



# **Shenley Primary School History Curriculum (2022)**

# Whole School Overview & Substantive Concepts

Age Phase	Year Group	Topic Name	Historical Enquiry Question(s)	Main EYFS/National Curriculum Focus	Substantive Concepts
EYFS	Nursery		Who is in my family? How have I changed since I was a baby?	Understanding the World: Begin to make sense of their own life-story and families history.	Society and Culture, Technology and Civilization, Settlements and Voyages, Monarchy and Empire, Invasion, Battle and War.
	Reception		How was life different in the past? – Peepo What was life like for Floella Benjamin? – Coming to England How have homes changed over time?	Understanding the World: Compare and contrast stories including figures from the past.	
Key Stage 1	Year 1	'My Family History'	What was life, like when our grandparents were children?	Changes within living memory	
		Black History Month	Who is in my family? Did my family always live in Shenley?	Changes within living memory	
		Local History/Victorians	How have schools changed over time? How has Shenley Primary School changed over time?	Local History study.	
	Year 2	The Great Fire of London	Did the Great Fire make London a better or worse place?	Events beyond living memory nationally or globally.	
		Black History Month	Why is Lewis Hamilton a significant person?	Lives of significant people/Local History	
		Mary Seacole and Florence Nightingale	Who was the best nurse, Mary Seacole or Florence Nightingale? Who did more to help soldiers in the Crimea?	Lives of significant people	
Lower Key Stage 2	Year 3	Dig Deep and Discover	When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?	Changes in Britain from Stone Age to Iron Age.	
		Black History Month	What does Cheddar man tell us about Stone Age people in Britain?	Changes in Britain from Stone Age to Iron Age.	
		Ancient Egypt	What was life, like by the River Nile in Ancient Egypt? How much did the Ancient Egyptians achieve?	Achievements of the earliest civilizations.	
	Year 4	Ancient Greece	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
		Black History Month	Were all Roman soldiers Roman?	A study of a theme in British History that extends pupils knowledge beyond 1066.	
		Ruling Romans	What happened when the Romans came to Britain? What lasting impact did the Romans have in St. Albans?	The Roman Empire and its impact on Britain. Local history study: St Albans Verulamium	
Upper Key Stage 2	Year 5	Hola Mexico!	Why should we remember the Maya?	Achievements of a non-European Society.	
		Black History Month	Walter Tull. How can we use sources to find out about Walter Tull? Or What sources can we use to find out about Walter Tull?	A study of a theme in British History that extends pupils knowledge beyond 1066.	
		Traders and Raiders	What does Sutton Hoo tell us about the life of Anglo-Saxons? Was the Anglo-Saxon period really a Dark Age? Would the Vikings do anything for money?	Britain's settlement by Anglo-Saxons and Scots. The Vikings and Anglo-Saxon Struggle for the Kingdom of England.	
	Year 6	Tudors	What was it like to live in Hatfield House/Knebworth House in Tudor times? How has life in Hatfield House/Knebworth House changed over time?	A local History study. Hatfield House/Knebworth House A study of a theme in British History that extends pupils knowledge beyond 1066.	
		Black History Month	Windrush. How did the Windrush generation influence British culture/music?	A study of a theme in British History that extends pupils knowledge beyond 1066.	
		A Child at War	How did children's lives change in WW2?	A study of a theme in British History that extends pupils knowledge beyond 1066.	

## Whole School Overview & Substantive Concepts

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# Vocabulary Overview

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,	old, new, now and then, 'a long time ago', family, yesterday,
Year 1			History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch	History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch	History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch	History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch	History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch	History, same, different, change, past, present, compare, timeline, technology, before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, monarch
Year 2				'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,	'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,	'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,	'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,	'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,
Year 3					settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society, Empire, monument, pyramid	settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society, Empire, monument, pyramid	settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society, Empire, monument, pyramid	settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society, Empire, monument, pyramid
Year 4						achievements, empire, culture, influence, architecture, government, legacy, democracy impact, voyage, persuade,	achievements, empire, culture, influence, architecture, government, legacy, democracy impact, voyage, persuade,	achievements, empire, culture, influence, architecture, government, legacy, democracy impact, voyage, persuade,

