



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
  - E veryone thriving in a secure, safe and happy environment
  - B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

## History at Raeburn Primary School

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| Intent   |   |   |   |
|--|---|---|---|
| High Expectations  | Modelling   | Vocabulary  | Inclusion   |
| All children at Raeburn are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners. | Teachers teach the skills needed to succeed in History by using a range of high quality resources such as artefacts, texts, web links and other sources of evidence. Teachers use enquiry questioning to promote pupil's critical thinking.   | We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. All classrooms have a vocabulary display where 'keyword studies' are shown- these may have a history focus. Teachers use the key vocabulary from Theme planning grids in lessons. We use a 3 tiered approach to support vocabulary development.   | The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. All children are expected to take part in the lesson through scaffolded support or adapted teaching. |
| Knowledge and concepts   | Skills  | British Values  | Cultural Capital  |
| Chronological Understanding<br>Historical Enquiry<br>Knowledge<br>Vocabulary<br>Golden Threads- Innovation, Social Structure and Beliefs   | Differentiate between source types and explain how interpretations in History may differ.<br>Draw on similarities and differences within given time frames and across previously taught History (Sticky Time).<br>Enquire into Historical themed questions and form their own opinions and interpretation of the past.<br>Chronological Understanding- know where the period being studied fits onto the timeline compared to other previously taught time periods.<br>Knowledge and understanding of events, people and changes in the past including Chester, Liverpool and the Wirral. | British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.<br><br><b><u>Democracy:</u></b><br>Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.<br><b><u>The Rule of law:</u></b><br>In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. They will learn about different positions of power within history.<br><b><u>Individual Liberty:</u></b><br>Children will explore historical sources and balance past events through the lenses of people's individual liberties and show an awareness of how people's choices have impacted history.<br><b><u>Tolerance:</u></b><br>Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.<br><b><u>Mutual Respect:</u></b><br>Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together. | Children to understand how History is linked to the wider world. Children value its importance and talk about why it is important. Children are exposed to different voices, perspectives and cultural experiences within History .   |

| Implementation  |   |   |
|---|---|---|
| Curriculum(concepts, knowledge and skills)  | Reading across the curriculum   | Vocabulary  |
| Following the National Curriculum guidance high-quality History education should engage, inspire and challenge pupils. Pupils should think critically, and develop a more rigorous understanding of Chronology, Historical Enquiry and Historical Knowledge as identified on our Theme Planning Grids.<br>Teachers use 'Sticky Time' at the start of each lesson and ensure that skills are recapped throughout the theme.<br>Theme Planning Grids are used to set out the knowledge, skills, conceptual understanding and vocabulary clearly to ensure progression throughout the school and within each theme.<br>Enquiry questions are used as a basis for lessons to encourage children to consider change, cause, similarity, difference and significance in history.<br>Children ask and answer historical questions based on research from using high quality resources such as artefacts, texts, web links. | Stories are used to unlock the knowledge, skills and concepts of our curriculum.<br>Expectation that reading is a component of each lesson.<br>Curriculum library has a range of books related to Themes.<br>Classrooms have displays with Theme books available.<br>Tiered vocabulary (from Theme Planning Grids) is referred to throughout the theme. | Oracy is expected in all lessons, including strategies such as:<br>My Turn Your Turn<br>Think Pair Share<br>Show Me Boards<br>High Quality Questioning<br>Tiered vocabulary (from Theme Planning Grids) is referred to throughout the theme.<br>Lessons will regularly have a vocabulary focus. |

|   |  |   |
|---|--|---|
| Golden Threads of Innovation, Social Structures and Beliefs tie together key concepts of learning from Year 1 to Year 6. Evidence in children's books clearly shows the learning objective and children understand the historical skill/ or knowledge they are learning about. Children are aware of the question they are trying to answer. Trips and Visiting Experts enhance learning experiences. | Lessons will regularly have a vocabulary focus.  | Tiered vocabulary is explicit on the Theme Planning Grids and History Progression Map.  |
| <b>Inclusion</b>  | <b>Assessment</b>  | <b>CPD</b>  |
| We have high expectations of all children and expect them to make progress and access lessons. We use adaptive teaching and scaffolding to support learners.  | AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment   | National College<br>History Rocks<br>Mr T does primary history<br>Feedback from SIA Deep Dive<br>Subject leads support planning of other staff        |
| <b>Monitoring</b>   | <b>Whole School/Parental involvement</b>   | <b>Cultural Capital</b>   |
| Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. SIA Deep Dive took place in October 2022.  | Whole school History day each year. Parents informed on a weekly basis through newsletters<br>At least one half termly sharing of books and classwork through open classrooms or parent/ teacher meetings  | <ul style="list-style-type: none"> <li>• Trips</li> <li>• Visitors</li> <li>• Inspirational figures</li> <li>• Key Historical Celebrations</li> </ul> |
| <b>Whole school displays</b>  | All classrooms have British Values displays. Books and resources related to History themes will be accessible for all children. A themed display is in each classroom/teaching environment demonstrating the 3 Golden Threads and the progression of knowledge throughout the school through these. Subject Lead to ensure the whole school display is updated yearly. |   |

| Impact   |  |   |   |
|--|--|---|---|
| Pupil Voice  | Evidence in Knowledge  | Evidence in skills  | Outcomes  |
| Evidence collected from pupil voice- Children are enthusiastic about History; they are able to talk about the concepts they have studied. Most are able to tell me where they come on the timeline, using the words before and after. Children are able to talk about History as a subject, and different historical periods and concepts, and how they relate to life. Children are confident to talk about their previous learning and learning across their current and previous year groups. | Children are able to understand and correctly utilise subject specific vocabulary. History is valued as a driver for many areas of learning. Theme planning grids ensure coverage and progression in all skills relating to History. The use of 'sticky-time' in lessons ensures that knowledge is embedded. | In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History. In KS2, children use their skills to note connections between time periods studied, asking and answering a range of historical questions. In KS1 and 2, the use of golden threads and a strong sense of chronology allows children to reference the previous events in time and to refer to this prior learning year-on-year and within the year. | Children make good progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy. |

