

Long term plan

- **Substantive** knowledge of the past: people, events, ideas – **topic knowledge** (period/place/society); **chronological knowledge** (a secure overview of major developments and periods); knowledge of **substantive concepts** (empire, war and peace, legacy, democracy, civilisation and migration). **Second order concepts**: time, change, chronology, reasons and results, interpretations, historical evidence and significance (see appendix)
- Knowledge of history as a **discipline** - how do historians construct knowledge about the past?

Sources in History:

Primary resources (first-hand information) – books, photos, recorded interviews, diaries, autobiographies, old things, elderly people, artefacts, old paintings

Secondary resources (second-hand account) – textbooks, commentaries, newspaper articles, research websites.

History	AU1	AU2	SP1	SP2	SU1	SU2
Nursery	<p>Name of unit: All about me/stories</p> <p>Enrichment:</p> <p>Begin to make sense of their own life-story and their immediate family</p> <p>Vocabulary: me, family, mum, dad, brother, sister, same, different</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Can point/name the people who live in my house *Can draw pictures of the people who live in my house *Can say what the people in my house do in simple terms e.g. daddy cooks, mummy baths me etc... *Can act out familiar experiences/routines in the home corner 				<p>Name of unit: Seaside</p> <p>Enrichment:</p> <p>Begin to make sense of their family's history</p> <p>Vocabulary: me, family, mum, dad, brother, sister, younger, older</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Can name/talk about the people in their family *Can say if the family members are younger or older 	
Reception	<p>Name of unit: Exploring me and exploring celebrations</p> <p>Understand the past through events (HIS)</p> <p>Introduce figures from the past (Rosa Parks-BLACK HISTORY MONTH). (PSED/HIS)</p> <p>Vocabulary: Black History, achievements, similarities/differences, famous, fair/fairly, colour, racism, Rosa Parks</p>			<p>Name of unit: Exploring Africa</p> <p>Understand the past through events (HIS)</p> <p>-Introduce figures from the past (HIS)</p> <p>Vocabulary:</p>	<p>Name of unit: Exploring the past - Dinosaurs</p> <p>Understand the past through events (HIS)</p> <p>Vocabulary: history, past, present, extinct, millions, earth</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know what history/past is 	<p>Name of unit: Exploring the farm</p> <p>Understand the past through events (HIS)</p> <p>Comment on images of familiar situations in the past (compare old/modern)</p>