						Historical/different accounts, achieve,	Historical/different accounts, achieve,	Historical/different accounts, achieve,
<b>Year 5</b>							sacrifice, interpretations, 'significant society', contrast, reliable, primary and secondary sources,	sacrifice, interpretations, 'significant society', contrast, reliable, primary and secondary sources,
<b>Year 6</b>								Monarchy, bias, continuity, enquiry, misinformation, propaganda
<b>Topic Specific Vocabulary</b>			family tree, before I was born, when my parents/grandparents were young, a very long time ago,	<b>Great Fire of London</b> , London, capital city, 17th century, Pudding Lane, bakery, River Thames, buildings, plague, rebuilt, great fire, Samuel Pepys, Tower of London, architect, Sir Christopher Wren	Prehistory, Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe, Tribal Hunter gatherers Bronze/iron/stone age, Skara Brae, Hillfort, Stonehenge	Olympic games, philosopher, Gods (Zeus, Apollo etc), myth, legend,	pyramid, hieroglyphics, Tikal, Guatemala, maize, Popol Vuh, glyphs, astronomy, agriculture,	King Henry VII, 118-year rule, Henry VIII, Elizabeth I
<b>Topic Specific Vocabulary</b>			Far away, travelled, country, Shenley, England,	Formula 1, F1, World Champion, racing,	Cheddar Man, Gough's Cave, Cheddar Gorge,	Roman Legionaries, auxiliaries, citizens	Orphan, First World War, Officer, Military	Windrush, Caribbean, Migration, Immigration, ska, reggae, jazz
<b>Topic Specific Vocabulary</b>			Victorian, Queen Victoria, blackboard, cane, chalk and slate, dunce hat,	Crimea, Crimean war, nurse, hospital, injured, wounds, hygiene, Florence Nightingale, Mary Seacole,	Pharaoh, Tomb, Sarcophagus, River Nile, Mummy, mummification, Hieroglyphics, Papyrus, Tutankhamen,	Gods (Mercury, Mars), myth, legend, Verulamium, cathedral, abbey, amphitheatre	Sutton Hoo, Dark Ages, Medieval, Middle Ages, Anglo-Saxons, Vikings, Long boats,	Axis, Allies, Nazi, Evacuation, Evacuee, Blitz,

<b>Nursery</b> Who is in my family? How have I changed since I was a baby?	
<b>EYFS Links:</b>	<b>Prior Learning:</b>
Development Matters – Three and Four Year Olds - Understanding the World:	Understanding the World - Make connections between the features of their family and other families
Vocabulary	
<b><u>New Vocabulary:</u></b> old, new, now and then, ‘a long time ago’, family, yesterday,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology,	Reception - How was life different in the past? – Peepo What was life like for Floella Benjamin? – Coming to England How have homes changed over time? Year 1 - What was life, like when our grandparents were children?
<b>Enquiry Questions – Key knowledge</b>	<b>Development Matters - Understanding the World</b>
Who is in my family?  How have I changed since I was a baby?  -To know who is in my family  -To be able to talk about how I have changed over time.  --To be able to talk about things I can do now and things I could/couldn’t do when I was a baby.  -To begin to begin to use and understand vocabulary associated with the passing of time. E.g. later, tomorrow, today, yesterday, a long time ago, when I was a baby etc.  <b><u>Linked Texts:</u></b> The Family Book	<b><u>Development Matters – Children in Reception</u></b> Begin to make sense of their own life-story and family’s history.
	<b>Additional Links Across Development Matters – Three and Four Year Olds</b>
	<b><u>Communication and Language</u></b> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  <b><u>Personal Social and Emotional</u></b> Develop their sense of responsibility and membership of a community.
<b>Provision Enhancement Opportunities:</b>	
-baby/family photos on display in classroom or role play area -babies in role play area	

<b>Reception</b> How was life different in the past? – Peepo What was life like for Floella Benjamin? – Coming to England How have homes changed over time?	
<b>EYFS Links:</b>	<b>Prior Learning:</b>
Development Matters – Children In Reception – Understanding The World Early Learning Goals	Nursery - Who is in my family? How have I changed since I was a baby?
Vocabulary	
<b><u>New Vocabulary:</u></b> old, new, now and then, ‘a long time ago’, family, yesterday,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology,	Year 1 - What was life, like when our grandparents were children?
<b>Enquiry Questions – Key knowledge</b>	<b>Development Matters/Early Learning Goals - Understanding the World</b>
How was life different in the past? – Peepo  What was life like for Floella Benjamin? – Coming to England  How have homes changed over time?  -To know that things change over time.  -To be able to talk about things that happened in the past in their own lives or the lives of others.  -To know that technology has changed over time.  <b><u>Linked Texts:</u></b> Peepo Coming to England +non-fiction texts	<b><u>Development Matters – Children in Reception</u></b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  <b><u>Past and Present ELG</u></b> 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;  <b><u>Additional Links Across Development Matters – Children in Reception</u></b>  <b><u>Communication and Language</u></b> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  <b><u>Personal Social and Emotional</u></b> Express their feelings and consider the feelings of others. Think about the perspectives of others.
	<b>Provision Enhancement Opportunities:</b>
	-Old fashion house/items/clothing in home corner -Writing postcards – Coming to England -Non-fiction books