## History at Raeburn- Long Term Plan

| Year group   | Little Owls/F1   | F2  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|--|--|---|--|---|---|--|---|--|
| Topic/ Time Period   | <ul style="list-style-type: none"> <li>-Special Events- including Birthdays and Christmas</li> <li>-How I Have Changed Since a Baby</li> <li>-Getting ready for school</li> </ul>                          | <ul style="list-style-type: none"> <li>-Special Events, e.g. Bonfire night, Remembrance, Christmas, Easter and other religious festivals</li> <li>-Talking about the past and understanding what 'now' means</li> <li>-Ourselves and Changes Over Time (baby pictures)</li> </ul>   | <ul style="list-style-type: none"> <li>-King of the Castle (events beyond living memory)</li> <li>-The Royal family</li> <li>-Toys and Superheroes</li> <li>- Out of this World (Christopher Columbus and Buzz Aldrin- significant individualism)</li> </ul>   | <ul style="list-style-type: none"> <li>-Florence Nightingale &amp; Mary Seacole (significant individuals &amp; events beyond living memory)</li> <li>-A study of the 1960s (changes within living memory)</li> </ul>  | <ul style="list-style-type: none"> <li>-Invaders &amp; Settlers: -Roman Britain and its impact on Britain.</li> <li>-Anglo-Saxons and the Vikings (Invaders and Settlers)</li> </ul>  | <ul style="list-style-type: none"> <li>-Stones and Bones (Changes in Britain from Stone Age to Iron Age)</li> <li>-It's All Greek To Me! (Ancient Greeks- life and achievements)</li> </ul>  | <ul style="list-style-type: none"> <li>-The Birkenhead Priory (link to local history study)</li> <li>-Ancient Egypt (Ancient civilization's achievements)</li> <li>- Navigating North America (constructing the past, using sources of evidence)</li> </ul> | <ul style="list-style-type: none"> <li>-War and Conflict (WW2- Post 1066 study)</li> <li>-The Maya (non-European society in contrast to British history: the Vikings)</li> </ul>   |
| Local History Study ( Wonders of the Wirral)   |  |   |  | Port Sunlight Village   | Vikings on Wirral and Thurstaston   | The Albert Dock  | Birkenhead Priory   | Birkenhead/Mersey Tunnel   |
| National Curriculum Objectives/ELG (statutory at end of F2) (Development Matters- between F1 and F2) | <p>Understanding the World:</p> <ul style="list-style-type: none"> <li>-Begin to make sense of their own life-story and family's history (DM)</li> <li>- Show interest in different occupations</li> </ul> | <p>Understanding the World:</p> <ul style="list-style-type: none"> <li>-Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past. (DM)</li> <li>- Talk about the lives of people around them and their roles in society. (ELG- Past and Present)</li> </ul> | <ul style="list-style-type: none"> <li>-Changes within living memory (past 100 years)</li> <li>-Events beyond living memory that are significant nationally or globally</li> <li>-The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> | <ul style="list-style-type: none"> <li>-Changes within living memory (past 100 years)</li> <li>-Events beyond living memory that are significant nationally or globally</li> <li>-The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>-Significant historical events,</li> </ul> | <ul style="list-style-type: none"> <li>-The Roman Empire and its impact on Britain</li> <li>-Britain's settlement by Anglo-Saxons and Scots</li> <li>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-A local history study</li> </ul> | <ul style="list-style-type: none"> <li>-Changes in Britain from the Stone Age to the Iron Age</li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>-A local history study</li> </ul> | <ul style="list-style-type: none"> <li>-The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> <li>-A local history study</li> </ul>                       | <ul style="list-style-type: none"> <li>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>-A non-European society that provides contrasts with British history: Mayan civilization c. AD 900</li> <li>-A local history study</li> </ul> |

|                          |                   |  |                                       |   |   |  |  |  |
|--------------------------|-------------------|--|---------------------------------------|---|---|--|--|--|
|                          |                   | <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG- Past and Present)</li> <li>- Understand the past through settings, characters and events encountered in books read and in class and storytelling. (ELG- Past and Present)</li> </ul> |                                       | people and places in their own locality   |   |  |  |  |
| <b>Trips/ Enrichment</b> |                   | Trip to Birkenhead Park  | -History of Toys, virtual experience. | <ul style="list-style-type: none"> <li>-Florence Nightingale workshop</li> <li>-1960s Party</li> <li>-Trip to the Beatles museum</li> <li>-Trip to Port Sunlight</li> </ul> | <ul style="list-style-type: none"> <li>-Trip to Roman Experience Chester</li> <li>-Viking Day/Anglo-Saxon day with 'Primary History Workshop'</li> <li>-Trip to Thursaston</li> </ul> | <ul style="list-style-type: none"> <li>-Stone Age Day with 'Primary History Workshop'</li> <li>-Trip to Albert Dock</li> </ul> | <ul style="list-style-type: none"> <li>-Egyptian Day with 'Primary History Workshop'</li> <li>- Birkenhead Priory trip</li> <li>- Birkenhead Park trip</li> <li>-Virtual visit to Birkenhead Priory (website)</li> </ul> | <ul style="list-style-type: none"> <li>-Trip to Stockport Air Raid Shelters</li> <li>-Trip to Birkenhead Tunnel</li> </ul> |
| <b>Golden Threads</b>    | <b>Innovation</b> |  | <b>Class/social structure</b>         |   |   | <b>Beliefs</b>   |  |  |

Year 1

King of the Castle

Innovation:

The development of castles

Beliefs:

The reigning Monarch's leadership of the Church of England

Social Structure:

Queen Elizabeth, King Charles and the Monarchy.  
William the Conqueror's victory.

Toys and Superheroes

Innovation:

Toys from the past and now

Beliefs:

Roosevelt's beliefs for not killing the bear

Social Structure:

Toys of the rich and poor

Out of This World

Innovation:

how CC travelled, the route taken and what life on the boat might have been like

Beliefs: We will learn why humans want to explore

Social Structure:

We will learn and understand that not everyone felt the same way about the discovery of The Americas

Year 2

**Our Golden Threads of History**

The Wonders of Wirral

Innovation: We will learn that facilities in the model villages were 'ahead of their times' and had a positive impact on the workers who lived there

Beliefs: Lord Lever wanted to change society for the better and give his workers good conditions to live in

Social Structure:

We will learn that rich and everyday people had different living conditions in the 1890s

The 1960s

Innovation:

The development of technology for photography/listening to music

Beliefs:

songs can help us to understand beliefs from a certain time period

Social Structure:

that there were specific gender roles in the 1960s

Healthy living and

Florence Nightingale

Innovation: the impact FN made on the cleanliness of hospitals. (advancements in science and technology)

Beliefs: how FN persevered in her dream to become a nurse and help others

Social Structure: the differences between the experiences of Nightingale and Seacole and their ambitions and achievements

Year 3

Roman Empire

Beliefs - the Roman religious beliefs impacted Britain

Innovation - the innovations and achievements of the Romans and the lasting impact this had on Britain.

Social Structure - what an empire is, the implications of invading a country, and the treatment of different groups of people (women), who was in charge during that time?

Anglo-Saxons and Vikings

Innovation-

the innovations of the Anglo-Saxons and Vikings, tools and devices, how housing from Roman Britain through to Viking Britain changed, the types of food available to AS and V.

