

## Year 1 (A) History

	<u>Head</u>	<u>Hands</u>
Guy Fawkes and The Gunpowder Plot	<ul style="list-style-type: none"> <li>• Be able to explain what Bonfire night is. [1]</li> <li>• To find out about King James I of England [1/2]</li> <li>• To find out about who Guy Fawkes was. [3]</li> <li>• To find out what happened during the Gunpowder Plot [4/5]</li> <li>• To think about why fireworks are lit on November 5<sup>th</sup>. [6]</li> </ul>	<ol style="list-style-type: none"> <li>1. Find answers to simple questions about the past by using source material.</li> <li>2. Discover about the past through role play/drama.</li> <li>3. Describe an artefact after seeing and touching it.</li> <li>4. Draw labelled diagrams and write about them to tell others about people, objects and draw labelled diagrams and write about them to tell others about people, objects and events from the past.</li> <li>5. Look carefully at pictures, eyewitness accounts or objects to find information about the past.</li> <li>6. Use a range of sources to describe differences between then and now</li> </ol>
Titanic	<ul style="list-style-type: none"> <li>• Discuss and explore the timeline of the Titanic and her maiden voyage. [1/4/5/6/7]</li> <li>• Investigate sources of information which tell us about the Titanic and the people on board. [3]</li> <li>• Investigate what life was like aboard the Titanic for each of the classes. [1/3/5]</li> <li>• Introduce the people who were on board the ship and find out who they were. [2]</li> <li>• Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster. [1]</li> <li>• Create a 3-D model of the Titanic using clay or recycled materials.</li> </ul>	
Famous People Seacole and Nightingale	<ul style="list-style-type: none"> <li>• To find out who Florence Nightingale was and when she lived. [1/2/4/5]</li> <li>• To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. [1/2/4/5]</li> <li>• To find out how Florence Nightingale improved the conditions at the Scutari hospital. [1/2/4/5]</li> <li>• To find out how Mary Seacole improved nursing. [1/2/3/4/5/6]</li> <li>• To compare Florence Nightingale and Mary Seacole. [1]</li> <li>• To identify similarities and differences between medical care now and in Victorian times. [6]</li> </ul>	

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## Year 3 (A) History

	<u>Head</u>	<u>Hands</u>	
Stone Age to Iron Age	<ul style="list-style-type: none"> <li>• Understand what humans needed to survive the Stone Age. [4/8/9]</li> <li>• Understand what was found at Skara Brae and why it is historically important. [4/7]</li> <li>• To understand what copper mining meant to the people of the Bronze Age</li> <li>• To understand how evidence about Stonehenge can give us different answers about the past. [4/7/8]</li> <li>• To understand how and why hillforts were developed in the Iron Age.</li> <li>• I can understand how evidence about Druids can give us different answers about the past. [4/7/8]</li> </ul>	<ol style="list-style-type: none"> <li>1. Annotate maps to show where people came from.</li> <li>2. Make a model longboat out of paper.</li> <li>3. Make models of Viking weapons or make and decorate a shield.</li> <li>4. Looking at evidence (primary and secondary sources)</li> <li>5. Role play</li> <li>6. Use timelines to place events in order</li> <li>7. Use a range of source material including visits to collate information about the past.</li> <li>8. Examine and compare artefacts</li> <li>9. Present findings about past using speaking, writing, ICT and drawing skills.</li> </ol>	
Vikings	<ul style="list-style-type: none"> <li>• To understand where the Vikings came from [1]</li> <li>• To understand how and why the Vikings invaded Britain. [3]</li> <li>• To know what Viking warriors were like. [2]</li> <li>• To understand how the Vikings lived and worked. [8]</li> <li>• To identify and describe Viking artefacts. [7/8]</li> <li>• To know some of the Viking gods and what they represent</li> </ul>		
Romans	<ul style="list-style-type: none"> <li>• To understand the terms 'invade' and 'settle' and to place the Romans on a timeline [1]</li> <li>• To find out why and how the Romans successfully invaded Britain [4/5/7/8]</li> <li>• To find out who was in Britain when the Romans invaded and learn about their way of life. [4/7/8]</li> <li>• To explore who Boudicca was from different points of view and to find out about her revolt [9]</li> <li>• To find out about life in Roman Britain [5]</li> <li>• To know how the Romans have influenced our lives today</li> </ul>		
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## Year 5 (A) History

