

History Cohesion document

	Autumn	Spring	Summer
Reception	<p>Remembrance Day, Guy Fawkes.</p> <p>In this unit the children will learn about Remembrance Day and why this day is special. The children should be able to talk about the lives of the people around them and their roles in society. Do the children have any family members who have been away from home because of this? We will Create poppies to take to local memorial. Look at different medals and what they mean? We will Talk about how we wear a poppy on our clothes as a mark of respect and know some similarities and differences between things in the past and now. We will look at a simple version of the Guy Fawkes and ask the children about their own experiences of celebrating Bonfire night. We will focus on bonfire night safety and the dangers of hot things. They will explore through bonfire night role play - providing probs and costumes for Guy Fawkes story. The children should be able to recall some important narratives, characters and figures from the past encountered in books read in class.</p>	<p>Artic/ Polar Explorers</p> <p>Within this unit the children will learn and read stories about famous explorers such as Robert Falcon Scott. This links to our topic this term 'Winter Wonderland'. We will discuss what it means to be an explorer and why people are curious about their surroundings. The children will have the opportunity to learn in the 'explorers hut' role play area where Antarctic expeditions can be planned. Clothing for cold weather and rucksacks with relevant equipment will be provided so they can become a famous polar explorer. Children will draw or write a diary entry, imagining they are on a Polar expedition. Children to know some similarities and differences between things in the past and now, drawing on their experiences.</p>	<p>Famous Pirates</p> <p>In this unit the children will look at a different famous pirates - William Kidd, captain Blackbeard, Anne Bonney and Black Bart. The children will learn that pirates really did exist and find out about some of the adventures of the real life. This links to our topic this half term 'We're all going on a summer holiday'. The children will have the opportunity to learn through role play, pretending to be a famous pirate burring and finding treasure. We will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read and learnt in class. We will recall some important narratives, characters and figures from the past encountered in books read in class.</p>
Year 1	<p>WW1 – Remembrance Why was Charles sent to prison?</p> <p>This unit will link to Receptions unit on Remembrance Day. This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas, to develop key historical concepts such as continuity and change and cause and consequence. In</p>	<p>How do our favourite toys and games compare with those of children in the 1960's?</p> <p>Investigating toys and games is ideal for enabling pupils to comprehend continuity (things and ways of life that have remained much the same) and change (inventions or events that have resulted in something very different from what was normal in the past). Pupils will be able to comprehend that over time toys such as fashion dolls and action</p>	<p>Why is the history of my locality significant? Links to Spennymoor – George Stephenson</p> <p>In this unit children will gain a wider understanding of the history in our local area moving past Spennymoor to County Durham. We will be focusing on George Stephenson. We will look at how his impact on the railway industry started locally and grew to having a national impact on our country</p>

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	<p>addition, this investigation supports pupils to make connections between their lives today and the life and times of children at different periods in the past. Rather than being 'event focused', the enquiry endeavours to place the First World War in the context of how people and particularly children commonly lived their lives 100 years ago.</p>	<p>figures and games like racing model cars have remained much the same – the main difference being that they have tended to become more sophisticated and presented. However, the invention of the internet has led to a major change occurring in many toys and games, which means that the level of interactivity they offer today is radically different from the past. Young learners will comprehend these two important historical concepts if they are explored through things and ways of life with which they are familiar.</p>	<p>before eventually having an international impact as his designs were used all around the world. Children will be able to link the past and present together identifying (similar to our last unit) how things in the past can have an important impact on shaping the present.</p>
<p>Year 2</p>	<p style="text-align: center;">Great Fire of London</p> <p>In this unit pupils will learn about the events that started the Great Fire of London, what happened during the fire to stop the spread and how London was eventually rebuilt. Links will be made to Year 1 science work on materials. This also builds on Year 1 historical skills as they look at a range of sources to decide if they are helpful or not helpful as a historical source to inform us about the event. They will also find out about life at the time of the fire and compare this to the modern day using skills from Year 1 to make their choices.</p>	<p style="text-align: center;">Who is the Greatest history Maker?</p> <p>In the unit pupils will explore what a history maker is and answer the key question, why are people remembered? The children will be presented with some history makers and introduced to ordering these people on a timeline. They will make decisions about who is the most important person to history. Children will look in depth at the life of Elizabeth I and why her reign is remembered as the 'Golden Age.' This will help to discover Britain's history and how this has influenced what we have in modern Britain. They will compare aspects of life in different periods Queen Elizabeth I compared to Queen Victoria's reign.</p>	<p style="text-align: center;">What does it take to be a great explorer?</p> <p>In this unit children will learn about a range of famous explorers using skills from other Year 2 units to do this successfully. This will help them to develop their knowledge of people's lives at various points in the past. Pupils are encouraged to reflect on the achievements of the explorers studied in the context of the particular challenges of the times in which they lived. Opportunities are also provided for pupils to make connections between all of the explorers studied and in particular the personal qualities they exhibited in order to achieve what they did during the times at which they were alive. Pupils are introduced to a wider range of historical vocabulary from the terms already taught across KS1. They are supported to recognise where the people and events they are studying fit within a chronological framework that can be placed on a timeline. It encourages the pupils to reflect on the qualities successful explorers will need, and to draw on what they have learned about the achievements of the explorers.</p>