Beliefs- the beliefs of the AS and V people, how the beliefs of the different groups impacted on their relationship, religion changes in certain time periods

Social Structure- We will learn that the AS and V had different hierarchies

Wonders of Wirral

Innovation-

We will learn about the Viking place names on the Wirral

Beliefs-

Social Structure-

We will learn about the battle of Brunanburh - why it happened, where it happened and what happened after

KS2



Year 4

**The Ancient Greeks:**

Innovation the developments of the alphabet, Olympics, architecture, democracy, contribution to the English language

Beliefs the different gods and what they represent (compare to Romans)

Social Structure the structure of the City states, democracy, citizens and slaves

**Stones and Bones:**

Innovations: the human achievements during the Stone Age Periods, human housing and shelter developed during the time period, how people lived in Skara Brae, domestic art objects from the time period.

Beliefs the beliefs people held in the Stone Age period

Social Structure: the lifestyles of nomadic hunter-gatherers, how the settlement of people changed society.

**Wonders of Wirral:**

Innovation

We will learn how the Albert Dock was revolutionary

Beliefs

We try to understand why decisions were made about the AD regeneration in the early 1980s

Social Structure

We will learn how the lives and times of society have impacted on the Albert Dock buildings

**Our Golden Threads of History**

Year 5

**Navigating North America:**

Innovation the developments which lead to the Moon landing, communication, medical, technology following the Space Race

Class/Social Structure - women's role in Space Race/ Women's rights.

Beliefs - discrimination, diversity and different cultural beliefs

**The Curse of the Pharaohs (Ancient Egypt)**

Innovation the first civilizations appeared next to water sources so they could survive. Many achievements of the Ancient Egyptians and their impact on others around them and on us today. the main elements of Ancient Egyptian housing in comparison to other ancient housing

Social Structure We will understand the many achievements of the Ancient Egyptians and their impact on others around them and on us today

Beliefs

We will identify the nature of Ancient Egyptian beliefs and the reasons and impacts of their changes

**Wonders of Wirral - The Priory**

Innovation -

the monastic community

Beliefs - the monastic community, how beliefs can be impacted by actions, how Henry VIII introduced a new religion

Social Structure - the monastic community understand about the Monarchy in the Tudor period, the Monarch was head of the social system in Tudor England

Year 6

**War and Conflict**

Innovation

Wartime Technology: defences, weaponry, tactics. Evacuee- comparison between what they would take compared to an evacuee.

Beliefs

political ideology, importance of rationing.

Social Structure

democracy, dictatorship, evacuation, rationing, who was in charge of the countries involved in WW2?

**South America (The Maya)**

Innovation

human achievements from 2 contrasting places during the same time period, how housing looked from 2 places during the same time period, compare and contrast the food from 2 places during the same time period.

Beliefs - compare the beliefs from 2 places during the same time period

Social Structure

compare and contrast societies from 2 places during the same time period.

**Wonders of Wirral:**

Innovation

We will know who AS was and the part he played in the building of the tunnel. We will understand what technologies were used in the construction of the tunnels

Beliefs

We will consider different view points, costs and morals to decide whether the tunnels should have been built

Social Structure

We will understand that finances and political agendas are involved in decision making processes

KS3



## History at Raeburn- Progression Map

| Skills                                    | EYFS (F1 & F2)  | Year 1   | Year 2   |  |
|---|---|--|--|--|
| <p><b>Chronological understanding</b></p> | <ul style="list-style-type: none"> <li>-Identify that things have happened in the past</li> <li>-Begin to make sense of own life story and family's history</li> <li>-Order milestones from their own life chronologically (and that of their families)</li> <li>-Understand the past through settings, characters and events encountered in books read in class and story-telling</li> </ul> <p><b>F1 Ourselves/Autumn</b>- Talk about their families and who is important to them.<br/> <b>Getting ready for change (Summer)</b>- Can talk about past events in their lives, Show an interest about the occupations of staff in school.</p> <p><b>F2 Ourselves/Autumn</b>- changes to our world<br/> <b>New beginnings(Spring)</b>- Baby pictures - how have we changed?<br/> <b>Summer</b> - changes to our world, Compare pictures from the past-now.</p> | <ul style="list-style-type: none"> <li>-Identify that events and people from the past may have occurred across a greater period than just themselves</li> <li>-Put up to three objects in chronological order (recent history) on a timeline (History of Toys)</li> <li>-Label timelines with pictures, words or phrases (History of Toys)</li> <li>-Tell others about changes that have happened in their own life since they were born (History of Toys)</li> <li>-Talk about how things have changed since their parents or grandparents were children (within living memory-past 100 years) (History of Toys)</li> <li>-Use dates to talk about people or events from the past (Castles, History of Toys, Comparing historical individuals)</li> </ul> | <ul style="list-style-type: none"> <li>-Place events or artefacts in order on a timeline (FN, 1960s, Wonders of Wirral)</li> <li>-Label timelines with pictures, words or phrases and give reasons for their order (FN, 1960s)</li> <li>-Make connections between long and short term time scales (Wonders of Wirral)</li> <li>-Use dates to talk about people or events from the past (when appropriate) (FN, 1960s, Wonders of Wirral)</li> <li>-Connect new learning of historical people or events to others they have learnt about before (FN, 1960s- use sticky time to link to previous leaning)</li> <li>-Use dates to talk about people or events from the past (Castles, History of Toys, Comparing historical individuals)</li> </ul> |  |