Year 1 – Autumn Term –My Family History - What was life, like when our grandparents were children?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	EYFS – -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Comment on images of familiar situations in the past
<b>Vocabulary</b>	
old, new, now and then, 'a long time ago', family, yesterday,	
<b>New Vocabulary:</b> History, same, different, change, past, present, compare, timeline, technology,	
<b>Topic Specific:</b> family tree, before I was born, when my parents/grandparents were young, a very long time ago,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization,	Year 1 – How has Shenley School changed over time. Year 2 – Lewis Hamilton – significant person within living memory.
<b>Enquiry Questions – Key knowledge</b>	
<p>Who is in my family?</p> <p>How old are the people in my family?</p> <p>What was life, like when my mum/dad/grandma/grandad was my age?</p> <p>What toys did my grandma and grandad have? (60's/70's/80's)</p> <p>What toys did my mum and dad have? (80's/90's?)</p> <p>How have toys/technology changed?</p> <p>-To create a family tree showing the people in my family.</p> <p>-To compare toys from different periods of time.</p> <p>-To know that toys and technology have changed over the last two generations.</p> <p>-Create a picture timeline of toys over time or sort toys into old and new.</p> <p><b>Key Texts:</b></p> <p><b>Writing Opportunity</b> To do a comparison between old and new toys.</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
Literacy - writing opportunity old and new Maths – simple timeline, vocabulary linked to time	Grandparents day. Inviting grandparents/show and tell with old toys. Create classroom museum.



Year 1 – Autumn Term –My Family History - Who is in my family? Did my family always live in Shenley?	
National Curriculum Links:	Prior Learning:
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	EYFS – -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Comment on images of familiar situations in the past Year 1 - What was life, like when our grandparents were children?
Vocabulary	
old, new, now and then, 'a long time ago', family, yesterday, History, same, different, change, past, present, compare, timeline, technology,	
<b>Topic Specific:</b> Far away, travelled, country, Shenley, England,	
Substantive Concepts:	Building to:
society, culture, civilization, voyage	Year 1 – How has Shenley School changed over time. Year 2 – Lewis Hamilton – significant person within living memory.
Enquiry Questions – Key knowledge	
<p>-Who is in my family?</p> <p>-Did my family always live in Shenley?</p> <p>-Where did my family live before?</p> <p>-To be able to talk about my own family history</p> <p>-To know that people often don't always stay in one place or country</p> <p>-To celebrate the diversity in our classroom and in our families</p> <p><b>Key Texts:</b> The Family Book</p> <p><b>Writing Opportunity</b> -</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOTC
Geography – Create a world map display showing where are families are from.	Grandparents day. Inviting grandparents/show and tell with old toys. Create classroom museum.

Year 1 – Summer Term –Local History Study - How has Shenley Primary School changed since Victorian times?	
National Curriculum Links:	Prior Learning:
Significant historical events, people and places in their own locality.	EYFS – -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Comment on images of familiar situations in the past Year 1 – changes within living memory, changes within my own family.
<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory,</p> <p style="text-align: center;"><b>New Vocabulary:</b> similarities, differences, sources, artefact,</p> <p style="text-align: center;"><b>Topic Specific:</b> Victorian, Queen Victoria, blackboard, cane, chalk and slate, dunce hat,</p>	
Substantive Concepts:	Building to:
society, culture, technology, civilization, monarchy/monarch.	Year 2 – Great Fire of London comparing London over time Year 4 – Local History study linked to the Romans and St Albans Year 6 - Local History study linked to Hatfield House
Enquiry Questions – Key knowledge	
<p>What was Shenley School like in Victorian times?</p> <p>What similarities are there between school life now and in Victorian times?</p> <p>What differences are there between school life now and in Victorian times?</p> <p>How do we know what Shenley Primary School was like in Victorian times?</p> <p>What sources of information can we use to find out about life in Victorian times?</p> <p>-To know what school life was like in Victorian times.</p> <p>-To know some similarities and differences between school life in Victorian times and now.</p> <p>-To compare the Victorian part of Shenley Primary School and the new part.</p> <p>-To know what Historical sources of evidence are and use them to find out about the past.</p> <p>-To take part in a Victorian School Day.</p> <p><b>Key Texts:</b></p> <p><b>Writing Opportunity:</b> School Diary Entry/Timetable</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old, and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOTC
Literacy - writing a diary entry Maths – simple timeline, vocabulary linked to time	To take part in a Victorian School Day.

Year 2 – Autumn Term –The Great Fire of London- Did the Great Fire make London a better or worse place?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Year 1 – changes within living memory, changes within my own family. Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times?
<b>Vocabulary</b>	
old, new, now and then, 'a long time ago' family, yesterday, <b>technology</b> , History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact,  <b>New Vocabulary:</b> <b>evidence, event, era</b> ,  <b>Topic Specific:</b> <b>Great Fire of London</b> , London, capital city, 17th century, Pudding Lane, bakery, River Thames, buildings, plague, rebuilt, great fire, Samuel Pepys, Tower of London, architect, Sir Christopher Wren	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture,	Year 4 – Local History study linked to the Romans and St Albans Year 6 - Local History study linked to Hatfield House
<b>Enquiry Questions – Key knowledge</b>	
<p>Did the Great Fire make London a better or worse place?</p> <p>Why did the Great Fire of London happen?</p> <p>What was London like before the Great Fire?</p> <p>How did people behave during the Great Fire of London? Why do you think they did the things they did? (e.g. burry cheese)</p> <p>What was London like after the Great Fire?</p> <p>How did the Great Fire of London change London?</p> <p>How do we know about what happened?</p> <p>-To know what happened during the Great Fire of London.</p> <p>-To know how the Great Fire changed London.</p> <p>-Create a timeline of the key events of the Great Fire of London.</p> <p>-To compare life in London before and after the fire.</p> <p>-To form an opinion based on evidence as to whether London was a better place after the fire took place.</p> <p><b>Key Texts:</b> Samuel Pepys Diary</p> <p><b>Writing Opportunity:</b> Writing a diary entry inspired by Samuel Pepys diary</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old, and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
DT: Building Tudor houses	Recreating great fire of London burning Tudor houses