<p>Year 3</p>	<p>How do the lives of ancient Britons change during the Stone Age?</p> <p>In this unit the children will go further back in history than they have been so far and will look at the period of time referred to as the prehistoric time (the time before written records began). They will begin with the Stone Age and look at/describe the way of life in this time. They will build on their skills from KS1 of using artefacts and sources to find out information. They will look at how archaeologist use a great variety of artefacts to try and understand what life was like in the Stone Age. They will also begin to analyse and question the validity of sources/conclusions made about artefacts. They will look at how long the Stone Age lasted and consider how people's lives changed across this period.</p>	<p>What is the secret of the standing stones? (Bronze Age Britain)</p> <p style="text-align: center;">+</p> <p>The Iron Age – How do artefacts help us understand the lives of people in Iron Age Britain? Religion and belief</p> <p>In these units the children will build upon their knowledge from Autumn term and look at how the Stone Age developed into the Bronze Age and Finally into the Iron Age. They will look at the process for mining and smelting bronze and the reasons why bronze replaced stone as the material for making tools, weapons and everyday utensils. Again, they will look at a range of artefacts and start to analyse and make their own conclusions about what they are and their uses. They will look at the importance/significance/mystery of stone circles including Stonehenge. The children will also look at Bronze age burials and how many artefacts come from people being buried with objects significant to them.</p> <p>When they move onto looking at the Iron Age they will focus on the layout and functions of an Iron Age Hillfort along with the main features of roundhouses. They will look at how the Iron Age was a violent time in British history and look at the life of Boudica.</p>	<p>Ancient Egypt</p> <p>In this unit the children will explore what life was like for an Ancient Egyptian. They will look at the function/purpose of the pyramids and contrast them to the Valley of the Kings. They will look at the layout of pyramids and suggest reasons for their design. The children will look at a selection of artefacts that would be entombed with a pharaoh once he had died. They will investigate the process of mummifying and look at some of the main gods and goddesses of Ancient Egypt. They will also look at why people settled along the river Nile (geography link). As a key figure they will explore the discovery of Tutankhamun's tomb and its significance to our understanding of Ancient Egypt. This will build on their work from Year 2 when they looked at what it takes to be a great explorer as they will cover Howard Carter.</p>
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<p>Year 4</p>	<p>How do the arrival of the Romans change Britain?</p> <p>In this unit pupils will explore the Roman Empire and its impact on Britain in particular the locality of pupils (Co. Durham - Spennymoor). This topic has strong geography links not only in Year 4 but the previous work completed in Reception, Year 1 and Year 3 where children focused on their locality. The children will explore the concept of invasion and will understand that what the Romans really wanted were natural resources and further living space to exploit. This conceptual understanding is crucial to comprehending why countries have invaded and occupied other nations ever since, as illustrated later by both the Anglo-Saxon and Viking invasions of Britain which the children will study later in Year 4. Children will then explore why at one point in their occupation the Romans were only one battle away from being forced to retreat from British resistance for example Boudica. Pupils are encouraged to analyse evidence of ruins in several Roman towns in Britain and to suggest what these tell us about the way such towns were designed and for what purpose. This learning will be consolidated with visits to a local Roman fort at Binchester and Hadrian's wall during the Roman Residential.</p>	<p>Who were the Anglo – Saxons and how do we know what was important to them?</p> <p>This investigation enables pupils to reflect upon a number of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. This unit therefore links with the work completed in Year 3 as pupils explore how the stone/bronze age shaped Britain. Initially pupils will examine the evidence as to why the Romans withdrew from Britain in the fifth century, and in particular the growing aggression of Barbarian tribes in Europe which culminated in the fall of the Western Roman Empire in AD 410. Pupils will then explore who the so-called Anglo-Saxons were, from where they originated and why their invasion and settlement was a relatively straightforward affair. They will investigate pupils the evidence that suggests what their homes might have been like as well as the structure of the villages in which they lived. Pupils are able to examine some of the priceless artefacts that were unearthed and speculate as to their purpose and presence in the burial ship and in art and design children will use clay to create their own artefact (Saxon-Runes). Children will be challenged to pursue their own research enquiry, focusing on the Anglo-Saxon legacy present in the place names of settlements in their locality (Lindisfarne – Northumberland) or region of England.