|                                  |   |   |  |  |
|----------------------------------|---|---|--|--|
| <p><b>Historical Enquiry</b></p> | <p>-Show interest in different occupations<br/>         -Answer how and why questions about experiences and in response to stories or events in their living memory<br/>         - Talk about the lives of people around them and their roles in society<br/>         -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class<br/>         - Visit places of local significance and talk about changes that have taken place there</p> | <p>-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, websites-Castles, History of Toys, Comparing historical individuals)<br/>         -Ask and answer questions about old and new objects (History of Toys)<br/>         -Answer questions using an artefact/ photograph provided, including an event beyond living memory (History of Toys, Comparing historical individuals)<br/>         -Offer a plausible explanation about what an object was used for in the past (History of Toys, Comparing historical individuals)</p>  | <p>-Identify different ways to represent the past (artefacts-FN)<br/>         -Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings (FN, 1960s)<br/>         -Use a source - 'why, what, who, how, where' to ask questions and find answers (FN, 1960s)<br/>         -Discuss the effectiveness of different historical sources (FN, 1960s, Wonders of Wirral)</p>  |  |
| <p><b>Knowledge</b></p>          | <p><b><u>Planning in the Moment</u></b><br/>         -Talk about members of their immediate family and community<br/>         -Comment on images of familiar situations in the past<br/>         -Compare and contrast characters from stories, including figures from the past<br/>         -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   | <p><b><u>King of the Castle:</u></b><br/>         NC: To name a significant person and their event from the past that had an impact on life nationally.</p> <ul style="list-style-type: none"> <li>• Who was/is Queen Elizabeth II/King Charles and what is a reign?</li> <li>• Who leads The Church of England?</li> <li>• Who was William the Conqueror?</li> <li>• What are the features of castles?</li> </ul> <p><b><u>Toys:</u></b><br/> <b><u>How have toys changed through History?</u></b><br/>         NC: To recall events from beyond living memory that are significant globally.</p> <ul style="list-style-type: none"> <li>• How have toys changed over time?</li> <li>• Did all people play with the same kind of toys when they were little?</li> </ul> <p>NC: To name a significant person who had an impact on a global scale and be able to talk about his achievements.</p> <ul style="list-style-type: none"> <li>• Who was Theodore Roosevelt and what did he believe?</li> <li>• How can we use sources of</li> </ul> | <p><b><u>Florence Nightingale:</u></b><br/>         NC: Children will know about the lives of significant people in the past who have contributed to national and international achievements.....They will compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>• What job would the person that owned these objects have done?</li> <li>• Are the objects from the present day or the past?</li> <li>• How can we find out about people from the past ?</li> <li>• Who was Florence Nightingale and when was she a nurse?</li> <li>• What was Nursing like in the past?</li> <li>• How does it compare to Nursing today?</li> <li>• What were the main events in Florence Nightingale's life that led her to become a nurse?</li> <li>• What was life like for Florence Nightingale?</li> <li>• What were the main events in Florence Nightingale and Mary Seacole's life?</li> <li>• What was life like for Florence Nightingale?</li> </ul> |  |

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|--|--|--|---|--|
|  |  | <p>evidence to find out about people in the past?</p> <p>NC: To begin to create a historical timeline.</p> <ul style="list-style-type: none"> <li>• How have toys changed over time?</li> <li>• Which teddy bears/toys are older and newer and how do we know?</li> </ul> <p><b><u>Out of this World:</u></b></p> <p><b><u>What was it like being an explorer in different time periods?</u></b></p> <p>NC- To be able to compare the lives of two significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>• Who was Christopher Columbus, where did he come from and when did he go on his journey?</li> <li>• What was it like to make the journey Christopher Columbus made?</li> <li>• How did people feel about Christopher Columbus' discovery?</li> <li>• Who was Buzz Aldrin, where did he come and when did he go on his journey?</li> <li>• How were the journeys of CC (1490s) and BA (1960s) different?</li> <li>• What makes humans want to explore?</li> </ul> <p>(Compare the two historical individuals and how they impacted History. )</p> | <p><b><u>1960s: Why was the 1960s so iconic?</u></b></p> <p>NC: 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. Changes within living memory, events beyond living memory, 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> <ul style="list-style-type: none"> <li>• When was the 1960's?</li> <li>• How was fashion different in the 1960s?</li> <li>• Who was David Bailey and why was he significant?</li> <li>• How did people listen to music in the 1960's?</li> <li>• Who were The Beatles and why were they significant?</li> <li>• What was John Lennon's song Imagine about?</li> <li>• What was life like for a typical family in the 1960's?</li> </ul> <p><b><u>Wonders of Wirral:</u></b></p> <p><b><u>How did Lord Lever and Port Sunlight improve lives for people in the early 20th Century?</u></b></p> <p>NC Objectives: Children should learn about: 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.</p> <ul style="list-style-type: none"> <li>• What was life like for 'ordinary' British people in the 1890's?</li> <li>• Did everyone live the same way in the 1890's?</li> </ul> |  |
|--|--|--|---|--|

|   |   |  |   |  |
|---|---|--|---|--|
|   |   |  | <ul style="list-style-type: none"> <li>Who was William Hesketh Lever and what did he believe?</li> <li>Why were Port Sunlight and other 'Model Villages' built?</li> <li>What is special about the village of Port Sunlight and</li> <li>What was life like in Port Sunlight in the early 20th century?</li> </ul>  |  |
| Vocabulary  | -Use language associated with time: then, before, now, next, soon, past, present, older, new, young, old. | <p><b>King of the Castle:</b><br/>Castle, sword, shield, King, Queen, Prince, Princess, England, boat.<br/>Tower, Turret, France Elizabeth, Victoria, reign, palace, throne.<br/>Drawbridge, Motte, Bailey, moat, Normandy, William the Conqueror.</p> <p><b>Toys:</b><br/>toy, teddy, doll, superhero, old, new, teddy, yesterday, timeline, rich, poor, similar, different, compare, past, present, decade, century, chronology, resilience, courage</p> <p><b>Out of this World:</b><br/>Explore/ exploration, Mission, Success, Travel, Transport, Voyage, Journey, Discovery, Native American, Ship, Sailor, Deck, Space Rocket, NASA, Curiosity, Knowledge</p> | <p><b>Healthy living and Florence Nightingale:</b><br/>Timeline, lamp, germs, sail, nurse, doctor, patient, hospital, ward, hygiene, disease, germs, caring, kind.<br/>Bacteria, voyage, Crimean war</p> <p><b>The 1960s:</b><br/>Technology, timeline, fashion, similar, different, compare, photography, celebrity, beliefs,<br/>historical artefact, photographer, cassette, turntable, record player, walkman, stereotype, gender-role</p> <p><b>The Wonders of Wirral:</b><br/>Industrial Revolution, Victorian era, Industry, Poverty, Manufacture, Factory, Village, Work Force, Employee.</p> |  |
| <p><b>Golden Threads</b></p> <p>-INNOVATION<br/>-CLASS/SOCIAL STRUCTURE<br/>- BELIEFS</p> |   | <p><b>King of the Castle:</b><br/><b>Innovation</b>-We will learn about the development of castles.<br/><b>Beliefs</b>-We will learn about the reigning monarch and their links with the Church of England.<br/><b>Social Structure</b>- We will learn about Queen Elizabeth II, King Charles and the monarchy.<br/><b>Toys:</b><br/><b>Innovation</b>- We will learn about the differences between toys from the past</p>   | <p><b>Healthy living and Florence Nightingale</b><br/><b>Innovation:</b> We will learn about the impact FN made on the cleanliness of hospitals.<br/><b>Beliefs:</b> We will learn about how FN persevered in her dream to become a nurse and help others<br/><b>Social Structure:</b><br/>We will learn about the differences between the experiences of Nightingale and Seacole and their ambitions and achievements.</p>   |  |

