4 Know how some historical events/ periods occurred concurrently, in different locations.** |
| Sticky Knowledge  **Historical Significance and Interpretation** | Y3 Able to recognise the reasons someone may have acted in relation to the main events and changes of a time studied.  **Y4 Look at two or more versions of the same event or story in history and identify differences.**  Y3 Observe and use pictures, photographs and artefacts to find out about the past.  Y3 Start to use stories or accounts to distinguish between fact and fiction.  **Y4 To begin to talk about the impact of a past action on our lives today.**  **Y4 To talk about similarities and differences between different times in the past.** |  | Y3 Observe and use pictures, photographs and artefacts to find out about the past.  Y3 Start to use stories or accounts to distinguish between fact and fiction.  **Y4 Look at two or more versions of the same event or story in history and identify differences.**  **Y4 To talk about similarities and differences between different times in the past.** |
| Sticky Knowledge  **Historical Enquiry** | Y3 Use a variety of sources to collect information about the past.  **Y4 Know the difference between primary and secondary sources of evidence.** |  | Y3 Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.  **Y4 Use a range of sources to collect information about the past.**  Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 Construct informed responses about one aspect of life.** |
| Vocabulary | Queen Victoria, Victorian, slate and chalk, blackboard, whip and top |  | Agriculture, civilization, hieroglyphics, irrigation, pharoh, tomb, Horus, Thoth, Ma’at, Osiris, Anubis |
| Prior Knowledge | To appreciate the difference between long and very long ago.  Remember parts of stories they have read or have had read to them which involve memories about the past.  Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past.  Know where the events studied fit into a timeline.  To begin to understand that an invention can have a positive impact on an artefact we use everyday. |  | To appreciate the difference between long and very long ago.  Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past.  To begin to reflect on the significance of what has been learn from the past.  To be able to talk about some people and events that they have studied and the reasons for their actions. |
| Prior Skills | Look carefully at pictures and objects to find information. |  | Choose and select evidence and say how it can be used to find out about the past.  Develop the idea of presenting and raising questions about the past. |
| Session Overview | 1. What did Kingswood look like when our school was built (historical sources)? 2. What was school life like in Victorian times (possible trip). 3. What was life like for Victorians across Britain? 4. Did any Victorian inventions affect life in Kingswood? 5. How has our school changed across time?   **Composite Task:**  Set up a class museum |  | 1 Who were the Ancient Egyptians?   1. What was life like in Ancient Egypt? 2. Mummies 3. Tutenkhamun 4. Write like an Egyptian   6 Egyptian Gods |

History Topic Planning Cycle A LKS2

|  |  |  |  |
| --- | --- | --- | --- |
|  | **We Will Rock You** | **Extreme Earth** | **Anglo Saxons and Vikings** |
| National Curriculum | Changes in Britain from the Stone Age to the Iron Age | Britain’s settlement by Anglo-Saxons and Scots | The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Sticky Knowledge  **Chronology and Causation** | Y3 Begin to understand that the past is divided into different named periods of time.  **Y4 Be able to place events, people and changes of British and world history on a timeline.**  Y3 Start using a timeline that identifies different centuries.  **Y4 Accurately set out different events onto a timeline.**  Y3 Use appropriate dates and chronology conventions, e.g., BC, BCE and AD.  Y3 Put artefacts or information in chronological order from a long time ago.  **Y4 Sequence several events, artefacts or historical figures on a timeline using dates.**  Y3 Understand that significant discoveries or inventions created much change to the lives of people. | Y3 Begin to understand that the past is divided into different named periods of time.  **Y4 Be able to place events, people and changes of British and world history on a timeline.**  Y3 Start using a timeline that identifies different centuries.  **Y4 Accurately set out different events onto a timeline.**  Y3 Use appropriate dates and chronology conventions, e.g., BC, BCE and AD.  **Y4 To appreciate that some major events in the past caused a major change to the British landscape.**  Y3 Put artefacts or information in chronological order from a long time ago.  **Y4 Sequence several events, artefacts or historical figures on a timeline using dates.