



Curriculum Coherence – Year 4 History

Term 1 **The Roman Empire and its Impact on Britain. Why were the Romans important for Britain?**

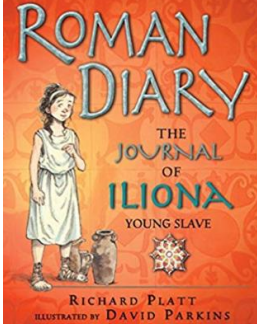
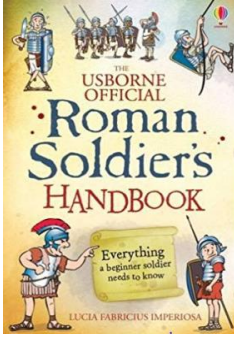
PRIOR LEARNING/STARTING POINT:


Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: Development of a chronologically secure knowledge and understanding of the Greek timeline

INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives: The Roman Empire and its impact on Britain?</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will retell the myth of Romulus and Remus in the own words. - Chn draw and label their own roman soldier/roman soldier weaponry diagram and discuss how the army was an effective force. - Chn discuss and comment on different sources depicting Boudicca. What impression do they give? Can they be trusted? - Chn write an account on Boudicca from a Roman point of view then a Celt Point of view. How are they different? - Create a non-fiction fact file which describes Roman Life in terms of TECHNOLOGY, FARMING, RELIGION, ART, TOWNS, HOME AND FARMING - Chn create design and create their own Horrible Histories style video on an aspect of Roman life to create a class video. 	<p>OUTCOMES Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion.</p> <p>PUPILS will know When the Romans ruled Britain, what they accomplished and why they left.</p> <p>will be able to Name some of the technological accomplishments and how they differed significantly from the way of life of the Celtic tribes.</p> <p>will understand That Roman society was very different to ours and slavery was a very big part of their way of life. They will understand that the Roman departure led to Britain returning to its former way of life.</p>

VOCABULARY
Emperor, Senate, Aqueduct, Forum, Hypocaust, Mosaic, Colosseum, Century, Legion

READING OPPORTUNITIES




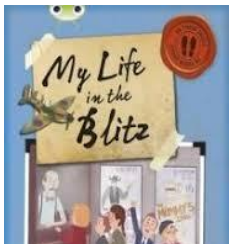

Next Steps in learning:

Key Stage 3:
Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.


- SKILLS**
- Develop a chronologically secure knowledge of British, local and world history.
 - Notice connections, contrasts and trends over time whilst developing historical terms.
 - Address and devise historically valid questions about change, cause similarity and difference.
 - Construct informed response that involve thoughtful selection and organisation of relevant


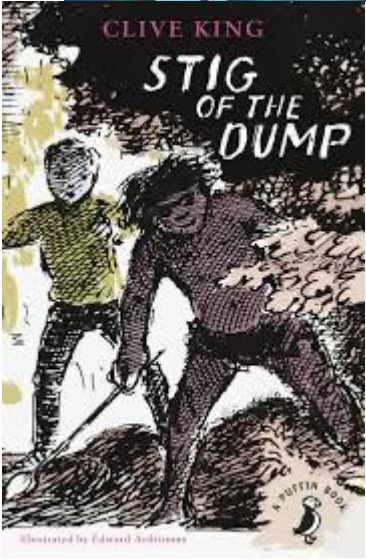
- Key Questions:**
- How was Rome founded?
 - How and why did the Romans invade?
 - Who was Boudicca and why did she revolt?
 - Did Boudicca's Revolution succeed?
 - What was life like for the Romans?
 - What did the Romans leave behind?


