

# **POLICY FOR THE TEACHING OF HISTORY**

## **Introduction**

- This document is a statement of rationale, aims and strategies for the use of history at The Pochin School.
- It was developed during the Summer Term 2014 through a process of consultation with the teachers.
- The Governing Body approved it on 16 September 2014.
- This policy will be reviewed in line with the School Development Plan.
- Every child in the school has an entitlement and equal right of access to History regardless of ability, gender or race.
- It is the responsibility of all members of staff to implement this policy.

## **What is History?**

History is the study of past times and cultures and how things change and develop over time. It teaches the children to research and evaluate information to construct meaningful and balanced arguments, trying to empathise with the actions of people from the past and helping them to formulate opinions and develop listening and discursive skills. Added to this, there are many opportunities for children's work in History to contribute to PSHE and Citizenship Education, enabling them to say what they like and dislike, what is fair or unfair, right or wrong - and to share their opinions on things that matter to them and explain their views. It helps them to understand that they belong to various groups and communities such as family and school and to identify and respect the differences and similarities between people. With older children, it enables them to learn from society's mistakes and to realise the consequences of anti – social behaviour, reflect on spiritual, moral, social and cultural issues and understand how conflicts are created.

## **Rationale**

History is important because:

- History is an enjoyable foundation subject in the National Curriculum.
- It promotes and utilises important skills taught through other subjects e.g. Literacy, ICT.
- It develops a sense of self through the development and expression of opinions and the consideration and discussion of the opinions of others.
- It develops a sense of time and change.
- It prepares children to play an active role as citizens, developing good relationships and improving empathy towards people from different cultures and beliefs and times beyond their own memories.

## **Aims**

Our aims in teaching History are that all children will, to the best of their ability:

- Find enjoyment in the study of history.
- Develop a variety of skills that can be used in a cross curricular way.
- Develop a sense of time and change.
- Develop their ability to listen to, discuss, reason about and develop balanced opinions.
- Develop ability to evaluate sources for bias and usefulness.
- Become good citizens through a consideration of the society they live in.
- Develop empathy for, and show understanding of people from different cultural backgrounds and times beyond their own memories and the reasons for their actions and views.

In addition to this, the National Curriculum aims (2014) are to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

- Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past Non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national, regional and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.

### **Statutory Requirements**

The National Curriculum requires that by the end of Key Stage 2, children should have developed their History work in the following two areas:

- Knowledge, skills and understanding
- Studies of a variety of historical periods and themes through the various Areas of Study outlined in the curriculum guidelines.

### **Strategies for the Teaching of History**

- The programme for teaching and learning is based on a scheme of work adapted from the Curriculum Guidelines from the DfE.
- The class teacher will have main responsibility for the delivery of NC requirements.
- A number of strategies will be used depending on the task in hand; these may take the form of class lessons, group work or individual work but will become increasingly more independent as the children develop their historical skills.
- Pupils with learning difficulties will receive support from the class teacher to undertake work geared to their level of ability. Children with a greater ability will be expected to work at a higher level.

### **Strategies for Ensuring Continuity and Progression**

- Each class will follow its own Programme of Study, based on the NC guidelines, which will outline the topics to be covered by each group of children on a two yearly cycle.
- Children should become increasingly independent and discriminating in their choices of appropriate sources and skills as they develop and become more confident. This will depend upon the individual’s use and knowledge of historical facts and skills.
- Transferable skills, such as research skills, will be developed through other subjects e.g. literacy.

### **Role of the History Co – ordinator.**

To:

- Take the lead in policy development and integration of History into schemes of work designed to ensure continuity in pupil’s experience of History throughout the school
- Support colleagues in their efforts to include History in their development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities.
- Monitor progress in History and advise the Headteacher on action needed.

- Take responsibility for the purchase and organisation of central resources for History.
- Pass on information to colleagues as appropriate.
- Support and encourage colleagues in their personal and professional development of History.
- Audit and update resources, where appropriate, including museum collections.