**  Y3 Put artefacts or information in chronological order from a long time ago.  Y3 Understand that significant discoveries or inventions created much change to the lives of people. | Y3 Begin to understand that the past is divided into different named periods of time.  **Y4 Be able to place events, people and changes of British and world history on a timeline.**  Y3 Start using a timeline that identifies different centuries.  **Y4 Accurately set out different events onto a timeline.**  Y3 Use appropriate dates and chronology conventions, e.g., BC, BCE and AD.  **Y4 To appreciate that some major events in the past caused a major change to the British landscape.**  Y3 Put artefacts or information in chronological order from a long time ago.  **Y4 Sequence several events, artefacts or historical figures on a timeline using dates.**  Y3 Put artefacts or information in chronological order from a long time ago.  Y3 Understand that significant discoveries or inventions created much change to the lives of people. |
| Sticky Knowledge  **Historical Significance and Interpretation** | Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.**  **Y4 To begin to talk about the impact of a past action on our lives today.**  **Y4 To talk about similarities and differences between different times in the past.** | Y3 Start to compare two versions of a past event.  **Y4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.**  Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 To begin to talk about the impact of a past action on our lives today.**  **Y4 To talk about similarities and differences between different times in the past.** | Y3 Start to compare two versions of a past event.  **Y4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.**  Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 To begin to talk about the impact of a past action on our lives today.**  **Y4 To talk about similarities and differences between different times in the past.** |
| Sticky Knowledge  **Historical Enquiry** | Y3 Use a variety of sources to collect information about the past.  **Y4 Know the difference between primary and secondary sources of evidence.**  . | Y3 Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.  **Y4 Use a range of sources to collect information about the past.**  Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 Construct informed responses about one aspect of life.** | Y3 Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.  **Y4 Use a range of sources to collect information about the past.**  Y3 Explain that there are different types of evidence and sources that can be used to help represent the past.  **Y4 Construct informed responses about one aspect of life.** |
| Vocabulary | Hunter-gatherer, agriculture, settlement, tribe, monument, migration, technology, prehistoric, BC, AD, archaeologist, Palaelithic, Mesolithic, Neolithic | Angles, Saxons, Scots, Picts, Woden, Frigg, Thoden, Tiw, Eostre, Augustine, Aiden, Columba, Oswald, Pope Gregory the Great | Saga, Battle of Hastings, wergild, Danelaw, danegeld, Odin, Frigg, runes, King Alfred the Great, King Athelstan, King Edward the Confessor, King Ethelred the Unready |
| Prior Knowledge | To appreciate the difference between long and very long ago.  Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past.  Know where the events studied fit into a timeline. | To appreciate the difference between long and very long ago.  Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past.  To begin to reflect on the significance of what has been learn from the past. | To appreciate the difference between long and very long ago.  Organise a number of artefacts by age. Recognise that familiar objects we have today would have been different in the past.  To begin to reflect on the significance of what has been learn from the past. |
| Prior Skills | Find answers and respond to simple questions about the past. | Understand some ways we can find out about the past.  Recognise the importance of basing ideas on evidence. | Understand some ways we can find out about the past.  Recognise the importance of basing ideas on evidence. |
| Session Overview | 1. How did people survive during the Stone Age? 2. What changed for people living in Stone Age Britain? 3. How do we know about life in the Stone Age? 4. How did life change in the Bronze Age? 5. How do we know about Britain’s prehistoric tombs and monuments? 6. Who were the Celts and how did they make iron in the Iron Age? 7. How did they build hillforts in Iron Age Britain? | 1. The Invaders. 2. Place names. 3. Village life. 4. Artefacts and culture. 5. Anglo-Saxon gods. 6. Conversion to Chrisitanity. | 1. Viking raiders and invaders. 2. Anglo-Saxon Kings 3. Danegeld. 4. Viking life. 5. Laws and justice. 6. The last Anglo-Saxon kings. |