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|  |  | <p>and now. (How toys changed over time)<br/> <u>Beliefs</u>- We will learn about Theodore Roosevelt's beliefs for not killing the bear. (His morals)<br/> <u>Social Structure</u>- We will learn about the differences between the toys rich people and poor people had.</p> <p><u>Out of this World:</u><br/> <u>Innovation</u>- We will learn how CC travelled, the route taken and what life on the boat might have been like<br/> We will learn how methods of travel for exploration have changed<br/> <u>Beliefs</u>- We will learn why humans want to explore<br/> <u>Social Structure</u>- We will learn and understand that not everyone felt the same way about the discovery of The Americas</p> | <p><u>The 1960s:</u><br/> <u>Innovation:</u><br/> We will learn about the development of technology for photography/listening to music<br/> <u>Beliefs:</u><br/> We will learn that songs can help us to understand beliefs from a certain time period<br/> <u>Social Structure:</u><br/> We will learn that there were specific gender roles in the 1960s</p> <p><u>The Wonders of Wirral:</u><br/> <u>Innovation:</u> We will learn that facilities in the model villages were 'ahead of their times' and had a positive impact on the workers who lived there<br/> <u>Beliefs:</u> We will learn that Lord Lever wanted to change society for the better and give his workers good conditions to live in<br/> We will learn that Lord Lever and the Cadbury Brothers wanted to change society for the better and give his workers good conditions to live in<br/> <u>Social Structure:</u><br/> We will learn that rich and everyday people had different living conditions in the 1890's</p> |  |
| <p>National Curriculum End of Key Stage expectations</p> | <p><u>KS1:</u> 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented<br/> <u>EYFS:</u> Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |  |  |  |

## Key Stage 2:

| Skills                                    | Year 3   | Year 4  | Year 5   | Year 6  |
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| <p><b>Chronological understanding</b></p> | <ul style="list-style-type: none"> <li>-Begin to use dates and historical terms to describe events</li> <li>-Begin to use a timeline within a specific time in history to set out the order things may have happened (Romans, Anglo-Saxons, Vikings)</li> <li>-Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain (Romans, Saxons, Vikings)</li> <li>-Place events, artefacts and historical figures on a timeline using dates</li> <li>-Begin to understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>- Place periods of study in chronological context (did these periods/events happen before or after previous periods/events studied?)</li> </ul> | <ul style="list-style-type: none"> <li>-Use dates and historical terms to describe events</li> <li>-Use a timeline within a specific time in history to set out the order things may have happened (Stone Age to Iron Age, Ancient Greeks)</li> <li>-Begin to recognise and quantify the different time periods that exist between different groups that invaded/settled in Britain (Stone Age to Iron Age)</li> <li>-Place events, artefacts and historical figures on a timeline using dates</li> <li>-Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>- Place periods of study in chronological context (did these periods/events happen before or after previous periods/events studied?) and show these on a timeline of history.</li> </ul> | <ul style="list-style-type: none"> <li>-Use dates and historical terms more accurately in describing events</li> <li>-Place features of historical events and people from past societies and periods in a chronological framework (Ancient Egypt)</li> <li>-Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. (Space travel)</li> <li>-Describe the main changes in a period of history (using terms such as: social, religious and cultural) (Space travel, Ancient Egypt)</li> <li>-Identify periods of rapid change in history and begin to contrast them with times of relatively little change (comparing topics already learned in KS2) (Space travel, Ancient Egypt)</li> <li>-Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline (Space travel, Ancient Egypt)</li> <li>-Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline (Space, Ancient Egypt)</li> <li>-Begin to make connections and contrasts between different time periods studied and talk about trends over time (Ancient Egypt)</li> <li>-Place periods of study in chronological context on a timeline and understand the relationships between these periods.</li> </ul> | <ul style="list-style-type: none"> <li>-Use dates and historical terms accurately in describing events</li> <li>-Place features of historical events and people from past societies and periods in a chronological framework</li> <li>-Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> <li>-Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>-Identify periods of rapid change in history and contrast them with times of relatively little change (comparing topics already learned in KS2)</li> <li>-Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>-Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline</li> <li>-Make connections and contrasts between different time periods studied and talk about trends over time</li> <li>-Place periods of study in chronological context on a timeline and understand the relationships between these periods.</li> </ul> |
| <p><b>Historical Enquiry</b></p>          | <ul style="list-style-type: none"> <li>-Identify and give reasons for different ways in which the past is represented</li> <li>-Distinguish between different</li> </ul>   | <ul style="list-style-type: none"> <li>-Look at evidence available and begin to evaluate the usefulness of different sources</li> <li>-Choose relevant material to</li> </ul>   | <ul style="list-style-type: none"> <li>-Compare accounts of events from different sources and offer some reasons for different versions of events (Moon landing debate)</li> </ul>   | <ul style="list-style-type: none"> <li>-Link sources and work out how conclusions were arrived at</li> </ul>  |