<p>historical information and sources.</p> <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources. 		
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Design Technology – Research, Design, Create and evaluate an effective Roman shield Art and Design – Research, Design and create a roman mosaic using different mediums.</p>		

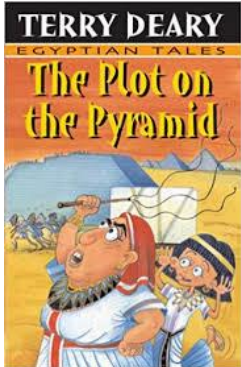
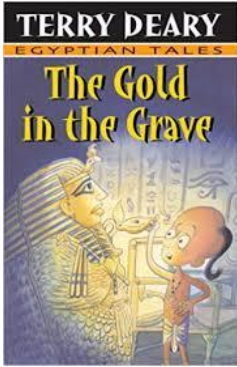
<h2>Curriculum Coherence – Year 4 History</h2> 		
Term 2	How did World War 2 affect Britain?	
<p>PRIOR LEARNING/STARTING POINT: Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion. Pupils will know when the Romans ruled Britain, what they accomplished and why they left. They will be able to name some of the technological accomplishments and how they differed significantly from the way of life of the Celtic tribes. They will understand that Roman society was very different to ours and slavery was a very big part of their way of life. They will understand that the Roman departure led to Britain returning to its former way of life.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will learn why Germany wanted war. - Chn will learn the different advantages Britain had in the Battle of Britain and consider why it could only be attacked from the air. - Chn discuss and comment on the difference between spitfires and Messerschmitts. - Chn will sketch and paint a spitfire. - Create a non-fiction text about the war, including evacuees, technology and rationing. - Chn make their own Anderson Shelter. - Chn will take part in a code breaking activity to locate naval vessels. - Chn to bake a cake using a WW2 rationing recipe. 	<p>OUTCOMES Children will understand the significance of WW2 in Britain’s history. PUPILS will know Why Britain entered the war, why it was attacked by Germany and how people were affected. Will be able to Explain why war affects everybody, not just the armed forces. Explain the impact of technology in the War. Recognise that people on both sides suffered from the war and had similar experiences. will understand Why nations might feel war is necessary. How people can overcome enormous tasks by working together.</p>
<p>VOCABULARY Invasion, air-raid, Blitz, radar, rationing, Nazis, evacuation, prisoner of war, treaty, codebreaking, USSR, blackout, home guard, land girls.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Next Steps in learning:</p> <p>Key Stage 3: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They</p>

		<p>should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • Study a specific event of significance in Britain's history. • Notice connections, contrasts and trends over time whilst developing historical terms. • Address and devise historically valid questions about change, cause similarity and difference. • Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources. • Understand how knowledge of the past is constructed from a range of sources. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -How did WW2 begin? -Why did Germany try to defeat the RAF? -How did Britain win the Battle of Britain? -How did the Spitfire compare to the Messerschmitt? -How were Children affected by the War? -How were everyday people affected by the war? How did codebreaking help win the war?
<p>LINKS</p> <p>Geography - Locational Knowledge – Counties/Cities/Countries Art and Design – Sketch and paint a Spitfire. Design and Technology – Make an Anderson shelter using robust materials.</p>		

<h2 style="text-align: left;">Curriculum Coherence – Year 3 History</h2> 		
Term 1	How human civilization develop from the Stone-age to the Iron-age?	
<p>PRIOR LEARNING/STARTING POINT:</p> <p>Children will be able to discuss the experiences of people in 1911 and explain how people were treated very differently depending on class. They will be able to explain the events which took place when the Titanic sank. Pupils will know what caused the disaster. That there is a theory that the Titanic didn't sink, but the Olympic did. Which materials have water resistant properties, and which can be used to make a successful boat. They will understand that people have different ideas about the past and that we can use different sources to find out about the past.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p>NC Curriculum</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will learn about fossils and create their own. - Chn will learn about cave paintings and create their own version of a cave painting. - Chn compare ice-age animals to modern mammals and study how woolly mammoths were adapted to the cold. - Chn will analyze stone-age tools and learn of their use. - Chn will learn the basics of the theory of human evolution. - Chn will place the stone age through iron-age on a timeline to give them a sense of time. 	<p>OUTCOMES</p> <p>Children will understand the technical advancement of humans over tens of thousands of years and that civilization has dramatically affected the way we live.</p> <p>PUPILS will know</p> <p>How we learn about the distant past, what sources of information we have to learn about humans and animals.</p> <p>Will be able to</p>

