

Gods and Mortals Cycle A	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
Intent	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time</p> <p>Yr4 Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different time periods</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr 3 Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the Western world.</p> <p>Yr 4 Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the Western world.</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe some of the ways the past can be represented .</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements. Recognise why some events happened and what happened a result. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Yr3 Select and organise historical information to present in a range of ways. Discuss some historical events, issues, connections and changes.</p> <p>Yr4 Select and organise relevant historical information to present in a range of ways. Discuss significant aspects of and connections between different historical events. Identify historically significant people and events in different situations.</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Dates and events can be sequenced on a timeline using BCE or CE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day. The year 0, AD marks the birth of Christ in the Gregorian calendar. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p>

<p>Activities</p>	<p>Can you place the the Ancient Greeks on a timeline along with other civilisations including Romans, Egyptians, Anglo Saxons, Vikings, Normans, Charles 2 Victorians, 1st and 2nd World Wars? Include some of the events covered in KS1 along the Time line.</p> <p>Yr 4 Can you order key events in Greek history?</p>	<p>civilisation, states, country, dynasty, hierarchy democracy, autocracy, BCE /ACE BC/ AD chronology era decade, century Spartan Athenian coastal, landlocked, mountainous, seafaring, Gods, mortals,</p>	<p>Would you rather be an Athenian than a Spartan? Compare and contrast two city states Give reasons why Sparta developed in a different way to Athens.</p> <p>What did the Greeks do for us? The legacy of the Greek civilisation.</p> <p>Research Yr 4 Link it with Roman Legacy.</p>	<p>Use museum loan of ancient Greek artefacts from the museum service and become 'history detectives'! Ask questions to find out more information. Eg How do I know its from this period in history? Which material is it made from? What do you think it might be used for ?</p> <p>How do we know so much about the Greeks? Look at images of Greek plates, pots and patterns. What can we learn about the ancient Greeks life from looking at the scenes depicted on them.? What do you notice about the colours of the ceramics ? How do you think they were made? Who owned them?</p>	<p>Making mini glossaries- Key historical words</p> <p>Begin to collate information by completing labelled drawings and note-making.</p> <p>Children frame their own historical questions.</p> <p>Comparison tables</p> <p>I think.....because It is my opinion..... The reason for this is.....</p> <p>Assembly/presentation</p>	
-------------------	---	--	---	--	---	--



--

--

Horrible History song

--

--

--

Tribal Tales Cycle A	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and Using Sources	Communication	Knowledge
Intent	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time</p> <p>Yr4 Use dates and historical terms when ordering events and objects. To identify where people and events fit into a chronological framework. Explore links and contrasts within and across different time periods</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr3 Describe what life was like in the Stone Age, Bronze Age and Iron Age</p> <p>Yr4 Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe some of the ways the past can be represented .</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements.</p> <p>Recognise why some events happened and what happened a result.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Yr3 To select and organise historical information to present in a range of ways. To discuss some historical events, issues, connections and changes.</p> <p>Yr4 To select and organise relevant historical information to present in a range of ways. To discuss significant aspects of and connections between different historical events. To identify historically significant people and events in different situations.</p>	<p>Dates and events can be sequenced on a timeline using BCE or CE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day. The year 0, AD marks the birth of Christ in the Gregorian calendar. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p>

<p>Activities</p>	<p>Sequencing dates and Historical events from different periods of history on a timeline</p>	<p>Prehistoric Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages. civilisation, society, hunter gatherer, farmer, archaeology archaeologist, dig, aerial views, hypothesis, opinion, theory, detective</p>	<p>How did people's lives change from the Stone Age to the Iron Age and why did it happen? Children compare and contrast life in the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages. looking at how evolved other time.</p> <p>What do the cave paintings tell us about what life was like for prehistoric people ?</p> <p>Children look at cave paintings found at Lascaux.</p>	<p>Have you got what it takes to be an archaeologist ? Why are they history detectives? Taking part in a mini dig and learn about the work of an archaeologist.</p> <p>Identifying the roles of different flint tools and giving reasons for their decisions. Decide what mystery objects could be used for and give reasons for their choices. Using aerial photographs to decide which locations are worth excavating and which are not.</p>	<p>Making notes to describe each period tools, settlements and use of materials Completing prepared tables</p> <p>Taking photographs and using a grid to show where artefacts were located. Take measurements of the artefacts. Hypothesise as to what the artefacts were used for ?</p> <p>I think.....because It is my opinion..... The reason for this is.....</p> <p>Research, note making and making a page for a fact file</p>	<p>To know the work of an archaeologist is based on finding evidence and forming hypotheses based on what is known about human life today eg food, homes, clothing, rituals</p> <p>To know that people in the past used whatever they had at their disposal to leave their mark. The stone age people recorded the animals they hunted and events from everyday life. These cave pictures have survived because they were protected from the elements in caves where prehistoric man took shelter.</p>
-------------------	---	--	---	--	--	--

