

Our Curriculum Aims:

The curriculum for History aims 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.



History 2021-2022

History Skills:

At Cranmere, we aim to improve the children's enquiry skills, knowledge and concepts so they develop an ever deeper understanding of people and societies. Getting better at history requires the children to understand and experience all aspects of the disciplines to be developed together.

The Historical skills covered are:

- Chronological Understanding**
- Range and Depth of Historical Knowledge**
- Interpretations of History**
- Historical Enquiry**
- Organisation and Communication**



Creative Curriculum.

History is often taught in cross-curricular lessons. However, to ensure we cover the National Curriculum, we map out key curriculum topics across the year groups.

The children in Key Stage 1 at Cranmere will learn about:

- Changes within living memory - Toys
- The lives of significant individuals in the past who have contributed to national and international achievements. In year 2, children will look at the work and life of famous nurses.
- Significant historical events, people and places in their own locality (The Fire of London).
- Events beyond living memory that are significant nationally or globally.

The children in Key Stage 2 at Cranmere will learn about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- 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
- The achievements of the early Islamic and Greek civilizations
- Ancient Egypt
- The Mayans
- The Tudors
- World War II



	Autumn Term	Spring Term	Summer Term
Nursery	<p>Topics:Something Special-Festivals & Celebrations Do we all look the same and like the same things? EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notices differences between people <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • create simple representations of events, people and objects, including self-portraits • Discuss and explore our similarities and differences • send home Christmas bauble for families to share how they celebrate special times at Christmas • Engage in role play-home corner/African village • Engage in small world play such as dinosaurs/Bethlehem scene • Investigate and explore natural objects • Focus on text 'Handa's Surprise' • Produce display of family tree with family photos • Taking home class bear and sharing special times with the class 	<p>Topics:Ice & Sparkle-Going Places What can we learn about the world around us? EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Begin to make sense of their own life-story and family's history • Show interest in different occupations <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Engage in role play-Chinese restaurant/ Frozen castle/space station • Taking home class bear and sharing special times with the class • Celebrating Lunar new year-dragon dance, music. making Chinese lanterns • Experimenting with Chinese tea, rice and other sensory experiences • Investigate and explore natural objects • Engage in small world/Arctic and Antarctic 	<p>Topics- All Creatures Great & Small We're all Going on a Summer Holiday</p> <p>How do things change over time? EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Begin to make sense of their own life story and family's history <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • circle times to discuss special times such as holidays • Taking home class bear and sharing special times with the class • Engage in role play-vets/beach shop • Engage in small world/space/African jungle • planting and growing opportunities and changes over time • Focus on transition to Reception and changes over time. Look at learning journeys, films and photos to see how we have changed and discuss new learning in Reception

Topic: Marvellous Me / Adventures and magic
Who am I and who is important to me?

EYFS Curriculum Coverage:

- 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.

Enhanced and continuous provision will provide opportunities to:

- Learn and talk about People/objects/places that are special to us.
- Look at changes over time growth/development.
- talk about their families and people who are significant to them.
- share experiences and how they enjoy joining in with family customs and routines.
- create simple representations of events, people and objects.
- answer 'how' and 'why' questions about their experiences and in response to stories or events.

Topic: Cold and hot places / Planting and growing **how do people, animals, plants and objects change over time?**

Fossil hunters and Archeologists
Outdoor explorers digging up the past.

EYFS Curriculum Coverage:

- 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.

Enhanced and continuous provision will provide opportunities to:

- Children of their own immediate environment & how environments might vary from one another, linked to present day and the past.
- Know similarities and differences between ourselves and others and among families, traditions and communities.
- Develop an understanding and interest in occupations and ways of life.
- Describe actions that people in our own community do that help maintain the area we live in.

Topic : Superheroes - What makes someone a hero? Who is your hero?

EYFS Curriculum Coverage:

- 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.

