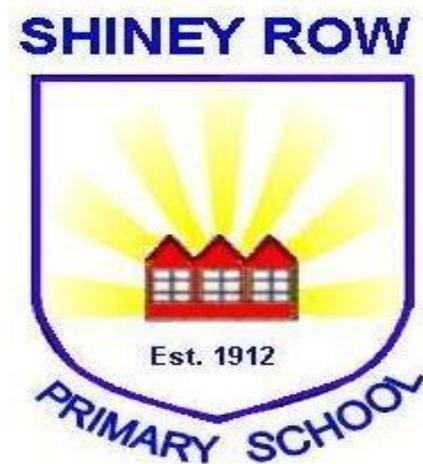


# Shiney Row Primary School



## History Scheme of Work

## Shiney Row Primary School History Scheme of Work Year One

Term	Topic	Objectives
<b>Autumn</b>	<p><b>The Royal Family – Historical people in the pupils own locality past and present.</b>            Who is in our present Royal Family – plot the family tree.            Where does the Royal Family live?            What role do the royal family have in society?            What are their lifestyles like?            Who are the kings and queens of the past?            How are the lives of past Kings and queens in the past similar and different to the kings and queens of today?</p>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases related to the passing of time</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> </ul>
<b>Spring</b>	<p><b>Places - Castles - What was it like to live in a medieval castle?</b>            What is a medieval castle?            Who lives/lived in a medieval castle?            What sort of jobs did people do in a medieval castle?            How did the lives of people in a medieval castle differ from other members of Society?            What impact did this social hierarchy have on society e.g. create jobs, inequality etc).  <b>Possible Visit - Newcastle Keep.</b></p>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> </ul>
<b>Summer</b>	<p><b>Events: Great Fire of London 1666AD</b>            To be able to identify the main events of this significant event and put into chronological order.            Can use a range of sources (primary and secondary) to research the event.            To be able to recognise why people did things, why events happened and what happened as a result.            Identify different ways in which this event is represented i.e. pictures, story, diary, music.</p>	<ul style="list-style-type: none"> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past.</li> <li>• Identify different ways in which the past is represented.</li> </ul>

## Shiney Row Primary School History Scheme of Work Year Two

Term	Topic	Objectives
<b>Autumn</b>	<p><b>Comparative Study - Famous People - The lives of significant people from the past.</b></p> <p><b>Christopher Columbus &amp; Neil Armstrong,</b> Why are these people famous/significant? How are their lives similar/different? What impact/legacy did these people have on British and international lives in the past and today? Why these people do things, why events happened and what happened as a result?</p>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases related to the passing of time</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding.</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which the past is represented.</li> </ul>
<b>Spring</b>	<p><b>Places: Homes - How have homes changed over time?</b></p> <p>What sort of home do the children live in? How are modern homes similar/different? Identify and name different types of homes. Why have homes changed and what impact has this had on the present day? To order types of homes chronologically. <b>Possible visit - Bedes World, Beamish</b></p>	
<b>Summer</b>	<p><b>Significant Historical Events – The Worlds Firsts</b> <b>Aeroplane flight, Journey to Space, telephone conversation, television broadcast, car journey, steam engine</b> To be able to identify the main events of this significant event and put into chronological order. Can use a range of sources (primary and secondary) to research the event. To be able to recognise why people did things, why events happened and what happened as a result. Identify different ways in which this event is represented i.e. pictures, story, diary, multi media.</p>	

## Shiney Row Primary School History Scheme of Work Year Three

Term	Topic	Objectives
Autumn	<p><b>Early Civilizations - Egypt</b>            Location in time and place            Using artefacts as a source of information            Daily life of the rich and poor            Importance of the river Nile            Belief in the afterlife and process of mummification            Famous Pharaohs (discovery of Tutankhamen's tomb by Howard Carter)</p>	<ul style="list-style-type: none"> <li>• To develop chronologically secure knowledge of history.</li> <li>• Establish narratives within and across periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by selecting and organising relevant historical information.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Describe main events, situations and changes within and across different periods/societies.</li> <li>• Identify and give reasons for, results of, historical events, situations, changes.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</li> <li>• Identify historically significant people and events in situations.</li> </ul>
Spring	<p><b>Early Civilizations - Ancient Greece</b>            Location in time and place            Using artefacts as a source of information            Daily life of rich and poor.            Greek Gods            Myths and Legends (XC link to Literacy)            Their Legacy for us today – Democracy, Theatre, Olympics            Connectives with similarities and differences with other early civilizations.</p>	
Summer	<p><b>Early Civilizations - The Indus Valley</b>            Discovery of Indus civilisation in India c. 1826            Location in time and place of early civilisation.            Daily life, trade and travel, technology and jobs, games and toys, art and writing, food and farming.            End on the Indus Civilisation - what factors contributed to the end of the civilisation?            Legacy - what did they do for us today?            How can studying artefacts help us gain knowledge and understanding of history?</p>	