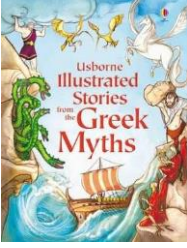
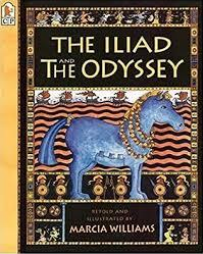
	<p>- Chn will learn of historic characters such as Mary Anning who studied fossils.</p> <p>-Chn to visit Celtic Harmony to study life in a model Iron-Age village.</p>	<p>Explain how the ice-age affected human life and how animals were adapted to it.</p> <p>will understand</p> <p>That life on Earth can change due to pressures of environment and the passage of time.</p>
<p>VOCABULARY</p> <p>Fossil, Neanderthal, Cavemen, cave art, ice-age, stone-age, paleontologist, archaeologist, glacier, ice-flow, stone tools, homo sapiens, evolution/evolve.</p>	<p>READING OPPORTUNITIES</p>  	<p>Next Steps in learning:</p> <p>Year 4:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>The Roman Empire and its impact on Britain</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • Study a range of historic artefacts and compare them to modern equivalents. • Notice connections, contrasts and trends over time whilst developing historical terms. • Address and devise historically valid questions about change, cause similarity and difference. • Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources. • Understand how knowledge of the past is constructed from a range of sources. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -How did humans live in the stone and Iron-ages? -What was the Ice age and how did people live during it? -What animals were living alongside humans in the Ice-age? -What tools did humans use? -What are fossils and how do they tell us about past life? -How do we know about humans in the distant past? -What art did humans produce in the distant past?
<p>LINKS</p> <p>Geography - Locational Knowledge – Counties/Cities/Countries</p> <p>Art and Design – Research and sketch cave paintings.</p> <p>Design and Technology – create a fossil using a range of materials.</p> <p>Science – Adaptation and animal groups, Rocks and Soils.</p>		

<p>Curriculum Coherence – Year 3 History</p> 		
Term 2	What was life like in Ancient Egypt?	
<p>PRIOR LEARNING/STARTING POINT:</p> <p>Know and understand significant aspects of history: nature of ancient civilizations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire. Developed a chronologically secure knowledge and understanding of the Greek timeline</p>		
INTENT	IMPLEMENTATION	IMPACT
NC Objectives:	ACTIVITIES	OUTCOMES
	- Chn will learn to write their name in hieroglyphics.	

<p>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 ☑ Ancient Greece – a study of Greek life and achievements and the</p>	<ul style="list-style-type: none"> - Chn will locate Egypt and the River Nile in an atlas in a geography link lesson. - Chn will create their own mummy model. - Chn will build a pyramid in a Maths cross curricula lesson. - Re-enact building a pyramid whilst measuring forces in a Science cross curricula lesson. - Chn learn about the discovery of Tutankhamen’s tomb and the perseverance of Howard Carter. They will retell this in a Writing link lesson. - Howard Carter will visit on a special Egyptian themed day to reenact the discovery of Tutankhamen’s tomb. - Study the Egyptians religion in an RE cross-curricula lesson. 	<p>Children will understand and be able to explain why a civilisation developed along the river Nile and its delta.</p> <p>PUPILS will know How far back in time the ancient Egyptians lived and how long their civilisation lasted.</p> <p>Will be able to Locate Egypt on a map and explain some of the key differences between our civilisation and theirs.</p> <p>will understand That Egyptians religious beliefs had a huge impact on Egyptian society and affected the way they lived and the buildings they built.</p>
<p>VOCABULARY Nile, Delta, papyrus, mummy, embalm, tomb, hieroglyphics, archaeologist, Egyptologist. Tutankhamun, canopic, pyramid, afterlife.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Year 4: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The Roman Empire and its impact on Britain</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • Study a specific event of significance in Britain’s history. • Notice connections, contrasts and trends over time whilst developing historical terms. • Address and devise historically valid questions about change, cause similarity and difference. • Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources. • Understand how knowledge of the past is constructed from a range of sources. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -Why were Egyptians mummified? -How do we know about ancient Egyptians? -Why is the Nile River important to life in Egypt? -What did the Egyptians believe about the afterlife? -Who was Howard Carter and why is he famous? -What are hieroglyphics? -Who ruled the ancient Egyptians?
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Art and Design – Design and make an Ancient Egyptian Shaduf, Design and make Ancient Egyptian Bread. Science – Forces Maths – how many blocks in a pyramid English – recount of Howard Carter’s discoveries. Computing – stop motion (one off lesson), Design a game, Howard Carter Morpho</p>		