</p>	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p> <p>This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings'. Pupils will identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had which build on the knowledge previously learnt in Year 3 and 4. Children will develop an understanding of what it was about the longship that provided Viking Norsemen with such a commanding advantage when raiding English religious communities. This learning will be supported DT when children think about the features of a longboat before they design and create their own. This unit will end with a detailed evaluation of the life and achievements of King Alfred the Great – the only English monarch to be granted the epithet 'Great'. Pupils will reach a judgment as to whether he deserves this accolade through an examination of both primary and secondary historical sources. Through this line of enquiry, pupils are also introduced to the concept of 'legacy' and encouraged to reflect on what Alfred passed down to future generations (including our own), as well as his considerable achievements in Anglo-Saxon England in the ninth century which builds on the work completed in the previous term.</p>
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<p>Year 5</p>	<p>Why did the Ancient Maya change the way they lived?</p> <p>In this unit pupils will build on the work they completed on the Vikings in Year 4. They will make comparisons between what was happening in England during the Viking invasion and what was happening in the rest of the world. They will identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like. They will identify, describe and provide reasons to explain the occupations of modern Maya people and refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning. They will gain an understanding, through explanation, of the purpose of the ancient Maya city of Chichen Itza, linking this to their work on structures in DT. Children will Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away. Children will closely study Mayan artefacts, building on their analytical skills developed in Year 3 and 4, gaining an insight into how these help us learn about the past.</p>	<p>The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>In this unit pupils will link their work in pre-history and Ancient Egypt in Year 3 to develop an understanding of the Ancient Greeks. Pupils will describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece. They will evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions. They will reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision. They will have opportunities to review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness. This will link to the children's work on Greek food in DT and their study of other European countries in Geography.</p>	<p>Physical and human features of Spennymoor (Local)</p> <p>This unit focuses on a local study that illustrates several aspects of national history over time at one location and links to the Year 1 unit of work on George Stephenson. Children will describe and suggest reasons for the increase and eventual decline of the coal mine in Spennymoor, justifying their decisions. They will explain how the coal mines changed life for the people of Spennymoor and how infrastructure in the local areas changed to accommodate this. They will make links to the Romans (Year 4) and the Stone and Iron age (Year 3) to understand the early discoveries of coal and Children will explore a range of artefacts and sources from the past to help them understand what life down the mine was like and help them to empathise with people of the time.</p>
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<p>Year 6</p>	<p>Battle of Britain Why was winning the Battle of Britain in 1940 so important?</p> <p>In this unit, pupils can reflect upon their knowledge of warfare from the Romans in year 4 and the Mayan period in year 5. This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed. It also supports pupils to identify and reach a judgment about the relative importance of the factors that contributed to the United Kingdom winning what has become known as the Battle of Britain. Any moment identified in history as a critical turning point, when fortunes could be said to have 'hung in the balance', always generates 'what if' speculation. It is therefore worth spending time with the pupils considering what might have occurred if Nazi Germany had won the Battle of Britain and secured precious air supremacy.</p>	<p>British Empire Why did Britain once rule the largest empire the world has ever seen?</p> <p>In this unit, pupils can reflect on their learning of the Battle of Britain in the autumn term and also the Roman era when they invaded and acquired different countries which were once part of the British Empire. This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world's land area and its population. Enquiries also enable pupils to consider the factors that contributed to the decline of the British Empire, particularly the rise of independence movements and campaigns for self-determination, such as those in India, especially after the Second World War. There is also an opportunity for pupils to assess the Commonwealth's significance in the world today, which many former colonies joined after achieving independence from Britain. Finally, pupils study what remains of the British Empire – in the form of the 14 British Overseas Territories located around the world – along with the responsibilities Britain still has to these nations.</p>	<p>Shang Dynasty How did a pile of dragon bones help solve an ancient Chinese mystery?</p> <p>In this unit, pupils can build upon their knowledge of a variety of civilisations including Egyptian (year 3), Anglo-Saxon (Year 4) and Mayan (year 5) to develop a broader context of global changes in the world. An important objective of this enquiry is to enable pupils to understand that the vast majority of objects and inscriptions that the Shang left behind provide an insight only into the ways of life of a tiny minority of people: the wealthy and most privileged. Pupils will compare the nature of the artefacts that remain from other contemporaneous Bronze Age societies (Year 3) elsewhere in the world, most notably in Britain and in Ancient Egypt (Year 3). Another important aspect of this investigation is for the pupils to reflect upon the qualities they feel a monarch needs in order to rule effectively and then compare these with the ways in which two Shang kings actually went about governing their empire.</p>
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