Enhanced and continuous provision will provide opportunities to:

- Share their feelings and talk about why they respond to experiences in particular ways.
- see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.
- Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.
- Understand and talk about what someone might do to be a "hero" – small and large actions, and understand why someone would choose to do these 'heroic acts'
- talk about their heroes and explain why they have chosen them.

Year 1
History
Significant
people:
John Cobb, Wright
Brothers

Autumn: Have houses/toys always looked the same?

National Curriculum coverage:

To learn about changes within living memory linked to buildings and toys
To learn about events beyond living memory that have led to changes in houses/toys (e.g. developments in materials/technology).
To identify similarities and differences between ways of life in different periods
To place known events in the order in which they happened

Sequence of lessons will include:

- Looking at changes which have occurred to buildings and toys within living memory.
- Looking at changes which have occurred beyond living memory and identify similarities and differences between ways of life in different periods.
- Beginning to develop an understanding of the past and placing known events and objects in chronological order.
- Beginning to use common words and phrases relating to the passing of time, talking, drawing or writing about aspects of the past.

Spring: How have people changed transport over time?

National curriculum coverage:

To learn about changes within living memory linked to transport
To learn about events beyond living memory that have led to changes in transport e.g the first aeroplane flight, the first locomotive, the development of electricity etc.
To place known events in the order in which they happened
To learn about the lives of significant individuals in the past who have contributed to national and international advancements in transport and travel. (The Wright Brothers/John Cobb).
To learn about the lives of historical people linked to transport within their own locality (John Cobb).

Sequence of lessons will include:

Continuing to look at changes within living memory and in particular, the development of technology within transport.
Identifying similarities and differences between ways of life in different periods linked to the History of Transport (including artefacts).
Developing an understanding of key events related to transport and placing these events in chronological order.
Using common words and phrases relating to the passing of time, talking, drawing or writing about aspects of the past.

Learning about significant individuals (John Cobb/The Wright brothers) and learning about the role they played in the development of transport.

Summer: What has led to changes in our school and the surrounding environment over time?

National curriculum coverage:

To learn about changes in living memory linked to the school and its surrounding environment
To learn about significant historical events and places in their locality
To ask and answer questions about the past
To find answers to some simple questions about the past from simple sources of information
To place known events in the order in which they happened

Sequence of lessons will include:

- Looking at changes that have occurred to our school and local area within living memory.
- Identifying changes to the school grounds beyond living memory (e.g. moving site) and placing events in chronological order.
- Developing their ability to ask questions about what the school was like in the past in order to further increase their understanding of changes that have occurred.
- Developing their knowledge of significant places in the local area and making links with developments in transport and technology over time (which have been studied in previous units).

Year 2 History
Significant
people:
Florence Nightingale,
Mary Seacole, Edith
Cavell

What happened during the Great Fire of London and why?

National Curriculum Coverage

I can describe events beyond living memory that are significant nationally or globally
I can show an awareness of the past, using common words and phrases relating to the passing of time
I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods
I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events
I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
I can describe changes within living memory and aspects of change in national life
I can use a wide vocabulary of everyday historical terms
I can speak about how I have found out about the past
I can record what I have learned by drawing and writing

The sequence of lessons will focus on:

- What London was like before the Great Fire in 1666.
- When the Great Fire started, how long it lasted and when it finished.
- How the Great Fire started and the reasons for why it was so devastating.
- How London was rebuilt after the Great Fire.
- How we know what happened during the Great Fire.

How can we compare London and Nairobi?

National Curriculum Coverage

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
Speak about how he/she has found out about the past
Record what he/she has learned by drawing and writing
Show an awareness of the past, using common words and phrases relating to the passing of time

The sequence of lessons will focus on:

- using sources of evidence to learn about and compare Nairobi and London.
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How did the arrival of the Railway in 1838 affect Esher?