### Strategies for Assessment, Recording and Reporting

- Assessment should be built into the planning, identifying each child's progress in each aspect of this subject. Formative assessment is mainly carried out by teachers in the course of teaching.
- Formal summative assessment is carried out in the form of class tests to assess individuals' learning about particular topics or skills.
- Recording should be in reference to the school's overall recording policy.
- Reporting: in the autumn and spring terms through parent interviews and by written report at the end of each academic year.

### Strategies for the Use of Resources

- Develop range of classroom resources relevant to the topics covered.
- More specialised artefacts are available from the Schools' Museum Service – these items are ordered on a termly basis to enrich the children's learning.

### HISTORY – SCHEME OF WORK

CLASS	YEAR A.	YEAR B.
1	What were homes like a long time ago? (Unit 2) + Guy Fawkes.	How are our toys different from those of the past? (Unit 1). Particular emphasis on Victorian times (aspects of Unit 11 – do the children think we have better or worse toys? Why? Did poor children have toys?
2	Why do we remember Florence Nightingale? (Unit 4). Unit 3 Seaside Holidays – compare to the experiences of Victorian children and those of parents and grandparents. Unit 17 – Remembrance Day.	How do we know about the Great Fire of London? (Unit 5) + Sam Pepys + Grace Darling. Unit 17 – Remembrance Day What can we find out about Ancient Egypt from what has survived? The influence of the Ancient Egyptians on modern life. (10).
3	Why have people invaded and settled in Britain in the past? Brief look at Bronze and Iron Age – lives, religion, technology, agriculture, art, culture and travel. (monuments – Stonehenge, Skara Brae). Vikings (Unit 6C). Local study of Barkby (18).	Why have people invaded and settled in Britain in the past? Romans (6A). How can we find out about the Aztecs? (16)
4	Who were the Ancient Greeks and how do we use their ideas today? (14 & 15).	The Tudors – examine the life and times of the Tudors (both rich and poor) starting with the Battle of Bosworth; examine Henry VIII's life and motivations. (7, 8 and 19).
5	Leicester local study and parts of Unit 12 – How did life change in our locality across the ages? Examine housing, travel, lives of children etc...	What was it like in the First World War? (9). Examine the lives of the soldiers and, to some extent, the families left at home. How has life changed in Britain since WWI? (13). Study of recent history through the lives of a famous person. (20)

- Refer to aims...Units refer to old curriculum topics outlined on the following pages.

### CROSS CURRICULAR LINKS – HISTORY

UNIT	SKILL FOCUS	LINK
1 – How are toys different from those in the past? (Class 1)	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• i.d. differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Understand change in the lives of themselves and others.</li> <li>• The way of life of people in the more distant past.</li> </ul>	<p>ENGLISH – Creative writing, reports and descriptions, personal preferences, speaking and listening, reading stories about toys, ordering accounts.</p> <p>Maths – classification, setting, organisation, data handling, fractions, bonds up to 10 etc, shapes, measuring.</p> <p>Science – materials (What are the toys made of and why? Changes), electricity – batteries; forces – push and pull toys.</p> <p>Design – design or make own toys.</p> <p>ICT – word processing, sorting toys? Art programs – drawing toys.</p> <p>Art – incidental drawing and painting, observational drawing etc; collages of toys from magazines; sorting into colours.</p> <p>Music – Nutcracker?</p> <p>PE – dance like the different toys might.</p> <p>RE / PSHCE / P4C – discuss changes but also how important toys have been important through the generations; are toys better now? Safety of toys. Looking after our things and those of others. Empathy. Share opinions.</p>
2 – What were homes like a long time ago? (Class 1)	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• i.d. differences between ways of life at different times</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Understand change in the lives of themselves and others.</li> </ul> <p>The way of life of people in the more distant past.</p>	<p>English – creative writing; reports and descriptions; speaking and listening; 3 little pigs, ordering accounts.</p> <p>Maths – sorting.</p> <p>Science – materials – what are houses made of? How has this changed? Why? Strength of materials – forces.</p> <p>Design – three little pigs’ house.</p> <p>ICT – drawing, word processing.</p> <p>Art – incidental / observational drawing or painting etc.</p> <p>Music – ‘house’ music?</p> <p>RE / PSHCE / P4C – what kind of house would you like to live in? Old or new? Changes – good or bad? What is a nice place to live? Share opinions.</p>
Extra – Guy Fawkes – Class 1	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the</li> </ul>	<p>English – creative writing, reports, ordering accounts, descriptions, speaking and listening.</p> <p>Maths – ordering and setting (different kinds of firework pictures)</p>