	<u>Head</u>	<u>Hands</u>
The Mayan Civilization	• To discover facts about the Maya Civilisation. [2/5/6]	<ol style="list-style-type: none"> <li>1. Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</li> <li>2. Looking at evidence (primary and secondary sources)</li> <li>3. Role play</li> <li>4. Use timelines to place events in order</li> <li>5. Use a range of source material including visits to collate information about the past.</li> <li>6. Examine and compare artefacts</li> <li>7. Present findings about past using speaking, writing, ICT and drawing skills.</li> </ol>
	• To consider similarities and differences between ancient religions and different religions today. (Maya Gods)	
	• To look at the Maya number system [2/5/6]	
	• To find out about Maya masks [2/5/6]	
	• To learn about and play Maya games [2/5/6]	
	• To find out what we know about the Maya from the drawings of Catherwood. [1/2/4/5/6]	
WW2	• Explain why World War II began and order events from early World War II on a timeline. [4]	
	• Describe what happened during some key events from World War II and order events on a timeline. [4]	
	• Learn about when, where and why children were evacuated in World War II. [5]	
	• Learn about rationing during World War II and how people adapted to deal with it. [2/5]	
	• Learn about the importance and significance of the role of women during World War II. [2/5]	
	• Explain what the Holocaust was and describe some events that happened [2/5/60]	
Medicine and Disease	• To learn about the medical practices of prehistoric civilisations and Ancient Egyptians. [2/5/6]	
	• To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. [2/5/6]	
	• To investigate medieval medicine and the events during the Black Plague. [2/5/6]	
	• To explore the medical practices of the Tudor period. [2/5/6]	
	• To research the medical advancements and significant people during the Victorian period. [2/5/6]	
	• To explore medicine in the 20th and 21st century. [2/5/6]	
• To recall information about the history of disease and medicine. [7]		

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## Year 2 (B) History

	<u>Head</u>	<u>Hands</u>
Toys through History	• To be able to describe the characteristics of toys [3/4/6]	<ol style="list-style-type: none"> <li>1. Find answers to simple questions about the past by using source material.</li> <li>2. Discover about the past through role play/drama.</li> <li>3. Describe an artefact after seeing and touching it.</li> <li>4. Draw labelled diagrams and write about them to tell others about people, objects and draw labelled diagrams and write about them to tell others about people, objects and events from the past.</li> <li>5. Use pictures and role play to tell stories from the past.</li> <li>6. Look carefully at pictures, eyewitness accounts or objects to find information about the past.</li> <li>7. Use a range of sources to describe differences between then and now</li> </ol>
	• To find out what toys our parents and grandparents played with. [6]	
	• To find out what toys were like at different times in the past. [1/3/4/6]	
	• To be able to identify toys that are old and toys that are new. [7]	
	• To be able to describe how toys are different and how they are the same [7]	
	• To be able to create a toy museum.	
The Great Fire of London	• To understand where and when the Great Fire of London started. [1/2/3/4/6]	
	• To understand the events of the Great Fire of London. [1]	
	• To find out why the fire spread so quickly and stayed alight for so long [1]	
	• To find out about Samuel Pepys and his diary. [6]	
	• Compare present day London to the one that existed pre-1666 [7]	
	• What happened after the Great Fire - discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire [6]	
Local History	• To understand the changes and developments of towns and villages in living memory. [7]	
	• To understand changes within living memory [7]	
	• To understand how houses have changed over time [6/7]	
	• To understand the significance of key buildings within the village [4]	
	• To understand the contribution people of my village have made to world events. [1/6]	
	• To compare and contrast photos of new and old [7]	
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## Year 4 (B) History