National Curriculum Coverage

I can describe significant historical events, people and places locally
I can describe changes within living memory and aspects of change in national life
I can show an awareness of the past, using common words and phrases relating to the passing of time
I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods
I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events
I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
I can describe changes within living memory and aspects of change in national life
I can use a wide vocabulary of everyday historical terms
I can speak about how I have found out about the past
I can record what I have learned by drawing and writing

The sequence of lessons will focus on:

- What Esher was like before the arrival of the railway.
- When train travel arrived in Esher.
- How Esher changed after the arrival of the railway.
- How Esher was different between then and now.

Did Mary, Florence and Edith change nursing for the better?

National Curriculum Coverage

			<p>I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p>I can show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</p> <p>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>I can describe changes within living memory and aspects of change in national life</p> <p>I can use a wide vocabulary of everyday historical terms</p> <p>I can speak about how I have found out about the past</p> <p>I can record what I have learned by drawing and writing</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • The key moments of each of the nurses early life and how this affected the choices they made. • the ways each of the nurses changed nursing. • compare the effects of each of the nurses on the nursing profession.
<p>Year 3 History Significant people: Henry VIII</p>	<p>Stone Age - Bronze Age</p> <p><u>How did Britain change from the Stone Age to the Iron Age?</u></p>	<p>Iron Age</p> <p><u>How did Britain change from the Stone Age to the Iron Age?</u></p>	<p>Local study - Hampton Court (Henry VIII)</p> <p><u>How did the Tudors affect Esher?</u></p>

	<p>National Curriculum Coverage:</p> <p>Changes in Britain from the Stone Age to the Bronze Age.</p> <p>Including:</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of the Stone Age – Iron Age. • Explore what life was like in Britain during the Palaeolithic period (old stone age). • Explore changes that occurred in Britain during the Mesolithic period (middle stone age). • Explore changes that occurred in Britain during the Neolithic period (new stone age). • Understand how our knowledge of the Stone Age is constructed from a range of sources. • Understand how evidence about Stonehenge can give us different answers about the past. • To explore changes in technology that occurred in Britain during the Bronze Age. • To explore changes in travel that occurred in Britain during the Bronze Age. • To explore the changes in settlements during the Bronze Age. • To explore changes in religious beliefs during the Bronze Age. 	<p>National Curriculum Coverage:</p> <p>Changes in Britain during the Iron Age. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • To explore the changes in settlements during the Iron Age. • Explore the changes Iron had on farming during the Iron Age. • Explore the changes in culture during the Iron Age. • Explore the changes in art during the Iron Age. • Understand how evidence about the Druids can give us different answers about the past. (religion) <p>Local Study - Painshill park (Charles Hamilton)</p> <p>National Curriculum Coverage:</p> <p>Study of a site dating from a period beyond 1066 that is significant in the locality of Esher.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Identify when the 18th century landscape garden was created on a timeline. • Use a range of sources to find out about Painshill Park and Charles Hamilton. • Identify the route Charles Hamilton took on his two grand tours across Europe. • Find out what inspired him to create the grounds at Painshill. 	<p>National Curriculum Coverage:</p> <p>Identify how several aspects of Tudor history are reflected in our locality, Esher.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Use a range of sources to find out about Hampton Court and The Tudors. • Identify the Tudor period within a timeline of British history. • Explain how the Tudor period began. • Identify the Tudor family. • Identify the Tudor legacy in Esher and Surrey. • Explain how historians have made discoveries about the Tudors. • Identify the biggest changes that took places in Esher during the Tudor times. • Understand how land use changed during and after The Tudors. • Explain how The Tudors affected Esher.