	<p>passing of time.</p> <ul style="list-style-type: none"> <li>• i.d. differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• The way of life of people in the more distant past.</li> <li>• Recognise why people did things, why events happened and what was the result.</li> <li>• Identify the different ways in which the past is represented.</li> <li>• Lives of significant men and women.</li> <li>• Past events.</li> </ul>	<p>Science – forces – water rocket; personal safety.  ICT – drawing, word processing.  Design – Bonfire Night food.  Art – incidental firework / bonfire pictures  Music – firework music. Which would be the best for a firework display?  PE – dance.  RE / PSHCE / P4C – safety; were people right to kill Guy Fawkes?  Strong religious views; animals and fireworks; personal opinions; understand how and why people did things.</p>
Unit 3 – What were seaside holidays like in the past? (Class 2)	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• i.d. differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Understand change in the lives of themselves and others.</li> </ul> <p>The way of life of people in the more distant past.</p>	<p>English: creative writing, reports, chronological writing / diary; speaking + listening  Maths: sequencing, counting and sorting seaside objects, data handling.  Science: seaside animals – adaptations of living things; materials and their properties eg sand, water.  Art: incidental seaside artwork. Examine contemporary paintings of seaside scenes.  Geography: physical / human features; geographical vocabulary, effects of leisure activities on environments.  ICT: word processing, artwork, data handling.  Music: seaside sounds and music.  PE; dance.  RE / PSHCE / P4C: discussions about holidays – favourite places etc (sharing opinions and listening to others); taking care of the environment; understanding change.</p>
Unit 4 – Why do we remember Florence Nightingale?	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> </ul>	<p>English: creative writing, reports, chronological writing eg timelines; diaries; speaking and listening; newspaper articles; non-fiction writing.  Science: medicine; microbes and hygiene; the body.</p>

<p>(Class 2)</p> <p>Extra – Sam Pepys, Amy Johnson, George Stephenson .</p>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• i.d. different ways the past is represented.</li> <li>• i.d. differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Lives of significant men, women and children</li> </ul>	<p>Art: incidental drawing etc; contemporary paintings.</p> <p>Geography: use of maps / globes / atlases.</p> <p>ICT: word processing; internet; artwork.</p> <p>Music: contemporary music</p> <p>RE / PSHCE / P4C: consideration of war; health and hygiene: self-sacrifice; taking part in discussions / topical debates; choices; compassion.</p>
<p>Unit 5 – what do we know about the Great Fire of London? (Class 2)</p>	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• i.d. different ways the past is represented.</li> <li>• i.d. differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Past events.</li> </ul>	<p>English: creative writing; diaries; accounts and descriptions; speaking and listening, chronological writing – timelines; newspaper articles.</p> <p>Science: non-reversible changes (burning);</p> <p>Geography: maps.</p> <p>Design: design fire prevention posters.</p> <p>Art: incidental artwork on Great Fire; examine paintings from the time.</p> <p>Music: London’s Burning.</p> <p>ICT: word processing and art; internet</p> <p>RE / PSHCE / P4C: people who help us / communities – eg firemen; personal safety – fire; taking the blame.</p>
<p>Unit 17 – What are we remembering on Remembrance Day? (Class 2).</p>	<ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• i.d. different ways the past is represented.</li> <li>• i.d. differences between ways of life at different</li> </ul>	<p>English: creative writing; diaries; accounts and descriptions; war poets; speaking and listening; chronological writing – timelines; newspaper articles / war correspondents.</p> <p>Geography: world maps of where the war s took place; geographical features and vocabulary.</p> <p>DESIGN – poppy making.</p> <p>ART – contemporary artwork; painting / making poppies; posters for Remembrance Day.</p>