	<u>Head</u>	<u>Hands</u>
Ancient Egypt	• Identify where Egypt is and when the Ancient civilisation existed. [1]	<ol style="list-style-type: none"> <li>1. Annotate maps to show where people came from.</li> <li>2. Make a model.</li> <li>3. Looking at evidence (primary and secondary sources)</li> <li>4. Role play</li> <li>5. Use timelines to place events in order</li> <li>6. Use a range of source material including visits to collate information about the past.</li> <li>7. Examine and compare artefacts</li> <li>8. Present findings about past using speaking, writing, ICT and drawing skills.</li> </ol>
	• Explore tombs, pyramids and burial sites as well as the process of mummification. [2/6/7]	
	• Explore Egyptian writing systems. [2/6/7]	
	• Use the discovery of Tutankhamun to understand how evidence can give answers about the past. [3/6/7]	
	• Compare and contrast the powers of different Egyptian gods. [3/6/7]	
	• Research about daily life in Ancient Egypt. [3/6/7/8]	
Ancient Greeks	• To know where and when the Ancient Greek civilisation existed and order events on a timeline [5]	
	• To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. [3/6/7]	
	• To understand the Greek Writing system. [2/6/7]	
	• To know and understand some Ancient Greek myths. [6/7]	
	• To compare the two city states of Athens and Sparta. [8]	
	• Discuss how modern life has been influenced by the Ancient Greeks. [6]	
Leisure and Entertainment	• Understand how cinema has changed throughout history. [3/6/7/8]	
	• Understand how and why football changed over the 20 <sup>th</sup> Century. [3/6/7/8]	
	• Compare the lives of young people in living in the 1960s with today. [3/4/6/7/8]	
	• Understand why holiday camps became important in Britain. [3/6/7]	
	• Look at the importance of the television. [3/6/7]	
	• See how changes in 20 <sup>th</sup> Century technology affect lives today. [3]	

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## Year 6 (B) History

	<u>Head</u>	<u>Hands</u>
The Anglo-Saxons	• Describe why, where and when the Scots and Anglo-Saxons invaded Britain. [3/4]	<ol style="list-style-type: none"> <li>1. Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</li> <li>2. Looking at evidence (primary and secondary sources)</li> <li>3. Role play</li> <li>4. Use timelines to place events in order</li> <li>5. Use a range of source material including visits to collate information about the past.</li> <li>6. Examine and compare artefacts</li> <li>7. Present findings about past using speaking, writing, ICT and drawing skills.</li> </ol>
	• Describe a key historical character from the time [1/2/5/6]	
	• Explain what the seven Anglo-Saxon kingdoms were. [2]	
	• Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings. [2/5/6]	
	• Describe a typical Anglo-Saxon village and explain what jobs the people did [1/2/5/6]	
	• Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about culture. [2/5/6]	
	• Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. [2/5/6]	
• Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity.		
The Industrial Revolution	• Identify and order key events that happened during the Victorian Era [2/5/6]	
	• Find out about important inventions and how they changed lives. [2/5/6/7]	
	• Explore the impact of the industrial revolution had on the people of Britain. [2/5/6/7]	
	• Investigate the Cadbury family and their attitudes to factory work. [2/5/6/7]	
	• Investigate the arts and crafts movement and find out who William Morris was. [1/2/5/6]	
• Learn about the Great Exhibition. [2/5/6]		
Local History	• To track the changes throughout the different periods of history in Herefordshire. [1/2/4/5/6/7]	
	• Use sources such as photographs, maps, newspapers and a field trip to collect evidence. [1/2/4/5/6/7]	
	• Use maps of the local area throughout time to see how the landscape has changed and what has stayed the same.	

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