Year 2 –Why is Lewis Hamilton a significant person?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
<p>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.</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Year 1 — changes within living memory, changes within my own family.</p> <p>Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times?</p> <p>Year 2 - Did the Great Fire make London a better or worse place?</p>
Vocabulary	
<p>old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era,</p> <p><b>Topic Specific:</b> Formula 1, F1, World Champion, racing, significant person</p>	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology,	<p>Year 3 – Walter Tull first Black British Officer in the British Army WW1</p> <p>Year 4 – What happened when Roman soldiers came to Britain?</p> <p>Year 6 – How did children's lives change during WW2?</p> <p>Year 6 – How did the Windrush generation influence British culture?</p>
<b>Enquiry Questions – Key knowledge</b>	
<p>-What makes someone a 'significant person'?/What do we mean 'significant person'?</p> <p>-What makes Lewis Hamilton a 'significant person'?</p> <p>-How had Lewis Hamilton impacted on society?</p> <p>-To know about the achievements of Lewis Hamilton</p> <p>-To know that Lewis Hamilton is from the wider local area/Stevenage and therefore affects our local history.</p> <p><b>Key Texts:</b> Non-fiction texts on F1 and or Lewis Hamilton</p> <p><b>Writing Opportunity:</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old, and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people, or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
	Watch some F1 Races

Year 2 – Summer Term – Mary Seacole and Florence Nightingale - Who was the best nurse, Mary Seacole or Florence Nightingale? Who did more to help soldiers in the Crimea?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
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.	<p>Year 1 — changes within living memory, changes within my own family.</p> <p>Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times?</p> <p>Year 2 - Did the Great Fire make London a better or worse place?</p> <p>Year 2 - Lewis Hamilton – significant person within living memory.</p>
<p align="center"><b>Vocabulary</b></p> <p align="center">old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era,</p> <p align="center"><b>New Vocabulary:</b> battle, soldiers, war, racism,</p> <p align="center"><b>Topic Specific:</b> Crimea, Crimean war, nurse, hospital, injured, wounds, hygiene, Florence Nightingale, Mary Seacole,</p>	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, voyage, battle, war, invade/invasion	<p>Year 3 – Walter Tull first Black British Officer in the British Army WW1</p> <p>Year 4 – What happened when Roman soldiers came to Britain?</p> <p>Year 6 – How did children's lives change during WW2?</p> <p>Year 6 – How did the Windrush generation influence British culture?</p>
<b>Enquiry Questions – Key knowledge</b>	
<p>Who was fighting in the Crimean War?</p> <p>Who is Mary Seacole? How did she help soldiers in the Crimean War?</p> <p>Who is Florence Nightingale? How did she help soldiers in the Crimean War?</p> <p>Why do we remember Mary Seacole and Florence Nightingale?</p> <p>Who helped soldiers more during the Crimean War?</p> <p>-To know why the Crimean War was happening and who was involved.</p> <p>-To know how Mary Seacole and Florence Nightingale helped soldiers in the Crimean War.</p> <p>-Use a range of sources to find out about Mary Seacole and Florence Nightingale.</p> <p>-Create a table comparing how each significant person helped the war effort.</p> <p>-Decide based on evidence who was the better nurse.</p> <p><b>Key Texts:</b></p> <p>Writing Opportunity: Comparing Mary Seacole and Florence Nightingale. Answering the enquiry question who was the better nurse using 'because'.</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old, and which are new?" or "What were people doing?"</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>Describe objects, people, or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOT</b>
PE – hygiene and first aid	<a href="https://www.nam.ac.uk/schools/workshops/florence-and-mary-virtual">https://www.nam.ac.uk/schools/workshops/florence-and-mary-virtual</a> - virtual workshop?

Year 3 – Autumn Term – Dig Deep and Discover- When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?	
National Curriculum Links:	Prior Learning:
Changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture	Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 2 - Did the Great Fire make London a better or worse place?
Vocabulary	
old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism,	
<b>New Vocabulary:</b> settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society,	
<b>Topic Specific:</b> Prehistory, Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe, Tribal Hunter gatherers Bronze/iron/stone age, Skara Brae, Hillfort, Stonehenge	
Substantive Concepts:	Building to:
society, culture, technology, civilization, settlers/settlements	Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? What happened when the Romans came to Britain? What impact did the Romans have on St Albans? Year 5- Why should we remember the Maya?
Enquiry Questions – Key knowledge	
What was 'new' about the New Stone Age?  Which was better, bronze or iron?  If you were Julius Caesar, would you have invaded Britain in 55BC?  When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?  -To know how people lived in the 'old' stone age.  -To know about changes through the Stone Age and create a timeline of events.  -To compare an Iron Age village to a Shenley village today.  -To know what impact bronze and iron tools had on life for ancient people.  -To describe how life changed or stayed the same through the Stone, Bronze and Iron Age.  - Produce a 'living graph' showing the attractions and difficulties of living in each Age and use this to decide which time you think it would be better to live in.  (History Association Planning)  <b>Linked Texts:</b> Ska Brae Ugg Ulf the Finger Eater  <b>Writing Opportunity:</b> To create a comparison pamphlet/information booklet showing the differences between Stone Age, Iron Age and Bronze Age.	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOT
Writing opportunity – information text Maths – timeline Geography – Ska Brae	Celtic Harmony Trip