## Shiney Row Primary School History Scheme of Work Year Four

Term	Topic	Objectives
<p><b>Autumn</b></p>	<p><b>Britain From the Stone Age to the Iron Age 2500 BC - 42AD</b>  <b>To identify key events and construct a timeline of the given era:</b>            To be able to describe the main characteristics of late Neolithic hunters-gathers and early farmers e.g Skara Brae.            To develop a secure knowledge and understanding of Bronze age religion, technology and travel, e.g. Stonehenge.            To identify similarities and differences of other historical eras and present day with the lives of people in the stone/Bronze age.            Iron age hill forts, Tribal kingdoms, Farming, Art and cultures.            To make comparisons with the Stone and Bronze age life and identify similarities and differences with modern life.</p>	<ul style="list-style-type: none"> <li>• To develop chronologically secure knowledge of history.</li> <li>• Establish narratives within and across periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions.</li> </ul>
<p><b>Spring</b></p>	<p><b>The Roman Empire and its impact on Britain AD 42 to AD 450.</b>            To develop a secure knowledge of understanding of the era through the study of.            Julius Caesar's attempted invasion in 55-54BC            The Roman Empire by AD42 and the power of its army.            Invasion by Claudius and conquest, including Hadrian's Wall.            British residence, e.g. Boudica            'Romanisation' of Britain: sites such as Arbeia, Segedumum, Housesteads and the impact of technology, culture, belief, including early Christianity.</p>	<ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by selecting and organising relevant historical information.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>
<p><b>Summer</b></p>	<p><b>A local Historical Study that investigates a site in the UK [an example could be Sutton Hoo an Anglo Saxon site or Jorvik, York a Viking site.</b></p> <p>An in depth study linked to one of the British areas of study listed above.</p> <p>A study over time tracing how several aspects of National history are reflected in the locality (this can go beyond 1066).</p>	<ul style="list-style-type: none"> <li>• Describe main events, situations and changes within and across different periods/societies.</li> <li>• Identify and give reasons for, results of, historical events, situations, changes.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</li> <li>• Identify historically significant people and events in situations.</li> </ul>

## Shiney Row Primary School History Scheme of Work Year Five

Term	Topic	Objectives
<b>Autumn</b>	<p><b>Britain's Settlement by Anglo Saxons and Scots 400 - 789 AD</b>            To develop a secure knowledge and understanding of the era through the study of:            Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire.            Scots invasion from Ireland to North Britain (now Scotland).            Anglo-Saxon invasions, settlements and kingdoms: place names, village life, art and culture.            Christian conversion - Canterbury, Iona and Lindisfarne</p>	<ul style="list-style-type: none"> <li>• To develop chronologically secure knowledge of history.</li> <li>• Establish narratives within and across periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by selecting and organising relevant historical information.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Describe main events, situations and changes within and across different periods/societies.</li> <li>• Identify and give reasons for, results of, historical events, situations, changes.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</li> <li>• Identify historically significant people and events in situations.</li> </ul>
<b>Spring</b>	<p><b>The Viking and Anglo Saxon struggle for England 789 - 1066 AD</b>            To develop a secure knowledge and understanding of the era through the study of:            Viking raids and invasion.            Resistance by Alfred the Great and Athelstan, first King of England.            Further Viking invasion and Danegeld            Anglo-Saxon laws and justice            Edward the Confessor and his death in 1066.</p>	
<b>Summer</b>	<p><b>A contrasting World civilization. c. AD 900, Mayan civilization</b></p> <p>An in depth study of a Non-European society that provides contrasts with British history.</p>	

## Shiney Row Primary School History Scheme of Work Year Six

Term	Topic	Objectives
<b>Autumn</b>	<p><b>A study Beyond 1066 - WW1 &amp; WW2</b>  <u>Politics:</u>            Locate the events in time and place.            Political situation in Europe leading up to the beginning of the war.            Why did Britain enter WW2? How was Britain involved? Frontline warfare, Women at war, Spies, Code-breaking.</p>	<ul style="list-style-type: none"> <li>• To develop chronologically secure knowledge of history.</li> <li>• Establish narratives within and across periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by selecting and organising relevant historical information.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Describe main events, situations and changes within and across different periods/societies.</li> <li>• Identify and give reasons for, results of, historical events, situations, changes.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</li> <li>• Identify historically significant people and events in situations.</li> </ul>
<b>Spring</b>	<p><b>A Study Beyond 1066 - WW1 &amp; WW2</b>  <u>Life at home and in the trenches:</u>            Changes in daily life: Air raids, rationing, evacuation of children to rural areas, conscription, women working.            Life of a soldier in the trenches: equipment used, living conditions            Significant events: The Blitz – how did they protect themselves, Battle of Britain?  <u>Legacy:</u>            Why and when did the war end? How did people celebrate the end of the war? How did life in Britain change as a result of the war? Women working, Austerity, Political changes, United Nations</p>	
<b>Summer</b>	<p><b>A study beyond 1066. British Kings and Queens</b>            Location in time and place            How did the Tudors come to power? War of the Roses.            Tudor line of succession: Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I            Henry VIII – role of the King, his wives, his court            Mid-Tudor crisis – Edward VI and Lady Jane Grey            Elizabeth I –portraits and letters as historical sources about her appearance. Compare lives of the rich and poor in Tudor times.  <u>Tudor Exploration:</u>            Why explore? Famous explorers, their adventures and discoveries: Hawkins, Drake, Raleigh.            Ships and navigation devices. How maps have changed since Tudor times.            Life on board a Tudor ship. Spanish Armada.</p>	