	<p>times.</p> <ul style="list-style-type: none"> <li>• Find out about the past from a range of sources of information</li> <li>• Ask and answer questions about the past.</li> <li>• Communicate in a variety of ways.</li> <li>• Past events.</li> </ul>	<p>Music: contemporary ‘war years’ music.  ICT: word processing; artwork; internet.  RE / PSHCE / P4C – sacrifice; duty and responsibility; death; war; remembrance; right and wrong; fighting / diplomacy; respecting the elderly; understanding people’s actions – right or wrong.</p>
<p>Unit 6 – Why have people invaded and settled in Britain in the past? (Class 3)</p> <p>6a – Romans  6b – Anglo-Saxons  6c – Vikings (Class 3)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Romans, Anglo-Saxons and Vikings in Britain.</li> </ul>	<p>English – creative writing; reports, accounts and diaries; ‘newspaper’ articles; speaking and listening; chronological accounts.  Science: materials and shelters (properties); what living things need – requirements of a settlement.  Geography: geographical features and vocabulary; maps and globes; transport systems; requirements of settlers – food, shelter, water etc; town names and archaeological features.  PE - orienteering for basic settlement needs (sweets for food; sticks as shelter / firewood etc).  DESIGN: shelters; choosing a settlement’s location on an imaginary map.  ART – artwork from appropriate civilisations (eg mosaics); incidental artwork.  PSHCE / RE / P4C – communities – what they need, people in them etc; appreciation of health, sanitation etc ; connection with our past  ICT: internet, word processing, artwork.</p>
<p>Unit 7 – Why did Henry VIII marry six wives? (Class 4)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> </ul>	<p>ENGLISH: creative writing; reports; accounts; diaries; newspaper articles; speaking and listening; chronological accounts, dilemmas.  MATHS &amp; SCIENCE: Tudor discoveries and inventions; health and hygiene; Tudor mathematicians;</p>

	<ul style="list-style-type: none"> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Life in Tudor times.</li> </ul>	<p>GEOGRAPHY: maps, globes, atlases. Natural resources; voyages and exploration. Geographical features and vocabulary; transport;  PE – Tudor games.  DESIGN: Tudor artefacts.  ART: Tudor artwork; contemporary portraits and their significance.  MUSIC: Tudor music eg Green sleeves.  ICT – word processing; internet; artwork.  RE / PSHCE / P4C: Henry – right or wrong? Dilemmas. Difficult decisions. Understanding the different values of the past. Changing importance of religion. Monarchy. Marriage and divorce. Equality. Our connection to the past. Cause and effect. Duty and responsibility. The advantages and disadvantages of wealth; what makes us happy. Effect on other countries/civilisations – eg slavery, plunder.</p>
<p>Unit 8 What were the differences between the lives of the rich and poor in Tudor England? (Class 4)</p>	<ul style="list-style-type: none"> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> </ul>	<p>See above</p>

	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Life in Tudor England.</li> </ul>	
<p>Unit 9 – What was it like for children in the Second World War? (Class 5)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Local history</li> <li>• World history</li> </ul>	<p>ENGLISH: creative writing; Diaries of Anne Frank; diaries; accounts; dilemmas (evacuation); wartime literature; chronological accounts; newspaper articles; speaking and listening, persuasion (posters, leaflets)</p> <p>Maths: money conversions (old and new); metric / imperial weights and measurements; rationing problems;</p> <p>SCIENCE: health and hygiene; scientific developments; recycling; nutrition and rationing.</p> <p>GEOGRAPHY; maps and globes; transport; land use – farming (Dig for victory etc).</p> <p>PE – wartime games, wartime dances.</p> <p>DESIGN: design posters for . Wartime food recipes.</p> <p>ART; contemporary and incidental artwork.</p> <p>MUSIC: contemporary music – connection with dance (jive etc); wartime songs.</p> <p>RE / PSHCE / P4C – sacrifice; duty and responsibility; death; war; remembrance; right and wrong; fighting / diplomacy; respecting the elderly; understanding people’s actions – right or wrong.</p>