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|                         | <p>sources and evaluate their usefulness</p> <ul style="list-style-type: none"> <li>-Use a range of sources to find out about a period for research to answer questions</li> <li>-Observe small details in artefacts and pictures</li> <li>-Express an opinion on whether a person or event had a positive or negative impact on life in Britain (Romans, Anglo-Saxons, Vikings)</li> <li>-Choose the most helpful source material for a task and justify, showing awareness of a range of sources to select from</li> <li>-Research similarities and differences between given periods in history</li> </ul>  | <p>present a picture of one aspect of life in time past</p> <ul style="list-style-type: none"> <li>-Ask a variety of questions</li> <li>-Research two versions of an event and say how they differ</li> <li>-Explain how an event can have more than one cause (Athens/Sparta Greek to Me)</li> <li>-Ask and answer more complex questions through independent research (Enquiry questions)</li> <li>-Look for links and effects in time studied in order to offer a reasonable explanation for some events</li> </ul>  | <ul style="list-style-type: none"> <li>-Begin to identify primary and secondary sources(Ancient Egypt)</li> <li>-Use evidence to build up a picture of life in time studied( Ancient Egypt)</li> <li>-Explain why people acted the way they did (e.g. why Henry VIII married many times in order to produce an heir to the throne.)</li> <li>-Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur (Space, Ancient Egypt)</li> <li>-Use a range of historical sources to describe how an event affected a local town or village(Birkenhead Priory)</li> </ul>  | <ul style="list-style-type: none"> <li>-Consider ways of checking the accuracy of interpretations (fact or fiction and opinion)</li> <li>-Be aware that different evidence will lead to different conclusions</li> <li>-Recognise primary and secondary sources use a range of sources to find out about an aspect of time past</li> <li>-Bring knowledge gathering from several sources together in a fluent account</li> <li>-Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>-Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective</li> <li>-Suggest and research information sources required to present and in-depth study of a local town or city</li> </ul> |
| <p><b>Knowledge</b></p> | <p><b><u>The Roman Empire:</u></b><br/> <b><u>The Roman Empire didn't have that much impact on Britain, did it?</u></b></p> <p>NC-Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within periods they study. They should develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b><u>The Roman Empire and its impact on Britain.</u></b></p> <ul style="list-style-type: none"> <li>• What is an 'empire'?</li> <li>• Who were the Romans and when did they exist?</li> <li>• When did Britain become a part of the Roman Empire?</li> <li>• What impact did Roman achievements have on Britain?</li> <li>• How did the Roman Empire</li> </ul> | <p><b><u>The Ancient Greeks:</u></b><br/> <b><u>How have the achievements of the Ancient Greeks influenced the modern Western World?</u></b></p> <p>NC - A study of Greek life and achievements on the Western World</p> <ul style="list-style-type: none"> <li>• As Historians we will ask what time period do we refer to as Ancient Greece?</li> <li>• Why did the Ancient Greeks worship so many different gods?</li> <li>• How did Alexander the Great's Empire grow and how did it affect different people?</li> <li>• Where would you prefer to have lived- Athens or Sparta?</li> <li>• What is Democracy and how was it introduced?</li> <li>• How did the Ancient Greeks influence our alphabet?</li> <li>• How do we use artefacts to</li> </ul> | <p><b><u>The Wonders of Wirral: The Priory</u></b><br/> <b><u>What is the significance of the priory and how did the dissolution of the monasteries change its impact on the area?</u></b></p> <p>NC- a local history study- a study of a site dating from a period beyond 1066 that is significant in the locality (Birkenhead Priory)</p> <ul style="list-style-type: none"> <li>• When was the priory founded and how was it occupied leading up to the dissolution?</li> <li>• What did the monastic community look like in the Priory between 1150 and 1536?</li> <li>• What was daily life like in the Monastery leading up to the dissolution?</li> <li>• Who was Henry VIII and what do sources of evidence tell us about him?</li> <li>• Why did Henry VIII have so many wives?</li> </ul> | <p><b><u>War and Conflict: What caused the major events of WW2 and how did Britain respond?</u></b></p> <p>NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>• What were the key events during WW2?</li> <li>• How will questions help us understand about WW2?</li> <li>• Who was Adolf Hitler?</li> <li>• How did he become the leader of Nazi Germany?</li> <li>• Was Hitler a good leader?</li> <li>• Was Hitler a bad leader?</li> <li>• What is an evacuee and what was life like for them during WW2 compared to life today?</li> <li>• What changes did the country make to ensure people's safety during the Blitz?</li> <li>• How did rationing affect people ?</li> </ul>                     |