<p>Key Knowledge: *Know what history/past is *Know what black History month is *Know who Rosa parks was *Know what happened to Rosa Parks *Know what racism is *Talk about life in the past *Compare the past and present</p> <p>Know some similarities and differences between things in the past and now (HIS)</p> <p>Comment on images of familiar situations in the past (old photos of people who help us) (HIS)</p> <p>Vocabulary: History, past, present, similarities, differences, nurse, firefighter, police officer</p> <p>Key Knowledge: *Can name the job roles of the people in the photos *Can talk about some of the objects/clothing they can see in the photo *Can talk about the similarities and differences between the photos from the past/present in local area *Can talk about how the local area of Belgrave has changed</p> <p>Talk about the lives of the people around them and their roles in society (people who help us) (HIS)</p> <p>Vocabulary: family, friends, special, role, job,</p> <p>Key Knowledge: *Know who is special to them at home *Can talk about events that have happened in their own life and their family *Can talk about their family life * Know what job their immediate family members do *Can name people who help us</p>		<p>Space, rocket, moon, telescope, Neil Armstrong, astronaut</p> <p>Key Knowledge: *Know that astronauts go to space *Know who Neil Armstrong was *Know that Neil Armstrong was the first man to go the moon *Know that this happened in the past and was a key historical event</p>	<p>*Know that dinosaurs lived in the past *Know that dinosaurs are extinct *Know that dinosaurs lived on earth</p> <p>Compare and contrast figures from the past (Mary Anning/current archaeologists). (HIS)</p> <p>Vocabulary: Fossil, Mary Anning, fossil hunter, extinct, palaeontologist, history, past, present, similarities, differences, scientist</p> <p>Key Knowledge: *Know what a fossil is *Know what job Mary Anning did *Know what an archaeologist is *Know the differences between archaeologists in the past and present</p>	<p>farming machinery/photos) (HIS)</p> <p>Vocabulary: farm, crops, machinery, past, present, history, old, new, combine harvester, horse and cart, plough,</p> <p>Key Knowledge: *Understands the term history/past *Knows the names of modern farming machinery and equipment *Knows the names of farming machinery and equipment from the past *Can talk about the differences between past/present farming machinery and equipment *Understands that farming was difficult in the past *Understands that modern machinery makes farming easier</p>
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	*Can talk about what people who help us do				
Year 1	<p>Name of unit: How did the Victorians shape Britain today?</p> <p>Enrichment: Victorian Day</p> <p>Book – A Christmas in time by Sally Nicholls</p> <p>Additional info: Use a story (A Christmas in time) to compare their own lives to lives of the past.</p> <p>Vocabulary: Queen Victoria, Prince Albert, reign, industrial revolution, chimney sweep, servant, maid, cane, writing slate, bonnet, workhouse, orphan, cotton mill, spinning top, posser, washing dolly</p> <p>Concepts: *Legacy (What changes happened during the Victorian Era that still exist today?) change</p> <p>Key knowledge: *To know the Victorians were the people who lived during the reign of Queen Victoria *To know some key facts about Queen Victoria: Victoria was born on 24th May 1819 in London.</p>				<p>Name of unit: How has transport developed over time?</p> <p>Enrichment: Trip to the Great Central Railway (GCR) and ride on the steam train</p> <p>Book – When Titus took the train</p> <p>Additional info: Compare sources about the past and how reliable they are.</p> <p>Vocabulary: penny farthing, steam train, wheel, tram, balloon, bicycle, tractor, submarine, ship, lorry</p> <p>Concepts: *Migration (How does transport help Migration?) Why did people from India decide to settle in Uganda? (PP – slide 8)</p> <p>Key knowledge: *To Know the history of the Great Central Railway (Loughborough – local history) *To sequence artefacts to show how transport has changed though history (e.g. steam trains to modern day trains, bikes,</p>

Victoria became queen in 1837, aged 18.
She married Prince Albert in 1840.
Sadly, Albert died in 1861 at just 42 years old.
Victoria was so upset by his death that she wore black clothing for the rest of her life.
Queen Victoria had four sons and five daughters.
Queen Victoria reigned for 63 years and 7 months.
She reigned longer than any king or queen before her.
Queen Victoria ruled a huge empire that spread around the world.
The British Empire was made up of lots of countries, including Canada, Australia, New Zealand, India and Jamaica.
*To know the Victorian era was between 1837 and 1901 and where this fits on a timeline **chronology**
*To know Children's toys were made from wood, for example rocking horses, spinning tops or toy soldiers
*To know some of the differences between present day and the Victorian era (e.g. the Clock Tower and Leicester train station - **local history**)
change

penny farthings, aeroplanes, hot air balloons) **chronology**, **historical evidence**
*To know similarities and differences between early and modern transport **change**
- Cars have changed in size, speed, safety, fuel efficiency, and how far they can go on one tank of gas. In fact, cars have gone from large and heavy to being smaller and much lighter.
Trains used to be much slower than they are today. They were also less luxurious and did not have air conditioning or bathrooms.
Today's trains are faster, more comfortable and can travel long distances without stopping for breaks along the way.
Trains today usually have dining cars which serve snacks and meals during your journey, washrooms on board, and some trains even have lounges.
Modern trains have either electric or diesel engines.
They can travel at speeds of over 400 kilometres an hour!