Year 3 – Autumn/Spring Term – Dig Deep and Discover- What does Cheddar man tell us about Stone Age people in Britain?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
Changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture	Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 2 - Did the Great Fire make London a better or worse place? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?
<b>Vocabulary</b> old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society,	
<b>Topic Specific:</b> Cheddar Man, Gough 's Cave, Cheddar Gorge	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization, settlers/settlements	Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? What happened when the Romans came to Britain? What impact did the Romans have on St Albans? Year 5- Why should we remember the Maya?
<b>Enquiry Questions – Key knowledge</b>	
-Who was Cheddar man? -Why was Cheddar man such an important discovery? -How does the discovery of Cheddar man change what we know about ancient people in Britain? -To know who Cheddar man was -To understand why Cheddar man was a significant archaeological discovery. <b>Linked Texts:</b> <b>Writing Opportunity:</b>	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
Writing opportunity – information text Maths – timeline Geography – Ska Brae	Celtic Harmony Trip



Year 3 – Summer Term – Ancient Egypt - What was life, like by the River Nile in Ancient Egypt?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 2 - Did the Great Fire make London a better or worse place? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?
Vocabulary	
old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, society,	
<b>New Vocabulary:</b> Empire, monument, pyramid	
<b>Topic Specific:</b> : Pharaoh, Tomb, Sarcophagus, River Nile, Mummy, mummification, Hieroglyphics, Papyrus, Tutankhamen,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization, settlers/settlements	Year 4- What did the Greeks do for us? What happened when the Romans came to Britain? What impact did the Romans have on St Albans? Year 5- Why should we remember the Maya?
<b>Enquiry Questions – Key knowledge</b>	
<p>What was life, like by the River Nile in Ancient Egypt?</p> <p>How did the River Nile effect the lives of ordinary Egyptians?</p> <p>Why was the River Nile so important?</p> <p>What was life, like for the Pharaohs in Ancient Egypt?</p> <p>-To know why the River Nile was so important to ancient people.</p> <p>-To know how ordinary Egyptians lived.</p> <p>-To know how Pharaohs lived and compare to the lives of ordinary people.</p> <p><b>Linked Texts:</b> Ma'at's Feather? Flat Stan goes to Egypt</p> <p><b>Writing Opportunity:</b> Travel brochure for the River Nile in Ancient Egypt</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
Writing opportunity – travel brochure Maths – shapes, timelines Geography – the river Nile	WOW day - Trip to museum



Year 4 – Autumn Term – Ancient Greeks - What did the Greeks do for us?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
Ancient Greece - a study of Greek life and achievements and their influence on the western world	Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt?
<b>Vocabulary</b> old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, New Vocabulary: <b>achievements, empire, culture, influence, architecture, government, legacy, democracy</b> <b>Topic Specific:</b> : Olympic games, philosopher, Gods (Zeus, Apollo etc), myth, legend,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization, settlers/settlements	Year 4- What did the Greeks do for us? What happened when the Romans came to Britain? What impact did the Romans have on St Albans? Year 5- Why should we remember the Maya?
<b>Enquiry Questions – Key knowledge</b>	
<p>How can we find out about the civilisation of Ancient Greece?            Who were the Ancient Greeks?            What do artefacts tell us about what life was like in Ancient Greece?            What do archaeological sites tell us about what life was like in Ancient Greece?            Can we learn anything from Greek myths and legends?            What do we know about the achievements of Alexander the Great?</p> <p>Can we thank the Ancient Greeks for anything in our lives today?            What are the similarities between our school and schools in Ancient Greece?            What can we learn from our language about Ancient Greece?            What do some of our buildings tell us about how we view Ancient Greece today?            How were the Ancient Greeks governed and are there any similarities with how we are governed today?            How have the Olympic Games changed since they were first held in Ancient Greece?            Final activity: Which is the most important legacy of the Ancient Greeks?</p> <p>(History Association Planning)</p> <p><b>Linked Texts:</b>            Greek Myths</p> <p><b>Writing Opportunity:</b>            Poster/information sheet explaining what the Greeks did for us.</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOT</b>
British Values – Democracy English – Writing a Greek Myth Geography PE – Olympics	WOW day