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|  | <ul style="list-style-type: none"> <li>impact society in Britain?</li> <li>How did beliefs within the Roman Empire impact Britain?</li> <li>Were the native people happy with the Roman Empire?</li> </ul> <p><b><u>Anglo-Saxons and Vikings:</u></b><br/><b><u>Were the Anglo-Saxons and Vikings the same people and nothing but 'Vicious Invaders'?</u></b></p> <p>NC: Pupils will be taught about: Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>Who took control of Britain after the Romans left around 410AD?</li> <li>Where do Anglo-Saxon and Viking Britain periods of rule fit into a coherent chronological framework?</li> <li>What did Anglo-Saxon and Scot settlement look like?</li> <li>Which groups invaded Britain after the Roman occupation and why?</li> <li>What was the relationship like between the Anglo-Saxons and Vikings?</li> <li>What did they achieve?</li> <li>What were their social structures like?</li> <li>How did housing from Roman Britain through to Viking Britain change?</li> <li>What types of food were available to AS and V and V exploration?</li> <li>What was Anglo-Saxon religion like and how did it change?</li> <li>How can we use artefacts to help us learn about the past?</li> <li>How did the Vikings impact our local area?</li> </ul> | <p>learn about the innovations and lives of people from the past?</p> <ul style="list-style-type: none"> <li>How have the Ancient Olympic games influenced the modern Olympic games?</li> <li>What was life like in Ancient Greece?</li> <li>What is the legacy left behind by the Ancient Greeks?</li> </ul> <p><b><u>Stones and Bones:</u></b><br/><b><u>Nothing really changed from the Stone Age to the Iron Age in Britain. did it?</u></b></p> <p>NC: Changes in Britain from Stone Age to Iron Age</p> <ul style="list-style-type: none"> <li>What is an 'age' and when did the earliest humans exist?</li> <li>What were the ages of Prehistoric Britain and when did they happen?</li> <li>Why was the Neolithic Revolution so important?</li> <li>What were some of the major achievements of each age (during the Stone Age period)?</li> <li>How did society change in Britain from the Stone Age to the Iron Age?</li> <li>How did housing change in Britain from the Stone Age to the Iron Age?</li> <li>How do we know about Skara Brae?</li> <li>How did settlements and beliefs change from the Stone Age to the Iron Age?</li> <li>What evidence do we have of changes from the Stone Age to the Iron Age?</li> <li>Nothing really changed from the Stone Age to the Iron</li> </ul> | <ul style="list-style-type: none"> <li>How did Henry's desire to have a son affect the belief system in Britain? What was the dissolution and how did the dissolution affect Birkenhead priory?</li> </ul> <p><b><u>The Curse of the Pharaohs (Ancient Egypt):</u></b><br/><b><u>Were the only achievements of the Ancient Egyptians, Mummies and Pharaohs?</u></b></p> <p>NC: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <ul style="list-style-type: none"> <li>Where and when did the first civilizations appear?</li> <li>When did the Egyptians exist?</li> <li>Why is Ancient Egyptian history so famously difficult to understand?</li> <li>What did they achieve?</li> <li>Significance and interpretation</li> <li>What was Egyptian society like?</li> <li>What were houses in Ancient Egypt like?</li> <li>Was religion significant in Ancient Egypt?</li> <li>How did Ancient Egypt become so powerful?</li> <li>Why can't historians agree on what Ancient Egypt achieved?</li> </ul> <p><b><u>Navigating North America:</u></b><br/><b><u>From rockets to moon landings: what started the Space Race, what mysteries surround it, and why does it still matter?</u></b></p> <p>NC- construct informed responses that</p> | <p><b><u>South America (The Maya):</u></b><br/><b><u>How do the Maya compare and Contrast with The Vikings?</u></b></p> <p>NC: To study a non-European society that contrasts with British History-Civilisation of the Maya and culture. (The Vikings)</p> <p>What was the chronological context of the Ancient Maya?</p> <ul style="list-style-type: none"> <li>Who achieved more - the Maya or the Vikings?</li> <li>What were the similarities and differences between Mayan and Viking housing?</li> <li>What were the similarities and differences between Mayan and Viking society?</li> <li>What are the similarities and differences between Mayan and Viking food?</li> <li>What are the similarities and differences between Mayan and Viking beliefs?</li> <li>How do we know about the Maya?</li> <li></li> </ul> <p><b><u>Wonders of Wirral:</u></b><br/><b><u>Why was there a tunnel built between Liverpool and the Wirral and what impact has this had?</u></b></p> <p>NC- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.<br/>-A Local History Study.<br/><b><u>Chronological Understanding</u></b><br/>Place features of historical events and people from past societies and periods in a chronological framework<br/>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline<br/><b><u>Historical Enquiry</u></b><br/>Link sources and work out how conclusions were arrived at</p> |
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|  | <p><u>Wonders of Wirral:</u><br/> <u>How do we know the Vikings visited Wirral? (Thurstaston)</u><br/> <u>NC: A local history study</u></p> <ul style="list-style-type: none"> <li>• As Historians we will ask:</li> <li>• How did the Vikings impact our local area?</li> <li>• Did any significant Viking events happen on the Wirral?</li> </ul> | <p>Age in Britain, did it?</p> <p><u>The Wonders of Wirral:</u><br/> <u>Wonders of Wirral and Beyond- How has the Albert Dock changed?</u><br/> NC - A study of an aspect of history or a site dated from a period beyond 1066 that is significant in the locality.<br/> NC: A Local History Study</p> <ul style="list-style-type: none"> <li>• As historians we will ask:</li> <li>• How and why was the Albert Dock built?</li> <li>• As Historians we will ask:</li> <li>• How have the Albert Docks changed over time?</li> <li>• As Historians we will ask: Why were the Albert Docks regenerated and not just left alone?</li> </ul> | <p>involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>What is the human impact in North America?</p> <ul style="list-style-type: none"> <li>• What triggered the Space Race and the key events that followed?</li> <li>• Why do people question the authenticity of the moon landing?</li> <li>• How did the Space Race affect the world?</li> </ul> | <p>Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective<br/> Suggest and research information sources required to present and in-depth study of a local town or city</p> <ul style="list-style-type: none"> <li>• Who was Archibald Salvidge and how was he connected to the Mersey Tunnel?</li> <li>• Why was a tunnel built under the Mersey rather than a bridge over the top?</li> <li>• How were the tunnels constructed?</li> <li>• Was it worth building the Mersey Tunnels?</li> </ul> |
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| <p><b>Vocabulary</b></p>     | <p><b><u>Roman Empire</u></b><br/>Impact, Trade, Invade, Resources, supply, textiles. Trade, invasion, resources, control, achievement, impact, slavery, guardian, rebel, loyalty, sources, revolt, equality.<br/>Empire, Kingdom, republic, settlement, concurrent, campaign, innovation, multicultural, polytheism, monotheistic, altar</p> <p><b><u>The Anglo-Saxons and Vikings</u></b><br/>Occupation, Invade, Defend, Impact, Achievement, Innovation, Society Structure, Belief, Vicious, Impact, relationship, Invasion, religion, artefacts, society, settlement, kingdom, tribe, culture, beliefs, chronology, conquest, migration, archaeology, artefacts, raids<br/>Legacy, Settlement, Hierarchy Paganism, Shire, Fragile, Empire, Scandinavia, AD<br/>Vikings, Norse, longboat, mythology, runes, Pagan, thorp, thwaite, toft, keld, ness, by, kirk, imported jarls, Karls, thralls, peasantry, parliament</p> <p><b><u>The Wonders of Wirral:</u></b><br/>Battle of Brunaburh<br/>Viking place names<br/>Conflict<br/>Power</p> | <p><b><u>The Ancient Greeks:</u></b><br/>Empire, Olympics, state, myth, legend, exhibition, culture, landscape, vase, ancient, invade, ruler, God.<br/>Democracy, Hoplite, archaic, Parthenon, Labyrinth, acropolis, philosophy, polis,</p> <p><b><u>Stones and Bones:</u></b><br/>prehistoric, BC/BCE, AD/CE, hunter gatherer, spear, tribe, cave, shelter, civilisation, settlement, thatched, craftsman, tunic, settler, human/non-human history, duration, ages, disconnected, revolution, nomadic Palaeolithic, Mesolithic, Neolithic, Lascaux, excavate, hill fort, archaeologist, artefact, chronology, peat, evolved, crannogs, wattle and daub, dwelling</p> <p><b><u>Wonders of Wirral:</u></b><br/>Albert Dock, Construction, Trade, Tidal Rivers, Vessels, Commercial, Cargo, Maritime,, Hydraulic, Granite, Sandstone, Warehouse, Regeneration, Decline, Silt, Thriving</p> | <p><b><u>Wonders of Wirral-Birkenhead Priory</u></b><br/>battle, belief, compare, conflict, convert, court, crime, design, direction, divorce, ferry, figure, hierarchy, marriage, monarch, natural, obey, punish, reign, succession, source, survive, symbol, transport, treason.<br/>Bosworth, Catholic, census, century, decade, dissolution, dynasty, hereditary, legacy, monastery, monk, nobles, pope, priory, Protestant, reformation, Rome.</p> <p><b><u>The Curse of the Pharaohs- Ancient Egypt</u></b><br/>Civilisation, Society, Culture, Fertile, Crops, Flaws, Successes, Before, After, Concurrent, Trade, War, Scale, Duration, dynasty, unification, significance , nation-state, pharaoh<br/>kingdom, dynasty, pyramid mummies, obelisk , River Nile<br/>polytheistic, agriculture, interpretation achievements, evidence, trade, Egyptologist , Heir, Polytheistic, vizier</p> <p><b><u>Navigating North America- The Space Race/fRom Rockets to Moon Landings</u></b><br/>impact, aftermath, location, distance, prime, compete, research, validity, exploration, authenticity, source, nation, conspiracy, Chronological, satellite, astronaut, cosmonaut, politics, government, hoax, civilian, astronaut, atmosphere, Cosmos</p> | <p><b><u>War and Conflict</u></b><br/>Blitz, blackout, evacuee, invasion, allies, axis, propaganda, rationing, Holocaust, Hitler, Churchill, gestapo, concentration camps, Nazi, V.E Day, Luftwaffe, Blitzkrieg</p> <p><b><u>South America (The Maya)</u></b><br/>Civilisation, Concurrent<br/>Famine, Civil unrest, Conquests<br/>Architecture, Elevations, glyphs, Aqueducts, Wattle and daub<br/>Thatch, Jarls (King/Leader/Nobles), Karls (freemen, craftsmen, most people), Thralls (slaves.), Realms, Underworld<br/><i>Popol Vuh</i></p> <p><b><u>Wonders of Wirral:</u></b><br/>Mersey Joint Committee, Toll, Suspension Bridge, Queensway, Kingsway, Engineer Transport, Mobilisation, Mersey Mole Considerations, Excavation</p> |
| <p><b>Golden Threads</b></p> | <p><b><u>Roman Empire Beliefs</u></b></p>  | <p><b><u>The Ancient Greeks: Innovation</u></b></p>  | <p><b><u>Wonders of Wirral-The Priory Innovation</u></b></p>  | <p><b><u>War and Conflict Innovation</u></b></p>   |

**-INNOVATION  
-CLASS/SOCIAL  
STRUCTURE  
- BELIEFS**

We will learn how the Roman religious beliefs impacted Britain

**Innovation**

We will learn about the innovations and achievements of the Romans and the lasting impact this had on Britain.