		<p>*To compare and contrast their own lives with the life of a Victorian child using stories about the past change</p> <p>Writing across curriculum: Diary entry – recount of Victorian day</p>				
<p>Year 2</p>	<p>Name of unit: Who was Florence Nightingale and Mary Seacole and what impact did they have on hospitals today?</p> <p>Enrichment: Nurses workshop/Talk from a Nurse</p> <p>Vocabulary: Mary Seacole, Florence Nightingale, soldiers, Crimean War - (1853-1856) A war between Russia on one side and Britain, France, the Ottoman Empire (now Turkey) and Sardinia on the other), injured, hospital, significant, important, inspired, charity, medal, Lady of the Lamp, medicine, bandage, syringe, stretcher, supplies, clinic, travelled</p> <p>Concepts: *Migration (Why did Florence Nightingale Migrate to Scutari?) When they arrived to the UK, where did the Indian people arriving from Uganda taken? Were they welcome? (PP – slide 9) *War and Peace (How similar are Mary Seacole and Florence Nightingale?)</p> <p>Key knowledge: *To know when the Crimean War happened and what countries were involved. chronology *To know who Florence Nightingale was and the role she played during the Crimean War. *To know what migration is and why people migrate. Reasons and results</p>	<p>Name of unit: How has the Great Fire of London changed our fire safety?</p> <p>Enrichment: Visit from the Fire Brigade</p> <p>Book: The Great Fire of London by Emma Adams & James Weston Lewis</p> <p>Vocabulary: Thomas Farriner, baker, Pudding Lane, smoke, fire, flames, escape, Samuel Pepys, burning, wooden. squirts, diary, memorial, The Monument, River Thames, thatched, narrow, fireman, exploded</p> <p>Concepts: Legacy (How was London improved after the Great Fire of London?)</p> <p>Key knowledge: *To know the Great Fire of London happened in 1666 *To know who Samuel Pepys was and that he was famous for his diary. Historical evidence *To know what London was like in 1666 and why this helped the fire spread (It has been a hot, dry summer, there was a strong wind, lots of warehouses full of oil, timber and rope) reasons and results *Know key facts about the Great Fire of London and how we know about this event: historical evidence, chronology The Great Fire of London happened between 2-5 September in 1666. The fire began in a bakery in Pudding Lane.</p>				

	<p>*To know who Mary Seacole was and the role she played during the Crimean War.</p> <p>*To know what hospitals looked like in the past through pictures and discuss the reliability of them. Historical evidence</p>	<p>Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry.</p> <p>In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together.</p> <p>We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.</p> <p>Artists who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we'd been there too.</p> <p>To fight fires during this time, people would have used leather buckets, metal hooks and water squirts.</p> <p>People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt.</p> <p>When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together.</p> <p>*To know when key events happened and place them on a timeline chronology</p> <ul style="list-style-type: none"> -Sunday 2nd September 1666 - The fires starts at 1.00am in Thomas Farynor's bakery on Pudding Lane. -Mid-morning Samuel Pepys starts to write about the fire in his diary -Monday 3rd September 1666 - The fire gets very close to The Tower of London -Tuesday 4th September 1666 - St Paul's Cathedral is destroyed by the fire. -Wednesday 5th September 1666 - The wind dies down and the fire spreads more slowly. -Thursday 6th September 1666 - The fire is finally put out. Thousands of people are left homeless. 		
<p>Year 3</p>	<p>Name of unit: How did people live in Prehistoric times (Stone Age to the Iron Age)?</p> <p>Enrichment: Stone Age Workshop</p>	<p>Name of unit: How did the Romans influence our lives today?</p> <p>Enrichment: Roman Workshop</p>		

Overview:

- *Look at Stone Age, Bronze Age and Iron Age on a timeline
- *Study Stone Age – including Skara Brae
- *Bronze Age – including Stonehenge
- *Iron Age
- *Compare different periods

Vocabulary: prehistory, hunter-gather, nomad, Palaeolithic, Mesolithic, Neolithic, tribe, neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, archaeologist, archaeology

Concepts:

- *Civilisation (What is civilisation and what is the importance of Stone Age in civilisation?)
- *Migration (Why did Stone Age people Migrate to Britain?)
- How did the expulsion of African Asians effect Uganda's economy? (PP – slide 10)

Key knowledge:

- *Know where the Stone Age (including Palaeolithic, Mesolithic, Neolithic) to Iron Age fits on a timeline **chronology**
- *Know the key features from each time period (Stone Age – including Skara Brae, Bronze Age – including Stonehenge, Iron Age)
- *The key differences between the three stone age periods (Palaeolithic, Mesolithic, Neolithic)
The Paleolithic was an age of purely hunting and gathering, but toward the Mesolithic period, the development of agriculture contributed to the rise of permanent settlements. The later Neolithic period is distinguished by the domestication of plants and animals.
- *How we know about the different periods in History (artefacts, cave paintings) **historical evidence**
- *About the Bronze Age: when it was, what it was like and how we know. **historical evidence**

Vocabulary: Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary

Concepts:

- *War and Peace (What can the Corbridge Hoard tell us and not tell us about the Roman Army in Britain?),
- *Empire (Why did the Romans want an empire?)
- *Democracy (What did democracy mean in Ancient Rome?)