	<ul style="list-style-type: none"> Understand how our knowledge of the Bronze Age is constructed from a range of sources. 		
<p>Year 4 History Significant people:</p> <p>Emperor Cladius, Boudicca Winston Churchill, Aldolf Hitler</p>	<p><u>Why were the Romans so powerful and what did we learn from them?</u> National curriculum coverage To know and understand the history of these islands as a coherent, chronological narrative, how Britain has influenced and been influenced by the wider world. To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires. To have an understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘republic’ and ‘invasion’. To understand historical concepts such as continuity and change, similarity, difference and significance, and use them to make connections, frame historically-valid questions and create their own structured accounts, including written narratives and 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. Pupils should be taught about: the Roman Empire and its impact on Britain. The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> to identify when and where the Romans lived, using timelines develop an understanding of chronology to explore the reasons for the Romans invading To research who was Emperor Claudius and why was he successful in his invasion to investigate the reasons for the Roman army being so successful Who was Boudicca and what are the different historical interpretations of her? 	<p><u>What was it like for children in World War 2</u> National curriculum coverage A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history;and social history; and between short- and long-term timescales. To develop a chronologically secure knowledge and understanding of British history. Make connections and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause and significance. They should understand how our knowledge of the past is constructed from a range of sources. Children also understand that sources can contradict each other and can use sources of information in ways that go beyond simple observations to answer questions about the past. Communicate their learning in an organised and structured way, using appropriate terminology. To know and understand the history of these islands, the chronological narrative: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. The sequence of lessons will focus on:</p>	<p><u>How have settlements changed over time?</u> National curriculum coverage Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. They should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> To know what a settlement is to recognise different types of settlements To learn about early settlers and the characteristics of their settlements. To understand how place names reveal information about a town’s origin. To investigate the characteristics of Roman and Saxon settlements. What are the historical changes to a settlement (town or city) over time? Look at evidence of changes to a settlement in different time periods. What will towns and cities be like in the future?

	<ul style="list-style-type: none"> To learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history and even our language. a 	<ul style="list-style-type: none"> to create a timeline of events leading up to and during World War 2. to research and understand what the Blitz was like To look at different sources of information about what it was like to be an evacuee To find out what rationing was, why it was necessary and how it impacted on people's lives. using different historical sources find out how the war affected people's everyday lives. 	
Year 5 History	<p><u>Why was the River Nile significant to the Ancient Egyptians?</u></p> <p>Key Learning from the National Curriculum:</p> <p>an overview of where and when the first civilizations appeared and a depth study of one of the following: The Ancient Egypt.</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations characteristic features of past non-European societies.</p> <p>gain and deploy a historically grounded understanding of abstract term such as 'civilisation'.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity,</p>	<p><u>What can we learn from life in Anglo Saxon and Viking England?</u></p> <p>Key Learning from the National Curriculum:</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon/Viking rivalry and co-operation up to 1066.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Recognise how the Saxons and Vikings contributed to the development of institutions, culture and ways of life in the country.</p> <p>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.</p>	<p><u>Why is the Age of Exploration considered a turning point in World/UK History? Research on a significant individual. (not an in depth focus)</u></p> <p><u>Key Learning from the National Curriculum:</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history) The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus)</p> <p>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.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> Research and discuss reasons for exploration – trade, religion, empire