<p>Unit 10 – What can we find out about Ancient Egypt from what has survived? (Class 5)</p>	<ul style="list-style-type: none"> <li>• Britain since 1930.</li> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• World history.</li> </ul>	<p>ENGLISH – creative writing; reports; speaking and listening; non – fiction texts.  MATHS – Egyptian maths.  GEOGRAPHY: maps and globes; geographical features and vocabulary; famous landmarks – human and physical geography; rivers; agriculture; weather and climate; transport.  PE – Egyptian dance.  DESIGN: shadufs; transporting pyramid blocks.  ART: hieroglyphics.  MUSIC: Egyptian cultural music.  PSHCE / RE / P4C: cultural beliefs – gods and goddesses, shared need for religion / spirituality; technology.  ICT – word processing, artwork, internet, CD roms.</p>
<p>Unit 11 – What was it like for children in Victorian times? (Class 5)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of</li> </ul>	<p>ENGLISH: creative writing; diaries; accounts; Victorian literature; chronological accounts; newspaper articles; speaking and listening.  Maths: money conversions (old and new); metric / imperial weights and measurements.  SCIENCE: health and hygiene; scientific developments; Victorian scientific and exploration achievements. Materials – new materials such as rubber – and their uses. Steam power – forces. Evolution, Darwin and animal adaptations.  GEOGRAPHY; maps and globes; transport; industrial revolution – changing face of landscape and the environment; child labour</p>

	<p>societies.</p> <ul style="list-style-type: none"> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Victorian Britain.</li> </ul>	<p>PE – Victorian games, Victorian dances.  DESIGN: Victorian food recipes. Cams and gears – Victorian machinery.  ART; contemporary and incidental artwork.  MUSIC: contemporary music – connection with dance; Victorian songs.  RE / PSHCE / P4C – Slavery; Imposition of Christianity; Manners – how expectations of children have changed; independence vs discipline; Child labour; the environment – factories.</p>
<p>Unit 12 – How did life change our locality in Victorian times? (Class 5)</p>	<ul style="list-style-type: none"> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> </ul>	<p>See above.</p>

	<ul style="list-style-type: none"> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Victorian Britain</li> <li>• Local history.</li> </ul>	
Unit 13 – How has life in Britain changed since 1948? (Class 5)	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Britain since 1930.</li> </ul>	<p>ENGLISH: creative writing; diaries; accounts; wartime literature; chronological accounts; newspaper articles; speaking and listening, persuasion (posters, leaflets), arguments – through debate (see RE / PSHCE / P4C)</p> <p>Maths: money conversions (old and new); metric / imperial weights and measurements; rationing problems.</p> <p>SCIENCE: health and hygiene; scientific developments; recycling; nutrition and rationing, environmental issues.</p> <p>GEOGRAPHY; maps and globes; transport; environmental issues; globalism.</p> <p>PE – keeping fit nutrition link, changes in sport (historical).</p> <p>ART; contemporary and incidental artwork from various time periods.</p> <p>DESIGN: design history, changes in everyday objects.</p> <p>MUSIC: contemporary music from different periods – compare and contrast. Change in instruments. Famous songs.</p> <p>ICT – word processing; CD roms; internet; artwork; Flowol – technology.</p> <p>RE / PSHCE / P4C – Immigration; role of women / equality – racial , disability; children’s rights and responsibilities; social rights and responsibilities; crime; poverty and wealth distribution; commercialism / materialism; values; manners; health; education; travel; nutrition; have we learned from mistakes of history?</p>
Unit 14 – Who were the Ancient Greeks? (Class 4)	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> </ul>	<p>ENGLISH – creative writing; reports; speaking and listening; non – fiction texts, words ‘borrowed’ from Greek (spelling).</p> <p>MATHS – Greek maths. Greek mathematicians – Pythagoras.</p>

	<ul style="list-style-type: none"> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• European history – Ancient Greeks.</li> </ul>	<p>SCIENCE – Archimedes; Archimedes screw – forces; appliance of science to inventions; other scientific developments of the Greeks – astronomy etc.</p> <p>GEOGRAPHY: maps and globes; geographical features and vocabulary; famous landmarks – human and physical geography; rivers; agriculture; weather and climate; transport.</p> <p>PE – Greek dance.</p> <p>DESIGN: Archimedes screw.</p> <p>ART: Greek art and pottery – influence on later artwork.</p> <p>MUSIC: Greek cultural music.</p> <p>PSHCE / RE / P4C: cultural beliefs – gods and goddesses, shared need for religion / spirituality; technology; society values– eg Spartans and Athenians – belonging. Rights and wrongs eg leaving weak babies to die – empathy.</p> <p>ICT – word processing, artwork, internet, CD roms.</p>
Unit 15 – How do we use Ancient Greek ideas today? (Class 4)	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of</li> </ul>	See above.