Key knowledge

- *Know where the Roman Empire fits on a timeline and the key events, e.g. invasions, rulers etc. **chronology**
- 753 BC - The city of Rome is founded. Legend has it that the twin sons of Mars, the god of war, named Romulus and Remus founded the city. Romulus killed Remus and became ruler of Rome and named the city after himself. Rome was ruled by kings for the next 240 years.
- 509 BC - Rome becomes a republic. The last king is overthrown and Rome is now ruled by elected officials called senators. There is a constitution with laws and a complex republican government.
- 73 BC - Spartacus the gladiator leads the slaves in an uprising.
- 45 BC - Julius Caesar becomes the first dictator of Rome.
- 44 BC - Julius Caesar is assassinated on the Ides of March by Marcus Brutus. They hope to bring back the republic, but civil war breaks out.
- 27 BC - The Roman Empire begins as Caesar Augustus becomes the first Roman Emperor.
- 64 AD - Much of Rome burns. Legend has it that Emperor Nero watched the city burn while playing a lyre.
- 121 AD - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.
- 306 AD - Constantine becomes Emperor. Constantine would convert to Christianity and Rome would become a Christian empire. Prior to this Rome persecuted the Christians.
- 380 AD - Theodosius I declares Christianity to be the sole religion of the Roman Empire.
- 395 AD - Rome splits into two empires.
- 476 AD - The end of the Western Roman Empire and the fall of Ancient Rome. The last Roman Emperor Romulus Augustus is defeated by the German Goth Odoacer. This signals the start of the Dark Ages in Europe.

	<p>*To compare and contrast key aspects of the Stone Age and Bronze Age change</p> <p>*About the Iron Age: when it was, what it was like and how we know.</p> <p>*How artefacts, burials and monuments inform historians about prehistoric life historical evidence, interpretations</p> <p>*Know how people lived during the key periods of time</p>	<p>*Who the Romans were and what it was like to live in Rome</p> <p>*How Roman life compared to life in Britain at this time (Iron Age) – pre-invasion</p> <p>*When the Romans invaded Britain and who resisted the invasion reasons and results</p> <p>*How Britain changed under Roman rule (including new technologies and beliefs)</p> <p>*The impact of the Roman Empire in Britain change</p> <p>*Compare aspects of Roman lives to our lives today</p> <p>*Know who Julius Caesar was and when he attempted to invade Britain</p> <p>*Know how the impact that the Romans had on Leicester (roads (Fosse Way), Jewry Wall, St Nicholas Church etc) – The Romans in Leicester - Story of Leicester - Local History change</p>			
<p>Year 4</p>		<p>Name of unit: What impact have the Anglo-Saxons had on Britain?</p> <p>Enrichment:</p> <p>Vocabulary: Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Ethelred the Unready</p> <p>Concepts:</p> <p>*War and Peace (Bayeux Tapestry – How did Warfare change between the Romans and 1066?),</p> <p>*Migration (Why did the Anglo-Saxons choose to Migrate to England?)</p>			<p>Name of unit: Who were the Vikings and what was their connection to Leicester?</p> <p>Enrichment: Viking Workshop</p> <p>Vocabulary: Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla</p> <p>Concepts:</p> <p>*Civilisation (What did the Vikings contribute to civilization)</p> <p>*Democracy (How democratic were the Vikings?)</p> <p>Key knowledge:</p> <p>*Know where the Viking era fits on a timeline and key events chronology</p> <p>*What life was like for Vikings</p> <p>*When the Vikings raided Britain and the resistance from Alfred the Great</p> <p>*Know Athelstan was the first king of all England</p> <p>*Know about Edward the Confessor and the date of his death (1066)</p> <p>*Where the Vikings settled in Britain</p>