Year 4 – Summer Term – Romans – What happened when the Romans came to Britain? What lasting impact did the Romans have on St Albans?		
National Curriculum Links:		Prior Learning:
The Roman Empire and its impact on Britain. A local History Study – St Albans		Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us?
<b>Vocabulary</b> old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, achievements, empire, culture, influence, architecture, government, legacy, democracy  <b>New Vocabulary:</b> impact, voyage, persuade, Historical/different accounts, achieve,		
<b>Topic Specific:</b> : Gods (Mercury, Mars), myth, legend, Verulamium, cathedral, abbey, amphitheatre		
Substantive Concepts:		Building to:
society, culture, technology, civilization, settlers/settlements, voyage, empire, invade/invasion, battle		Year 5- Why should we remember the Maya? Year 5 – What the Viking period really a dark age? Year 6 – How has Hatfield House change over time? Year 6 – How did children's lives change during WW2?
Enquiry Questions – Key knowledge		
-Why did the Romans come to Britain?  -Where did the Romans settle in Britain? Why?  -How did the Romans change Britain and the lives of ordinary people?  -Why did the Romans settle in St Albans?  -How did the Romans change St Albans?  -How do we know what the Romans did?  -What evidence is there of the Romans settlement in St Albans?  -To know when the Romans came to Britain in relation to other time periods.  -To know what life was like before the Romans and how they changed the infrastructure and lives of people in Britain.  -To know specifically about St Albans and the lasting impact the Romans had on the town.  <b>Linked Texts:</b> Roman Myths Roman Siliques  <b>Writing Opportunity:</b> Recount of trip/newspaper report on Romans coming to St Albans		<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
Cross Curricular Links:		Enrichment/Cultural Capital/LOTC
		Trip to Verulamium/St Albans/museum/cathedral

Year 4 – Summer Term – Romans – Were all Roman soldiers Roman?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
The Roman Empire and its impact on Britain. A local History Study – St Albans	Year 1 - Local History Study - How has Shenley Primary School changed since Victorian times? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? Year 4 - What happened when the Romans came to Britain? What lasting impact did the Romans have on St Albans?
<b>Vocabulary</b>	
old, new, now and then, ‘a long time ago’ family, yesterday, technology, History, same, different, change, past, present, compare, timeline, ‘before I was born’, ‘when my parents/grandparents were young’, living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, achievements, empire, culture, influence, architecture, government, legacy, democracy impact, voyage, persuade, Historical/different accounts, achieve,	
<b>Topic Specific:</b> : Roman Legionarie , auxiliary, citizens	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization, settlers/settlements, voyage, empire, invade/invasion, battle	Year 5- Why should we remember the Maya? Year 5 – What the Viking period really a dark age? Year 6 – How has Hatfield House change over time? Year 6 – How did children’s lives change during WW2?
<b>Enquiry Questions – Key knowledge</b>	
- What was it like being a Roman soldier?  -What was the difference between a legionnaire and auxiliary soldiers?  -What countries did Roman soldiers come from?  -To know that the Roman army was made up of a diverse range of people from different countries in the Roman Empire.  <b>Linked Texts:</b>  <b>Writing Opportunity:</b>	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe dates of and order significant events from the period studied</li> <li>Describe the main changes in a period in history.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
	Trip to Verulamium/St Albans/museum/cathedral

Year 5 – Autumn Term – Hola Mexico - Why should we remember the Maya?	
National Curriculum Links:	Prior Learning:
A non-European society that provides contrasts with British history <b>Mayan civilization c. AD 900;</b>	<p>Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?</p> <p>Year 3- What was life like by the River Nile in Ancient Egypt?</p> <p>Year 4- What did the Greeks do for us?</p> <p>Year 4 - What happened when the Romans came to Britain? What impact did the Romans have on St Albans?</p>
Vocabulary	
<p>old, new, now and then, ‘a long time ago’ family, yesterday, technology, History, same, different, change, past, present, compare, timeline, ‘before I was born’, ‘when my parents/grandparents were young’, living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, achievements, empire, culture, influence, architecture, government, legacy, democracy</p> <p><b>New Vocabulary:</b> <b>sacrifice, interpretations, ‘significant society’, contrast,</b></p> <p><b>Topic Specific:</b> <b>pyramid, hieroglyphics, Tikal, Guatemala, maize, Popol Vuh, glyphs, astronomy, agriculture,</b></p>	
Substantive Concepts:	Building to:
society, culture, technology, civilization, settlers/settlements, voyage, empire, invade/invasion, battle,	<p>Year 5 – What the Viking period really a dark age?</p> <p>Year 6 – How has Hatfield House change over time?</p> <p>Year 6 – How did children’s lives change during WW2?</p>
Enquiry Questions – Key knowledge	
<p>-Where and when did the Maya live?</p> <p>-What was Maya writing like?</p> <p>-How did the Maya tell the time?</p> <p>-What numbers did the Maya use in Maths?</p> <p>-Did the Maya play football like us?</p> <p>-How do we know about the Maya?</p> <p>-Do the Maya deserve to be called a significant society?</p> <p>-What can we learn about the Ancient Maya from the lives of the Maya today?</p> <p>-How do the Maya compare to other ancient civilizations? (Stone Age/Ancient Egyptian) /To compare the Maya to other Stone Age civilizations.</p> <p>(Planning)</p> <p><b>Linked Texts:</b> The Sharman’s Apprentice The Day of the Dead – film viper</p> <p><b>Writing Opportunity:</b> To write a persuasive piece of writing saying why the Maya should be remembered.</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOTC
Geography – Hola Mexio Writing Opportunity – persuasive text	British Museum trip?