	<p>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.</p> <p>Historical interpretation - evaluate the usefulness of a variety of sources, making comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Present findings and communicate knowledge and understanding in different ways.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Look at the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. • Identify when and where the Egyptians lived, using timelines develop an understanding of chronology • To understand that most Ancient Egyptians were farmers and explain the vital importance of the Nile for farmers. • To understand that boats on the River Nile were the main transport system used by Ancient Egyptians and describe and explain their uses. • To describe settlements and society in ancient Egypt. • To understand the importance of the River Nile to the Ancient Egyptians. 	<p>Historical interpretation - evaluate the usefulness of a variety of sources, making comparisons between aspects of periods of history and the present day.</p> <p>Understand the type of information available Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of an historical event based on more than one source.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Map work – where they came from, where they travelled to. Investigate and produce maps of different kingdoms – Mercia, Wessex and Northumbria and Danelaw. Discuss chronology and place on timelines. Look at origins of place names. • Raiders or settlers? Reasons for arrival: they arrived to raid but gradually settled. (Push and Pull) • Settlements and kingdoms: Look at how Anglo Saxon/Viking Britain was ruled. • Resistance by Alfred the Great and Athelstan, first king of England • Anglo-Saxon laws and justice • Key events- Sutton Hoo and Lindisfarne 	<p>building and fame and fortune. (Discuss push and pull factors.)</p> <ul style="list-style-type: none"> • To look at the impact of a world explorer - Christopher Columbus. To understand key events from the exploration of Christopher Columbus. To discuss impact on people he encountered as a result of his actions. To look at colonisation. How it changed America (Canada). Look at the rise of Black Life Matters. • What was the impact of exploration on the UK (worldwide)? To understand the key impacts of world exploration. Identify the key impacts of world exploration during the Age of Discovery e.g. opened trade routes and how this altered the course of history.
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Year 6	<p><u>Why are the achievements of the Maya so significant that we study Mayan civilisation in school?</u></p> <p><u>National Curriculum coverage:</u> A study of a non-European society that provides contrasts with British history-Mayan civilization c. AD 900 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’ and ‘civilisation’ 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 Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p><u>What is the legacy of Ancient Greece and what influence did it have on the formation of the Greece we know today?</u></p> <p><u>National Curriculum coverage:</u> A study of Ancient Greece – a study of Greek life and achievements and their influence on the western world Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>What impact did the Victorian era have on changes on the Isle of Wight and its coastal towns?</u></p> <p><u>National Curriculum coverage:</u> 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 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 Continue to develop a chronologically secure knowledge and understanding of British, local</p>

	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> ● Why do we study the Mayan civilisation in school? Through inference and deduction using a range of evidence children rank reasons and write their own response to the question. ● Who were the Maya people and where and when did they live? Atlas work to locate and compare then and now. ● How did the Mayan civilisation grow so strong? Emphasis on the terrain and discussion about different historical theories. ● What was life like at the height of the civilisation? Coverage including writing, number system, gods and belief system, food. ● How can we know what life was like 1000 years ago? Using a range of sources to infer and deduce. ● How can we solve the riddle of why the Mayan empire ended so quickly? 	<p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> ● What do we know about Ancient Greece? What do we know about modern Greece? Can we begin to make links between present and past? ● How and why did the Ancient Greek Empire grow? Compare and contrast modern Greece with maps of the empire. ● What is democracy? ● What were the city states? What were the differences between Athens and Sparta? ● What happened during the Battle of Marathon? ● What were the Ancient Greek belief systems/ Greek Gods? ● Greek myths. Retelling of ancient myths. ● What can we find out from Ancient Greek artefacts? Inference and deduction relating to the Battle of Troy. ● Ancient Greek philosophers, scientists and mathematicians. ● The Olympics - how does a range of sources help us to find links between the past and present? Ancient Greek pottery. 	<p>and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>A local history study (Isle of Wight) of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - the Victorian era and its impact on the locality.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> ● A timeline of British monarchs and the Victorian era in context. ● A timeline of historical events on the Isle of Wight in context. ● How can pictorial evidence help us to understand change on the Isle of Wight over time? Inference and deduction using a range of sources. ● Why did Queen Victoria love the Isle of Wight so much? Queen Victoria and Osborne House. ● What type of people visited the Isle of Wight? Social history and Victorian seaside holidays. ● What did local people think about the boom in tourism?
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	<ul style="list-style-type: none">● How can we celebrate the achievements of the Mayan civilisation? Designing a range of stamps to acknowledge achievements and answer the topic question.		<ul style="list-style-type: none">● What impact did the arrival of the railway have on the island?● The legacy of the island's Victorian piers - independent research.● What is the significance of the theatre in Victorian society?● Who is Marconi and why is there a monument to him on the Isle of Wight?● What impact did the Victorian era have on changes on the Isle of Wight and its coastal towns? Design a new coat of arms to celebrate the changes.
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