		<p>What treatment did the African Asians face at the hands of Idi Amin? (PP – Slide 11)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> *Know where the Anglo-Saxon era fits on a timeline and key events chronology *Who the Anglo-Saxons were *Facts about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire *Why the Anglo-Saxons came to Britain reasons and results *What life was like in Anglo-Saxon Britain *The 7 major kingdoms that emerged across Britain *How we know about the Anglo-Saxons historical evidence *Key facts and the importance of Sutton Hoo (Suffolk) *How religion influenced the Anglo-Saxons 			<p>*Why the Vikings were so feared and so successful reasons and results</p> <ul style="list-style-type: none"> *When the Vikings were most powerful *The importance of Danelaw in bringing peace to our shores <p>*Know what happened during the Viking invasion of Leicester (Leicestershire History News and Features: The Viking Invasion of Leicestershire (thiswasleicestershire.co.uk) – Local History)</p>	
<p>Year 5</p>	<p>Name of unit: Who's the Mummy? Ancient Egypt</p> <p>Enrichment: Trip to New Walk Museum</p> <p>Vocabulary: Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p> <p>Concepts:</p>				<p>Name of unit: How did a king end up under a carpark?</p> <p>Enrichment: Battle of Bosworth Re-enactment</p> <p>Vocabulary: Battle of Bosworth, monarch,</p>	<p>Name of unit: Why does a King need 6 wives?</p> <p>Enrichment: Bradgate Park Visit</p> <p>Vocabulary: Battle of Bosworth, Doublet, Ruff, Wattle and Daub,</p>

*Civilisation (Why was the Ancient Egyptian civilisation successful?)
*Migration (How Egyptians influenced by migration?)
What were people's experiences of arriving and settling in England? (PP – slide 12)

Key knowledge:

- *To know where and when the first civilisations appeared (Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China) **chronology**
- *To know where the Egyptian era fits on a timeline and the key events **chronology**
- *To know that a civilisation is organised and it has laws, culture, a regular way of getting food, and ways to protect its people
- *Who the ancient Egyptians were and where they lived
- *About the Old/Middle/New Kingdoms
- *How and what the ancient Egyptians wrote
- *The importance of the Nile to the ancient Egyptians
- *What the ancient Egyptians believed in – mummification (burial rituals), gods
- *About a specific pharaoh (and how we know about him)

Tutankhamun - [Tutankhamun - History for kids](#)

Leicester, War of the Roses, Henry Tudor, Lancastrian, Yorkist, Plantagenet, civil war

Concepts:

- *Legacy (What is King Richard III's legacy?)
- *War and Peace (What was Richard III's role during the 'War of the Roses'?)

Key knowledge:

- *To know where King Richard III's birth and death fit on a timeline and key events **chronology**
- *To know what the 'War of the Roses' was and when it took place **reasons and results**
- *To know that Richard III was found in a car park in Leicester - **Local History**

Timbered, Banquet, War of the Roses, Galleon, The Mary Rose, Spanish Armada, Hampton Court Palace, Gown, scythe, chemise, kirtle, befeater, lute, gallows, farthingale

Concepts:

Legacy (start of the Church of England)

Key knowledge:

- *To know where the Tudors fit on a timeline and key events **chronology**
- *To know who Henry VIII was and when he reigned
- *To identify Henry III six wives
- *To know what life was like during the Tudor era and make comparisons to modern time **change**
- *To know the other Tudor monarchs and when they reigned:
 - Edward VI 1547 – 1553
 - Lady Jane Grey – 1553 (9 days)
 - Mary I 1553 – 1558
 - Elizabeth I – 1559 - 1603
- To know that Lady Jane Grey was born in Leicester and lived at Bradgate House - **Local History**
- *To know why the Tudor Dynasty ended **reasons and results**