<p style="text-align: center;"><b>Year 5</b></p> <p style="text-align: center;">Walter Tull. How can we use sources to find out about Walter Tull? Or What sources can we use to find out about Walter Tull?</p>	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A local history study.</p>	<p>Year 1 – What was life like when my grandparents were young?</p> <p>Year 1 – How has Shenley school changed since Victorian times?</p> <p>Year 2 – What makes Lewis Hamilton a Significant Person?</p> <p>Year 2 - Who was the best nurse, Mary Seacole or Florence Nightingale? Who did more to help soldiers in the Crimea?</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, achievements, empire, culture, influence, architecture, government, legacy, democracy, sacrifice, interpretation, 'significant society', contrast,</p> <p style="text-align: center;"><b>Topic Specific:</b> Orphan, First World War, Officer, Military</p>	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, invade/invasion, empire, battle, war	<p>Year 6 – How did children's lives change during WW2?</p> <p>Year 6 - How did the Windrush generation influence British culture/music?</p>
<b>Enquiry Questions – Key knowledge</b>	
<p>- How can we use sources to find out about Walter Tull?</p> <p>-What sources can we use to find out about Walter Tull?</p> <p>-How can we find out about the life of Walter Tull?</p> <p>-What were the points of view of people in the past?</p> <p>-Are all the accounts of Walter Tull's life the same? Why might they differ?</p> <p>-To know about the life of Walter Tull</p> <p>-To know that Walter Tull lived in the wider local area (North London) and influences our local history</p> <p>-To understand how to use different sources of information</p> <p>-To understand that information from different sources may differ and begin to discuss why this might be.</p> <p><b>Linked Texts:</b></p> <p><b>Writing Opportunity:</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOT</b>
PE – football	

<b>Year 5 – Spring Term – Traders and Raiders - What does Sutton Hoo tell us about the life of Anglo-Saxons?</b> Would the Vikings do anything for money?	
<b>National Curriculum Links:</b>	<b>Prior Learning:</b>
Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? Year 4 - What happened when the Romans came to Britain? What impact did the Romans have on St Albans?
<b>Vocabulary</b> old, new, now and then, 'a long time ago' family, yesterday, technology, History, same, different, change, past, present, compare, timeline, 'before I was born', 'when my parents/grandparents were young', living memory, similarities, differences, sources, artefact, evidence, event, era, battle, soldiers, war, racism, settlement, chronological, development, BC, AD, Ancient, Civilisation, archaeologists, archaeological excavation, society, achievements, empire, culture, influence, architecture, government, legacy, democracy, sacrifice, interpretation, 'significant society', contrast,  <b>New Vocabulary:</b> reliable, primary and secondary sources,  <b>Topic Specific:</b> Sutton Hoo, Dark Ages, Medieval, Middle Ages, Anglo-Saxons, Vikings, Long boats,	
<b>Substantive Concepts:</b>	<b>Building to:</b>
society, culture, technology, civilization, settlers/settlements, voyage, empire, invade/invasion, battle,	Year 6 – How has Hatfield House change over time? Year 6 – How did children's lives change during WW2?
<b>Enquiry Questions – Key knowledge</b>	
-What is Sutton Hoo?  -What evidence is there at Sutton Hoo and what does it tell us about Anglo-Saxon life?  -Is Sutton Hoo a reliable resource?  -Why is Sutton Hoo such an important historical site?  -What was Viking life like?  -Were all Vikings invaders?  -What did Vikings believe?  - Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?  - How well did the Anglo-Saxons and Vikings get on with each other?  - What was life really like in Anglo-Saxon and Viking Britain?  -What did the Anglo-Saxons and Vikings leave behind?  <b>Linked Texts:</b>  <b>Writing Opportunity:</b> To write a non-chronological report/fact sheet about Sutton Hoo?	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
<b>Cross Curricular Links:</b>	<b>Enrichment/Cultural Capital/LOTC</b>
Writing Opportunity – non-chronological report	British Museum trip?