PRIOR LEARNING AND STARTING POINT:

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</p> <p>Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases.</p> <p>Make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p>	<p>ACTIVITIES</p> <ol style="list-style-type: none"> Who were the Ancient Greeks? Locate Greece on a map. Place Ancient Greece on a timeline. Ancient Greek Democracy Understand the legacy of democracy by learning how democracy works and comparing it with modern democracies. Link to British values. Ancient Greek Olympics Study Greek art as found on vases and learn what this tells us about Greek sporting events. Compare Greek sports to modern Olympic sport. The Battle of Marathon Compare city states and write an historical narrative of the battle. Greek Gods and Goddesses Read and research Greek gods, create fact-file. Extension – write a Greek myth. The Trojan War Examine pictures of artefacts dating to the time of the Trojan War. Read excerpts from Homer’s Iliad. Act out significant scenes from the war. 	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>That we learn about the past from many different sources.</p> <p>Will be able to</p> <p>Explain why empires grow and compare and contrast different ways of running society.</p> <p>will understand</p> <p>That we learn about the past from many different sources. That nations, beliefs and customs change over time.</p>
<p>VOCABULARY Connections, contrasts, trends, ruling systems, sources, narratives, British values, democracy, Olympics, city states, Greek myth, customs, civilizations, dissolution, expansion.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Next Steps in Learning: Year 4: Children will understand the significance of WW2 in Britain’s history.</p> <p>Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion.</p> <p>Children will understand the technical advancement of humans over tens of thousands of years and that civilization has dramatically affected the way we live.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims Understand how our knowledge of the past is constructed from a range of sources 		<p>Key Questions:</p> <ul style="list-style-type: none"> -Who were the Ancient Greeks? -How does democracy work? -How did the Ancient Greek Empire grow? -Why did the Ancient Greek Empire grow? -Can you compare the city states?

LINKS

Geography – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
English - in narratives, creating settings, characters and plot
SMSC – British value of Democracy



Curriculum Coherence – Year 2 History

Term 1

**Significant Historical places and People in our area.
Events beyond**

PRIOR LEARNING AND STARTING POINT:

Children will be able to discuss the experiences of people in 1911 and explain how people were treated very differently depending on class. They will be able to explain the events which took place when the Titanic sank.

INTENT

KNOWLEDGE

-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local,

-understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

NC Objectives:

-significant historical events, people and places in their own locality.

-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

IMPLEMENTATION

ACTIVITIES

Lesson 1: A local history walk taking in the site of the former railway, the remains of the canal, Robert Bloomfield’s residence, the timber framed building on the High Street and North Bridge Street and the coaching inn (The White Heart) and the former site of the lower school.

Lesson 2: The canal. Look at pictures taken on the history walk of the location of the canal. Show pictures of further remains at Stanford and Holme Mills (Broom). Discuss what purpose canals served, why they were built rather than just use existing rivers and why they were abandoned. Names such as The Wharf are reminders of its location in the town.

Lesson 3: Study the large driveway (for coaches) in the White Heart inn. Examine forms of transport before motor cars and railways. Discuss importance of inns for stationing horses and breaking journeys.

Lesson 4: The railway. Study pictures of Shefford before the railway was closed. Show on maps where it ran from and too, discuss reasons for its closure. Show how it had closed the canal, in turn the roads had closed the railway. Look at model of Shefford railway in town council chambers.