<p>Year 6</p>	<p>Name of unit: Who were the Mayans and what did they do for us? (4 weeks)</p> <p>Enrichment:</p> <p>Vocabulary: Ahau, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, City-states, terraced, pyramid, peasant, bloodletting, cacao, cenote, huipil, Popol Vuh, Tzolk'in</p> <p>Concepts: *Migration (Why did the Mayan people migrate?) Consolidate the journey and experiences for East African Asian moving the UK – a mini project (PP) *Civilisation (What kind of civilization did the Mayans have?)</p> <p>Key knowledge: *To know where the Maya era fits on a timeline and key events chronology *Know where the Maya lived *Know the significant events in the Maya's history (focus on the different eras - Pre-classic Period (2000 BC to 250 AD)</p>	<p>Name of unit: What was Leicester's involvement in WW1?</p> <p>Enrichment: WW1 workshop</p> <p>Vocabulary: The Great War, no man's land, Battle of the Somme, poison gas, bombing raids, conscription, armistice, zeppelins, gas mask, battleship, trench foot, shell shock, propaganda, rations, trenches, Triple Entente, Christmas Day Truce, nationalism, contraband, central powers, Allies, Axis, treaty, neutral</p> <p>Concepts: *War and Peace (How did armour change over periods of time?) *Legacy (How did WW1 positively impact the world?)</p> <p>Key knowledge: *To know where the First World War fits on a timeline and key events chronology *The cause of the First World War reasons and results</p>				<p>Name of unit: How did the Greeks impact on modern life?</p> <p>Enrichment: WW1 workshop</p> <p>Vocabulary: Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced</p> <p>Concepts: *War and Peace (How did Athenians and Spartas start as Allies and become enemies?) *Democracy (What democracy was like in Athens?)</p> <p>Key knowledge: *To know where the Ancient Greek era fits on a timeline and key events chronology (Specific focus on: - Greek Archaic Period (800 BC - 480 BC) - Greek Classical Period (480 BC - 323 BC) - Greek Hellenistic Period (323 BC - 31 BC)</p>

	<p>- Classic Period (250 AD to 900 AD)</p> <p>- Post-classic Period (900 AD to 1500 AD)</p> <p>*Know what Maya City States were like</p> <p>*Know what the Maya invented</p> <p>*Know what happened to the Maya City States</p> <p>*Compare key aspects of life for the Mayans and Britain during this period of history (Anglo-Saxons) change</p>	<p>*What propaganda is and how it was used during the war interpretations</p> <p>*Who Lord Kitchener was and have an opinion about him</p> <p>*What life was like for a soldier in a trench on the front line</p> <p>*What happened in the Battle of the Somme</p> <p>*How woman's roles changed during this period change</p> <p>*How Leicester was involved during the war (North Evington Hospital (General), Town Hall used to recruit soldiers, Leicester's boot and manufacturing industry – Local History)</p> <p>*Who the Conscientious Objectors were and their reasons for objecting</p> <p>*What happened during the Christmas truce of 1914</p> <p>*How the war ended. Reasons and results</p> <p>*How the conflict changed British society change</p>				<p>*Who the ancient Greeks were and when they ruled</p> <p>*The beliefs held by the ancient Greeks</p> <p>- believed in Gods and Goddesses</p> <p>- believed the Gods lived in Mount Olympus</p> <p>- Zeus was the king of the Gods</p> <p>- What did the ancient Greeks believe in? - BBC Bitesize</p> <p>*The key difference between Athens and Sparta</p> <p>*What democracy was like in Athens</p> <p>*Why the Olympic games were invented by the Ancient Greeks reasons and results</p> <p>*Who Alexander the Great was</p>
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<p>SEND – Adaptive Teaching</p>	<ul style="list-style-type: none"> ➤ Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work) ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) ➤ Highlight essential content ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible
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	<ul style="list-style-type: none"> ➤ Set clear targets/expectations ➤ Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit ➤ check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes) ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same. ➤ Pre-teach vocabulary, key content etc.
Strategies to stretch and challenge	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning. ➤ Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Champions to develop love of History, questions to research for home learning, projects to complete for home learning ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How.....Why.....What does this source tell us? ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work, ➤ Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain?, What can we infer?, Does this new source strengthen, amend or completely change our thinking?, What doesn't the source tell us? ➤ Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge ➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback

Second order concepts in History

time, change, chronology – to create a sense of period and time, the sequence of when things happened, what changed and what continued, what we might see as progress.

- reasons and results – how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?
- interpretations – how and why does the way that history is produced differ? Do we all understand the past in exactly the same way? How do we show what the past was like?
- historical evidence – what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems when using historical sources?
- significance – how do choose what is most important in history as we cannot use everything?