	<p>societies.</p> <ul style="list-style-type: none"> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• European history – Ancient Greeks.</li> </ul>	
<p>Unit 16 – How can we find out about the Aztecs? (Class 3)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> </ul>	<p>ENGLISH – creative writing; reports; speaking and listening; non – fiction texts  SCIENCE: The Sun and Moon – importance to the Aztecs – light and shadows; materials and their properties – gold.  ICT – word processing; artwork; internet; Cd Roms.  GEOGRAPHY: maps and globes; geographical features and vocabulary; famous landmarks – human and physical geography; rivers; agriculture; weather and climate; transport.  DESIGN: shadufs; transporting pyramid blocks.  ART: Aztec art. Incidental art.  MUSIC: Cultural music from the region.  PSHCE / RE / P4C: cultural beliefs – gods and goddesses, shared need for religion / spirituality, changes; empathy – sacrifice.  ICT – word processing, artwork, internet, CD roms.</p>

	<ul style="list-style-type: none"> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• World history.</li> </ul>	
<p>Unit 18 – What was it like to live here in the past? (Local study – Class 3)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the</li> </ul>	<p>ENGLISH – reports (oral and written), views and opinions, speaking and listening, creative writing.  MATHS – data handling, incidental maths activities (eg shapes of signs).  DT – identify technological changes – what has made them possible? Why were they necessary? (identify problems and solutions). Identify future developments.  ICT – word process reports; data handling programs; photography / video / sound recording; internet research.  GEOGRAPHY - geographical features and vocabulary; changes in land use; similarities and differences between photos / pictures / aerial photographs.  ART – depictions of what they have seen in various materials / styles.  RE / PSHCE / P4C – care for the environment / human impact; sense of belonging / community; people in the community; changes; has our lifestyle improved? Diversity. Use school logs to identify changes in education.</p>

	<p>periods studied.</p> <ul style="list-style-type: none"> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Local history</li> </ul>	
<p>Unit 19 – What were the effects of Tudor exploration? (Class 4)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Tudor life.</li> <li>• World history.</li> </ul>	<p>See earlier Tudor units.</p>

<p>Unit 20 - what can we learn about recent history from studying the life of a famous person? (Class 5)</p>	<ul style="list-style-type: none"> <li>• Place events, people and changes into the correct periods of time.</li> <li>• Use dates and vocabulary relating to the passing of time.</li> <li>• Characteristic features of periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Social, cultural, religious and ethnic diversity of societies.</li> <li>• Reasons for, and results of, historical events, situations and changes.</li> <li>• Links between main events, situations and changes.</li> <li>• Recognise and give reasons for different representations and interpretations of the past.</li> <li>• Find out about events, people and changes from a range of sources, including ICT based resources.</li> <li>• Ask and answer questions and select and record information relevant to the focus of the enquiry.</li> <li>• Recall, select and organise historical information.</li> <li>• Use dates and historical vocabulary to describe the periods studied.</li> <li>• Communicate knowledge and understanding in a variety of ways.</li> <li>• Britain since 1930.</li> </ul>	<p>ENGLISH: creative writing; reports; biography / autobiography; speaking and listening; hot seating; diaries; reports; chronological accounts.</p> <p>SCIENCE AND DESIGN: technological changes in this period.</p> <p>ART: relevant artists eg Andy Warhol; incidental artwork.</p> <p>MUSIC: contemporary music</p> <p>PE – contemporary dance.</p> <p>ICT: internet; CD roms; word processing and artwork.</p> <p>PSHCE / RE / P4C: changes in moral, social, cultural, ethical, religious and ethnic make-up of Britain / Europe / the World – which bits are for the better? Empathise with people from the past – reasons they did things;</p>
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