**Social Structure**

We will have a recognition of what an empire is, the implications of invading a country, and the treatment of different groups of people (women), who was in charge during that time?

**Anglo-Saxons and Vikings**

**Innovation**

We will learn what the innovations were of the Anglo-Saxons and Vikings

We will learn about tools and devices from the time period

We will learn about how housing from Roman Britain through to Viking Britain changed.

We will learn about the types of food available to AS and V and V exploration

**Beliefs**

We will learn about the Beliefs of the AS and V people

We will learn how the beliefs of the different groups impacted on their relationship

We will learn that religion changes in certain time periods

**Social Structure**

We will learn that the AS and V had different hierarchies

**Wonders of Wirral**

**Innovation-**

We will learn about the Viking place names on the Wirral

**Beliefs**

**Social Structure**

We will learn about the battle of

We will learn about the developments of the alphabet, Olympics, architecture, democracy, contribution to the English language

**Beliefs**

We will learn about the different gods and what they represent (compare to Romans) (polytheism)

**Social Structure**

We will learn about the structure of the City states, democracy, citizens and slaves. The growth of the empire and the effect this had on others.

**Stones and Bones:**

**Innovation**

We will learn about some of the human achievements during the Stone Age Periods.

We will understand how human housing and shelter developed during the time period.

We will understand how people lived in Skara Brae.

We will learn about domestic artefacts from the time period.

**Beliefs**

We will understand about some of the beliefs people held in the Stone Age period

**Social Structure**

We will learn about the lifestyles of nomadic hunter-gatherers.

We will recognise how the settlement of people changed society.

**Wonders of Wirral:**

**Innovation**

We will learn how the Albert Dock was revolutionary

**Beliefs**

We try to understand why decisions were made about the AD regeneration in the early 1980s

We will look at the monastic community

**Beliefs**

We will look at the monastic community

We will consider how beliefs can be impacted by actions

How Henry VIII introduced a new religion

**Social Structure**

We will look at the monastic community

We will use sources of evidence to understand about the Monarchy in the Tudor period

We will understand that the Monarch was head of the social system in Tudor England

**The Curse of the Pharaohs (Ancient Egypt)**

**Innovation**

We will learn that the first civilizations appeared next to water sources so they could survive

We will understand the many achievements of the Ancient Egyptians and their impact on others around them and on us today

We will identify the main elements of Ancient Egyptian housing in comparison to other ancient housing

We will identify sources of evidence in Ancient Egypt and the contrasting interpretations of the evidence

**Social Structure**

We will understand the many achievements of the Ancient Egyptians and their impact on others around them and on us today

We will identify the crucial role of trade in Ancient Egypt's rise in power

**Beliefs**

We learn about Wartime technology: defences, weaponry, tactics.

the changes society had to make and the innovations that were created to ensure people's safety during the Blitz (innovation)

that things evacuees would have packed to take would be very different to what children today would take.

**Beliefs**

We will learn about political ideology

Why did people believe that rationing was essential

**Social Structure**

We will learn about democracy, dictatorship, evacuation, rationing

understand more about Adolf Hitler and begin to consider his leadership and its impact

who was in charge of countries and which countries were involved in WW2

**South America (The Maya)**

**Innovation**

We will understand human achievements from 2 contrasting places during the same time period.

We will understand how housing looked from 2 places during the same time period.

We will compare and contrast the food from 2 places during the same time period.

**Beliefs**

We will compare the beliefs from 2 places during the same time period

**Social Structure**

We will compare and contrast societies from 2 places during the same time period.

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>Brunaburh- why it happened, where it happened and what happened after</p>   | <p><b><u>Social Structure</u></b><br/>         We will learn how the lives and times of society have impacted on the Albert Dock buildings</p> | <p>We will identify the nature of Ancient Egyptian beliefs and the reasons and impacts of their changes</p> <p><b><u>Navigating North America:</u></b></p> <p><b><u>Innovation</u></b><br/>         We will learn about the developments which lead to the Moon landing<br/>         Communication, medical, technology following the Space Race</p> <p><b><u>Social Structure</u></b><br/>         We will use the text <b><u>Hidden figures</u></b> - to learn about women's role in Space Race/ Women's rights.</p> <p><b><u>Beliefs</u></b><br/>         We will learn about discrimination, diversity and different cultural beliefs</p> | <p><b><u>Wonders of Wirral:</u></b></p> <p><b><u>Innovation</u></b><br/>         We will know who AS was and the part he played in the building of the tunnel.<br/>         We will understand what technologies were used in the construction of the tunnels</p> <p><b><u>Beliefs</u></b><br/>         We will consider different viewpoints, costs and morals to decide whether the tunnels should have been built</p> <p><b><u>Social Structure</u></b><br/>         We will understand that finances and political agendas are involved in decision making processes</p> |
| <p>National Curriculum End of Key Stage expectations</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. 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> |  |   |  |

### **History at Raeburn- Lesson Structure**

#### **Sticky-Time**

Revise and review previous learning. Make links to previous vocabulary and knowledge(including golden threads) from previous lessons/units/terms/years.

#### **Enquiry-Led Question**

What will we be finding out in the lesson and how does this link to the overarching question for the theme?

#### **Reading Across the Curriculum**

Opportunities to explore quality texts, meet inspirational figures and make links across the curriculum.

#### **Knowledge**

Teacher introduces the key learning for the lesson and how it fits in with the theme enquiry question. Highlight and discuss new vocabulary. Make links to prior knowledge and place within chronological context.

Knowledge is strongly linked to our golden threads of innovation, beliefs and social structure and these are constantly referred to.

**Skill**

New knowledge is deepened through application of specific historical skill.

(for example Historical enquiry; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.)

**Reflect**

How did our lesson fit into our enquiry question for the theme?

Where will we go next with our theme?

Which of our golden threads have we referenced in today's lesson?