Lesson 5: Robert Bloomfield. His house was seen on the local walk. Talk about his poem ‘The Farmer’s Boy’ and write a poem about the local area. Link to financial management. Bloomfield was poor because he failed to manage the money he earned from his successful poems.

Lesson 6: Show pictures of the buildings taken on walk. The former fire station, the former Barclays bank and The Maltings. Contrast these with pictures of the modern Brewery on the trading estate, the modern fire station on Ivel Road and the complete lack of a bank. How have things changed over time? What is different about the materials? The designs? The size? Why have things change?

IMPACT

OUTCOMES

Children will recognise that the local area has changed considerably over time giving them developing in them a greater sense of belonging to the community.

PUPILS will know

That there was a railway and a canal in the town and that technological and economic changes over time removed the need for them. They will understand that Shefford has changed in importance as a destination and transport hub over the centuries.

Will be able to

Ask questions about the local area, compare and contrast pictures of the past, use maps to see changes over time, recognise physical changes to their environment.

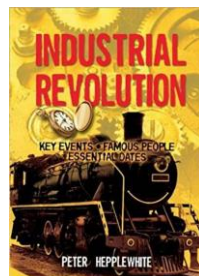
will understand

That the town they inhabit has changed and will continue to change as time progresses. They will understand that historical trends and events effect the local area as much as the nation as a whole.

VOCABULARY

Railway, canal, coaching inn, lock, wharf, station, change, develop, investigate, enquiry, transport, goods, industry, viaduct.

READING OPPORTUNITIES




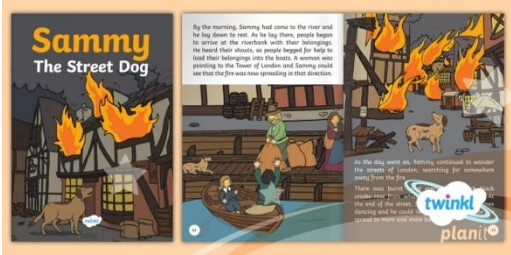
Next Steps in Learning:

Key Stage 2:


Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

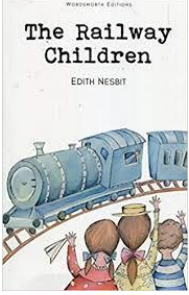
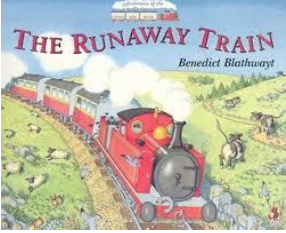
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p>SKILLS</p> <ul style="list-style-type: none"> Asking and research historical questions. 		<p>Key Questions:</p> <p>What has changed over time Shefford? Why did the train line shut down? What is 'The farmer boy' poem about? How have the buildings changed over time?</p>
<p>LINKS</p> <p>Geography - Locational Knowledge – Counties/Cities/Countries</p>		

<p>Curriculum Coherence – Year 2 History</p> 		
<p>Term 2</p>	<p>Events beyond Living Memory - The Great Fire of London. Significant Historical Events - Titanic</p>	
<p>PRIOR LEARNING AND STARTING POINT: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>		
<p>INTENT</p> <p>NC Objectives: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p>	<p>IMPLEMENTATION</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn place the events on a timeline - sequence events of the Titanic -study the different class experiences through the menus on offer for first class, second class and steerage. -create advertisement for the three different classes. -create a Titanic fact-file. - use different materials to produce sketches and paintings of the fire of London. -Evaluate paintings. -Test materials which can sink and float. -Build a boat. -Writing in the past in character – Samuel Pepys. 	<p>IMPACT</p> <p>OUTCOMES</p> <p>Children will be able to discuss the experiences of people in 1911 and explain how people were treated very differently depending on class. They will be able to explain the events which took place when the Titanic sank.</p> <p>PUPILS will know</p> <p>What caused the disaster. That there is a theory that the Titanic didn't sink, but the Olympic did. Which materials have water resistant properties and which can be used to make a successful boat.</p> <p>Will be able to</p> <p>Experiment with different mediums of art to create a varied selection of art pieces and a final one using the medium they choose.</p> <p>will understand</p> <p>That people have different ideas about the past and that we can use different sources to find out about the past.</p>
<p>VOCABULARY</p> <p>Sink, float, ocean, class system, iceberg, past, submarine, catastrophe, disaster, burn, inferno, water-resistant, propeller, steerage, first-class, second-class, lifeboat, drown, watery grave.</p>	<p>READING OPPORTUNITIES</p> 	<p>Next Steps in Learning:</p> <p>Key Stage 2:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and</p>

		organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
<p>SKILLS events beyond living memory that are significant nationally or globally</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Key Questions: - What was the class system? - Why do some materials float? - How do we know about the fire of London? -How do we study the Titanic?</p> <p>Great Fire of London -When and where did the GFOL occur? -Who was affected by the fire?</p> <p>Inventors and Inventions -Who are inventors from the past? What have they created and why?</p>
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Art and Design – Great fire of London art unit, Titanic sketching/artwork Design and Technology – Make a boat which can float from water resistant materials. Science – Stem day linked to Titanic and materials unit linked to all three history areas of this topic. English – All English plans linked to GFOL, Titanic or Inventors.</p>		

Curriculum Coherence – Year 1 History 		
Term 1	Changes beyond Living Memory - Transport	
<p>PRIOR LEARNING AND STARTING POINTS: EYFS To talk about past and present events in their own lives and in the lives of family members.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives Events beyond living memory</p>	<p>ACTIVITIES - Imagine a first steam train ride. - Compare and order forms of transport from oldest to newest. - Chn draw and label old fashioned car, how is it different from present day cars. - Chn design a car of the future. How might technology continue to change? - Consider how cars have changed our lives. Has this always been a good thing?</p>	<p>OUTCOMES Children will understand the significant changes in human transport over the last 200 years. PUPILS will know Who invented railways and motorcars and how they changed people’s lives? Will be able to Differentiate between past and present cars and trains. will understand That technology has changed over the past 200 years and will continue to change in the future.</p>
<p>VOCABULARY Railway, engine, steam, travel, transport, rails, wheels, passengers, goods, cargo, invent, design, carriage, past, present, future, technology.</p>	<p>READING OPPORTUNITIES</p>	<p>Next Steps in Learning: Year 2: 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. Significant historical events, people and places in their own locality.</p>

	 	<p>Key Stage 2:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements. • Understand how knowledge of the past is constructed from a range of sources. 		<p>Key Questions</p> <ul style="list-style-type: none"> -How has transport has changed over time?. -When did the change happen with the arrival of planes and personal transport? -What does transport look like now compared to the past? -How did the Victorian people travel to the beach on holiday?
<p>LINKS</p> <p>Geography - Locational Knowledge – Location of first railways, the seaside Art and Design – Design a future car. Maths – Design a future car. Music – Songs linked to transport.</p>		

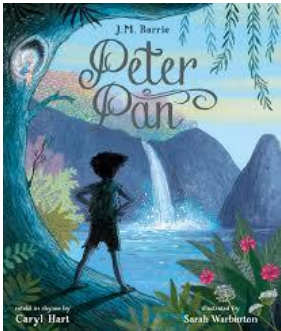
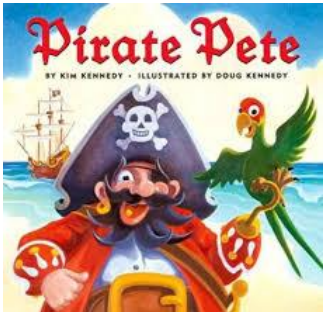
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Term 2 Lives of significant individuals – Pirates (short 2-week topic)

PRIOR LEARNING/STARTING POINT:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

