**Termly content plan: History**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Terms 1/2** | **Terms 3/4** | **Terms 5/6** |
| **YR** |  |  |  |
| **Y1/2 A** |  | **Period Studied** (Great Fire of London)  Events beyond living memory that are significant nationally or globally  **Chronology**  To know where the people and events they study fit within a chronological framework  To identify similarities and differences between ways of life in different periods.  To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  To understand the sequence of time, over time, e.g. now, a long time ago, 19th, 20th and 21st century dates relating to people studied.  To place the time studied on a time line.  To sequence artefacts, photographs and events  To sequence dates studied and place on a time line  To understand how long ago some of the times studied are in relation to now  **Vocabulary**  To develop an awareness of the past, using common words and phrases relating to the passing of time.  To use a wide vocabulary of everyday historical terms.  **Understanding of the past.**  To know about significant historical events and people. (Great Fire of London and Samuel Pepys)  **Enquiry**  To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  To understand some of the ways in which we find out about the past and identify different ways in which it is represented.  To find answers to some simple questions about the past from sources of information such as photographs and artefacts.  To make simple observations using sources of information to ask and answer questions about the past. | **Castles-**  **Relate story book settings to real castles.**  **Banwell castle**  **Build own castles with different materials**  **Outdoor play** |
| **Y1/2 B** | **Understanding of the past** - **People**  To learn about 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.   * Florence Nightingale * Mary Seacole * Edith Cavell | **Understanding of the past**  Events beyond living memory that are significant nationally or globally   * First Flight, The Wright Brothers, Amelia Earhart   **Enquiry**  To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  To understand some of the ways in which we find out about the past and identify different ways in which it is represented.  **Vocabulary**  To develop an awareness of the past, using common words and phrases relating to the passing of time.  To use a wide vocabulary of everyday historical terms. |  |
| **Y3/4 A** | the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt.  Complete a local history study (Banwell & Bristol)  Skills   * Learn about events beyond living memory that are significant nationally or globally. * learn about the lives of significant individuals in the past who have contributed to national and international achievements. * understand how our knowledge of the past is constructed from a range of sources. * sequence dates studied and place   on a timeline and to understand what a timeline is and that they can cover both short and long  periods of time   * address and devise historically valid questions about change, cause, similarity and difference, and significance. | A non-European society that provides contrasts with British history: Mayan Civilization   * address and devise historically valid questions about change, cause, similarity and difference, and significance. | A non-European society that provides contrasts with British history: Japan   * address and devise historically valid questions about change, cause, similarity and difference, and significance. |
| **Y3/4 B** |  | The Roman Empire and its impact on Britain   * Learn about events beyond living memory that are significant nationally or globally. * learn about the lives of significant individuals in the past who have contributed to national and international achievements. * understand how our knowledge of the past is constructed from a range of sources. * sequence dates studied and place   on a timeline and to understand what a timeline is and that they can cover both short and long  periods of time   * address and devise historically valid questions about change, cause, similarity and difference, and significance.   Anglo-Saxon invasion settlements, village life  Viking Raids and invasion  (Alfred the great, Edward the confessor and his death in 1066) |  |
| **Y5/6 A** | Why did World War 2 happen?  What countries were involved?  Who were the Nazis?  Why were Jews targeted?  What was life like for the Jewish people?  How was the Battle of Britain a turning point in British History?  Part 1 The Holocaust  ● Overview of why WWII occurred; which countries were involved  ● Who were the Nazis?  ● Why were Jewish people targeted?  ●What was life like for Jewish families?  Part 2 - The Homefront  ● Evacuation  ● Rationing  ●Role of women  ● Blitz  ● Battle of Britain | Legacy of Greek Mythology  What influence did the Greeks have on western civilization?  Timeline  Everyday life of Ancient Greeks  How did they protect themselves? Army, weapons.  What did they do for entertainment?  Greek myths and legends  Greek Gods – impact on their lives | Develop an understanding of how our knowledge of the past is constructed  ●Learn about Shackleton’s incredible expedition to Antarctica from various sources including diary entries |
| **Y5/6 B** | Life in prehistoric times  ● Relate prehistoric events to our local area – Banwell Bone Cave  ● What did it mean to be a hunter gatherer?  ● Research significant historical location –Stonehenge  ● Changes from Stone Age to Iron Age |  | Victorian Era – link to Victorian inventions  Focus on thing/area across different eras  1) Some of the book is set in Victorian times. What was life like for different people in society?  What jobs did people / children do?  What clothes did they wear?  What incredible inventions were made?  Find out more about one of the famous people you come across in your research.  2) Research the plague. How did people protect themselves? How did the disease spread? How people were medically treated. |

Note: 2020/21 is Cycle B; 2021/22 is Cycle A