Year 6 – Autumn Term – Darwin’s Delights - How has life in Hatfield House changed over time?		
National Curriculum Links:		Prior Learning:
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 A local History study		Year 1 – How has Shenley school changed since Victorian times? Year 2 – Did the Great Fire make London a better or worse place to live? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? Year 4 - What happened when the Romans came to Britain? What impact did the Romans have on St Albans?
<b>Vocabulary</b> History, same, different, change, past, present, old, new, now and then, timeline, event, artefact, time order, timeline, era, artefact, significant, similarities, differences, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, evidence, society, technology, achievements, empire, culture, influence, invasion, exploration, concurrently, interpretation, reliable, <b>Monarchs,</b> <b>New Vocabulary:</b> <b>Topic Specific:</b> King Henry VII, 118-year rule, Henry VIII, Elizabeth I		
Substantive Concepts:		Building to:
society, culture, technology, civilization, monarch/monarchy		Year 6 – How did children’s lives change during WW2? KS 3 links
Enquiry Questions – Key knowledge		
Who lived in Hatfield House during the Tudor period?  What clues/evidence does Hatfield House give us about the lives of the people who lived there?  How does Hatfield House tell us about the lives of both rich and ordinary people during Tudor times?  How has Hatfield House changed since Tudor Times? (Old Palace/New building)  -To visit Hatfield House and collect evidence about Tudor life and how the building and it’s uses have changed over time.  -To know about the lives of significant people who stayed/lived at Hatfield House – Elizabeth I, Mary I, Edward  -To know what life was like for both rich and ordinary people during Tudor times.  -To know and describe how life at Hatfield House has changed since Tudor times.  -To plot a timeline of key events, showing how the changes in use.  <b>Linked Texts:</b>  <b>Writing Opportunity:</b> Leaflet/information sheet on Hatfield House		<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Identify and compare changes within and across different periods.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, <b>historic buildings,</b> visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
Cross Curricular Links:		Enrichment/Cultural Capital/LOT
Geography – Local area		Trip to Hatfield House

Year 6 – Summer Term - A Child at War - How did children's lives change in World War 2?	
National Curriculum Links:	Prior Learning:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 1 – What was life like when my grandparents were young? Year 1 – How has Shenley school changed since Victorian times? Year 2 – Did the Great Fire make London a better or worse place to live? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? Year 4 - What happened when the Romans came to Britain? What impact did the Romans have on St Albans?
<b>Vocabulary</b>	
History, same, different, change, past, present, old, new, now and then, timeline, event, artefact, time order, timeline, era, artefact, significant, similarities, differences, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, evidence, society, technology, achievements, empire, culture, influence, invasion, exploration, concurrently, interpretation, reliable,	
<b>New Vocabulary:</b> bias, continuity, enquiry, misinformation, propaganda persuades,	
<b>Topic Specific:</b> Axis, Allies, Nazi, Evacuation, Evacuee, Blitz,	
Substantive Concepts:	Building to:
society, culture, civilization, invasion, battle, war.	Year 6 - How did the Windrush generation influence British culture/music? KS 3 links
Enquiry Questions – Key knowledge	
What happened in England during World War 2?  What was life, like for children living through the 'Blitz'?  What was life, like for evacuees?  Were all children's experiences the same?  How do we know about the lives of children in World War 2?  What sources of information can we use?  Are all sources of information reliable?  -To know what life was like in Britain and Germany for children during WW2.  -To evaluate different sources of information and articulate what we mean by bias and propaganda.  -To compare the lives of children across different time periods – modern day, WW2, Victorian?  -To give a presentation or write an extended piece of writing around one aspect of their learning.  <b>Linked Texts:</b> The Lion and the Unicorn Friend or Foe  <b>Writing Opportunity:</b> Non chronological report on evacuees' experiences.	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOTC
	WW2 play Evacuee interview



Year 6 – Summer Term - A Child at War - Windrush. How did the Windrush generation influence British culture/music?	
National Curriculum Links:	Prior Learning:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 1 – What was life like when my grandparents were young? Year 1 – How has Shenley school changed since Victorian times? Year 2 – Did the Great Fire make London a better or worse place to live? Year 3 - When do you think it was better to live – Stone Age, Bronze Age, or Iron Age? Year 3- What was life like by the River Nile in Ancient Egypt? Year 4- What did the Greeks do for us? Year 4 - What happened when the Romans came to Britain? What impact did the Romans have on St Albans?
<b>Vocabulary</b> History, same, different, change, past, present, old, new, now and then, timeline, event, artefact, time order, timeline, era, artefact, significant, similarities, differences, chronological, development, BC, AD, Ancient Civilisation, archaeologists, archaeological excavation, evidence, society, technology, achievements, empire, culture, influence, invasion, exploration, concurrently, interpretation, reliable,	
<b>Topic Specific:</b> Windrush, Caribbean, Migration, Immigration, ska, reggae, jazz	
Substantive Concepts:	Building to:
society, culture, civilization,	KS 3 links
Enquiry Questions – Key knowledge	
Windrush. How did the Windrush generation influence British culture/music?  -What is Windrush?  -Why did people from the Caribbean migrate to England?  -What do we mean by 'the Windrush generation'?  -How has the Windrush generation influenced British culture? Music?  -To understand how the Notting Hill Carnival was influenced by people from the Caribbean living in England.  -Musical influences – To investigate different types of music and explore how music changed due to influences from the Caribbean.	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> </ul> <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> </ul> <b>Historical interpretation</b> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>
Cross Curricular Links:	Enrichment/Cultural Capital/LOTC
Music - music from around the world, music influences in Britain.	Trying Caribbean food/exploring ska, reggae, jazz music.