INTENT	IMPLEMENTATION	IMPACT
<p>NC Objective the lives of significant individuals in the past.</p>	<p>ACTIVITIES</p> <p>Create a pirate fact-file.</p> <p>Write pirate stories.</p> <p>Pirate day – Carousel of Activities including Music (sea shanties), bouncy castle, dance.</p> <p>Study maps of the world – naming oceans and continents.</p> <p>Science investigation (Materials) -sinking and floating.</p> <p>Design a pirate.</p> <p>Treasure map coordinates/direction activity.</p>	<p>OUTCOMES</p> <p>Children will have a clear understanding of the historical role pirates played.</p> <p>PUPILS will know</p> <p>That pirates were real historical characters and were viewed as both heroes and villains by different sides.</p> <p>Will be able to</p> <p>Name famous pirates from history.</p> <p>will understand</p> <p>That works of fiction don't always represent the reality of pirates.</p>
<p>VOCABULARY Historical characters, heroes, villains, fiction, non-fiction, golden age, roles, captain, mate, gunner, quartermaster, rigger, cabin boy, swab and sailing master.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Next Steps in Learning:</p> <p>Year 2: 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. Significant historical events, people and places in their own locality.</p> <p>Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> Study a specific event of significance in Britain's history. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -What was a golden age of piracy? - What were the different kinds of pirate? - What was the food like? - What were the myths about pirates? -Who were famous pirates? (Black Beard, Henry Avery, Henry Morgan, William Kidd and Anne Bonny) -What were the roles on the ships?
<p>LINKS Geography - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), name and locate the world's seven continents and five oceans Art and Design- produce creative work, exploring their ideas and recording their experiences</p>		

Science - describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.

Music - use their voices expressively and creatively by singing songs and speaking chants and rhymes



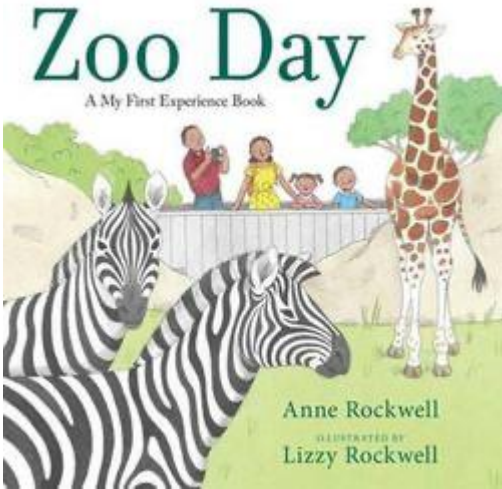
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Term 3 **Carnival of the Animals (1 lesson)**

PRIOR LEARNING AND STARTING POINT:

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives changes within living memory.</p>	<p>ACTIVITIES Study and discuss photographs/videos of historical zoos and modern zoos and safari parks.</p> <p>Draw picture of historical zoo and modern zoo. How do they compare? What's the same? What's different?</p> <p>Imagine and design a zoo of the future.</p>	<p>OUTCOMES The curriculum calls for an understanding that things change over time. This lesson fits in with the overall animal theme of the topic, and neatly demonstrates the physical changes which have happened to one institution, the zoo, over the last century and a half.</p> <p>PUPILS will know That things change over time.</p> <p>Will be able to Explain that zoos treat and house animals differently today compared to the past.</p> <p>will understand That zoos now seek to conserve wildlife as well as display animals for our pleasure.</p>
<p>VOCABULARY Changes, memory, history, comparing, past, present, conserve, century,</p>	<p>READING OPPORTUNITIES</p>	<p>Next Steps in Learning: Year 2: 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. Significant historical events, people and places in their own locality.</p> <p>Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause,</p>

		<p>similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses 		<p>Key Questions:</p> <ul style="list-style-type: none"> <i>-How treatment of animals has changed over time?</i> <i>-Understand why zoos have changed and how their purpose has changed in line with our understanding of the natural world?</i>
<p>LINKS</p> <p>Art and Design – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Design and Technology – design purposeful, functional, appealing products for themselves and other users based on design criteria</p>		