			<p>Children discuss the significance of these paintings. Children make their own cave paintings.</p> <p>Imagine you are stepping into a time machine, would you like to visit the stone Age, Bronze Age or Iron Age and why ?</p> <p>Assessment opportunity</p>	<p>Using different sources settlements</p> <p>Family life, farming, different roles, weapons, tools, clothes.</p>	<p>Children work in groups to make a short presentation of their choice. Present it to the class and class take a vote as to which period to visit.</p>	
--	--	--	---	---	---	--

I am Warrior Cycle B	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
intent	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time</p> <p>Yr4 Use dates and historical terms when ordering events and objects. To identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different time periods</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr 3 Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Y4 Explain the causes and consequences of Roman invasion and migration into Britain.</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe some of the ways the past can be represented .</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements. To recognise why some events happened and what happened a result. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Yr3 Select and organise historical information to present in a range of ways. Discuss some historical events, issues, connections and changes.</p> <p>Yr4 Select and organise relevant historical information to present in a range of ways. Discuss significant aspects of and connections between different historical events.</p> <p>Identify historically significant people and events in different situations.</p>	<p>Dates and events can be sequenced on a timeline using BCE or CE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day. The year 0, AD marks the birth of Christ in the Gregorian calendar. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Change over time can happen slowly or very rapidly and are affected by the desire for people to change their beliefs, availability of resources and technologies, and social and economic circumstances.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p>

<p>Activities</p>	<p>Revision for yr 4 New for yr3 Sequencing dates and Historical events from different periods of history on a timeline</p> <p>Extension for Yr 4 Ordering key events in roman history- particularly Roman Invasions of Britain to the fall of the Roman Empire</p>	<p>Empire, invasion Emperor monarch rule, latin, army legates centurion, senator citizen, slave, Celt, Boudicca, romanisation , gladiator Colosseum, legacy</p>	<p>Why was the Roman army so successful in conquering Britain? Who were the most fearsome and why? Comparison between Roman soldiers and Celtic warriors. Identify strengths and weaknesses</p> <p>Why do we remember Boudicca? Who was she and what were her achievements ?</p> <p>What makes a successful gladiator?</p> <p>Selecting, equipping and training a gladiator. How would you spend your budget?</p> <p>What was life like for children in Roman Britain? Roman School Day-</p> <p>What did the Roman do for us? Make links for yr 4 - What did the Greeks do for us?</p>	<p>Looking at different descriptions and portraits of Boudicca. Which ones reflect the true leader?</p> <p>Pictures of gardens bath court planned towns, school, language, medicine, public toilets,</p>	<p>Drama - Roman Invasion</p> <p>Annotated diagrams Strengths and weaknesses table</p> <p>I think.....because It is my opinion.....</p> <p>Short explanation On the one hand..... On the other hand..... My conclusion is..... Learn Horrible History song.</p> <p>Justifying choices. My gladiator's strengths are.....because</p> <p>Information scroll Role play- Learning latin/ Roman alphabet and Roman Numerals playing roman games</p> <p>Positives /Negatives of Roman Invasion</p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p>
-------------------	---	---	--	--	--	---

			Visit to Dewa Museum Chester	policemen, calendar, money,		
--	--	--	---------------------------------	--------------------------------	--	--

Traders and Raiders Cycle B	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
Intent	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time</p> <p>Yr4 Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different time periods</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr 3 Describe some aspects of Britain's settlement by Anglo -Saxons and Vikings</p> <p>Yr4 Describe some aspects of Britain's settlement by the Anglo Saxons and the Vikings, giving reasons for the invading and settling.</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe some of the ways the past can be represented .</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements. To recognise why some events happened and what happened a result. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Yr3 Select and organise historical information to present in a range of ways. Discuss some historical events, issues, connections and changes.</p> <p>Yr4 Select and organise relevant historical information to present in a range of ways. Discuss significant aspects of and connections between different historical events.</p> <p>Identify historically significant people and events in different situations.</p>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>From AD 600 onwards, the permanent settled population of Britain, a mixture of the indigenous people and the invading Saxons, became known as Anglo-Saxons The Viking Age in Britain began about AD 793 and lasted over 200 years. Bands of fierce raiders began to once again attack England's shores just like the Anglo-Saxons had done 400 years before.</p>

--	--	--	--	--	--	--

<p>Activities</p>	<p>Yr3 Sequence dates and information from several historical periods on a timeline.</p> <p>Yr4 Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Dark Ages, Anglo Saxon, Viking, raiders, settlers, kingdom, reign rule monarch, society, hierarchy, King, Earls, Theyns peasants and slaves , monk monastery heathens, ChristianityCentur y, decade, millennia,</p>	<p>Sutton Who? Can you solve an Anglo Saxon Mystery? Work out who was buried in a ship in the middle of a field.</p> <p>What was life like in Angl Saxon Britain? Everyday life in Anglo Saxon Britain - Settlements Home life. Faming Living in a Monastery Clothing, Crime and Punishment.</p> <p>Who were the Vikings and why did they come to Britain ? Visit from a Viking (Museum of Lancaster)</p> <p>Was Alfred really great ? Looking at the facts Weighing up his strengths and weaknesses Achievements/Failures</p> <p>Reflection Why did the Anglo Saxons and the Vikings come to Britain ? Necessity or choice?</p>	<p>Examine artefacts found in the ship. Formulating questions</p> <p>Handling Artefacts</p> <p>Excerpt from Monk Asser's Biography</p>	<p>Discussion Group work Draw and annotate who was buried inside the ship.</p> <p>Research different aspects and presenting to the class as a group</p> <p>Role play, 10 things I've learnt about the Vikings.</p> <p>Biography.</p> <p>Assessment opportunity</p>	<p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>
-------------------	--	--	---	--	--	---

--	--	--	--	--	--	--	--

Local History	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
intent	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time</p> <p>Yr4 Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different time periods</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr 3 Describe the impact of Peter Hesketh's vision for Fleetwood and its development as a new town.</p> <p>Yr 4 Describe and explain the impact of Peter Hesketh's vision for Fleetwood and its development as a new town.</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Describe some of the ways the past can be represented .</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements. To recognise why some events happened and what happened a result. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Yr3 Select and organise historical information to present in a range of ways. Discuss some historical events, issues, connections and changes.</p> <p>Yr4 Select and organise relevant historical information to present in a range of ways. Discuss significant aspects of and connections between different historical events.</p> <p>Identify historically significant people and events in different situations.</p>	<p>Peter Hesketh then Lord of the Manor, High Sheriff of the County of Lancashire and MP for Preston had ideas about making his mark on the history of Fleetwood. He engaged Decimus Burton Work on the railway and the first buildings commenced in 1836. A single line railway from Preston opened on 15th July, 1840, following the formation of the Preston and Wyre Railway, Harbour and Dock Company. In the meantime, houses, hotels and wharf had been built. The North Euston was originally built to serve overnight guests making the railway journey from Euston Station in London. It was close to the point of departure for the steamers to Scotland. At the time, there was no</p>

--	--	--	--	--	--	--

<p>Activities</p>	<p>Know that Victoria ruled from 1837-1901</p> <p>Royal visit to Fleetwood 1847</p>	<p>Monarch, Victoria, Albert, MP, parliament, architect, transport, network</p> <p>NewTown, developer, local study</p>	<p>Why did Peter Hesketh Fleetwood choose to build his new town in Fleetwood ?</p> <p>Comparing Fleetwood before its development and after</p> <p>Why was the development of a good transport network so important for Fleetwood's growth as a town in Victorian England ?</p> <p>Ranking statements</p>	<p>Local History Trail- identifying Landmarks, important buildings, where the railway and the ferry was situated.</p> <p>Using old photographs- identify which features have stayed the same and which are no longer there.</p>	<p>Discussion, Taking photographs and making field sketches</p> <p>Before and After Comparison chart</p> <p>Give reasons for choices In my opinion, because. I think this is the most important factor because...</p>	<p>direct rail route from London to Scotland along the west coast. Travellers would arrive at Fleetwood and take the sea ferry to Ardrossan, then travel by rail to Glasgow.</p> <p>The construction of the railway over Shap Fell in the Lake District in 1847 ended this sea/rail link. In doing so it made Fleetwood's role as a transport terminus obsolete.</p> <p>By 1845 2441 miles of railway were open and 30 million passengers were being carried. The railways, offering as they did new opportunities for travel and commerce, and breaking down social barriers in the process, were immediately popular, a popularity encouraged by acts of parliament that ensured that trains conformed to standards of speed and comfort and offered rates that were affordable by all. A Victorian time traveller would recognise all the buildings if they stood in</p>
-------------------	---	--	--	---	---	---

						<p>the North Euston Gardens and looked around today.</p>
--	--	--	--	--	--	--

