










	<div>Curriculum Subject Journey Skegness Infant and Junior Academies</div> <div>Subject – History</div> <div></div>						
Our Curriculum Partners for History	  						
Knowing More and Remembering More	Opportunities for retrieval practice are included in History lessons using the academy timeline and other resources from our curriculum partners to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.						
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Knowing me, knowing you	Tell me a Tale	Where shall we go?	Footprints	The Great Outdoors	What if...?
Nursery		<u>Knowledge and Understanding of the World</u> Say who they are and who they live with Show an interest in different occupations Briefly talk about some of their family members Comment on fictional characters in stories					
Reception		Talk about past and upcoming events in their immediate family Name and describe people who are familiar to them and talk about members of immediate family in more detail Talk about different occupations of family members Talk about lives of people around them and their roles in society Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books Comment on images of familiar situations in the past Know some similarities and difference between things in the past and now					
		Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Year 1		Topic Overview Changes within living memory. Significant historical events, people and places in their own locality Historically Valid Question- How am I making History? Key Criteria <ul style="list-style-type: none">What is my History?How can I find out more about myself?How are special events remembered?			Topic Overview Changes within living memory. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Historically Valid Question- How have explorers changed the world? Key Criteria		Topic Overview Changes within living memory Historically Valid Question- How have toys changed over time? Key Criteria <ul style="list-style-type: none">What is your favourite toy?Did your parents and grandparents play with the same toys as you?What were toys like in the past?

		<ul style="list-style-type: none">What was it like for children in the past?What have I learnt about childhood in the past?How am I making history? <p>Key vocabulary Future, grandparent, lifetime, Living memory, present, change</p> <p>Key enrichment experiences: Trip to Church Farm Museum Joint History project with SJA</p>			<ul style="list-style-type: none">What is an explorer?Where have explorers travelled and when?Who was Christopher Columbus and what did he do?Who was Matthew Henson and what did he do?How has exploration changed?How can we remember them? <p>Key vocabulary Explorer, living memory, past, present, beyond living memory, event</p> <p>Key enrichment experience: Joseph Banks (significant person from our locality) Recreating the HMS Endeavour</p>		<ul style="list-style-type: none">What is similar and different about toys in the past?How have teddy bears changed over time?How have toys changed? <p>Key vocabulary Artefact, decade, memory, past, present, sequence</p> <p>Key vocabulary Memory, artefact, evidence, modern, now, past</p> <p>Key Writing opportunity: To write a fact page about toys from the past and present day.</p>
Year 2	<p>Disciplinary vocabulary: timeline photograph drawing Illustration evidence Source</p> <p>Second order concepts: similarities and differences</p>	<p>Topic Overview Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Historically Valid Question- How do we find out about the past?</p> <p>Key Criteria</p> <ul style="list-style-type: none">Henry Ford and his significanceIdentify differences between cars in 1908 and the present day.How have trains changed since 1873 and how has that had an impact on Skegness?Comparison between ways of life in the Victorian period and present day. <p>Key vocabulary</p>	<p>Topic Overview Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Historically Valid Question- How did we learn to fly?</p> <p>Key Criteria</p> <ul style="list-style-type: none">Who were the wright brothers?When was the first flight?Why was Bessie Coleman significant?Why is Amelia Earhart significant?Why was the Moon landing special?How did we learn to fly? <p>Key vocabulary</p>		<p>Key enrichment experience: International Women’s Day: Nellie Bly</p>	<p>Topic Overview Significant historical events, people and places in their own locality</p> <p>Historically Valid Question- Why is Matthew Flinders important?</p> <p>Key Criteria</p> <ul style="list-style-type: none">Who was Matthew Flinders and what did he do?How did he travel around Australia?Who went with him on his voyage? <p>Key vocabulary Discovery, explorer, impact, evidence</p> <p>Key Writing opportunity: Non-Fiction page all about Matthew Flinders</p>	<p>Topic Overview Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Historically Valid Question- What was the first circus like?</p> <p>Key Criteria</p> <ul style="list-style-type: none">Consider the reliability of different historical sources.Introduce Philip AstleyResearch the first circus using a range of reliable sources. <p>Key vocabulary Modern, recent, similar, generation, traditional,</p>

		<p>Invention, discovery, recent, change, modern, source</p> <p>Key enrichment experiences: Joint History project with SJA</p>	<p>Source, inventor, historically significant, living memory, decade, impact</p> <p>Key enrichment experiences: One Day creative Neil Armstrong workshop</p> <p>Key Writing opportunity: Biography of Chris Hadfield’s life.</p>				
Year 3	<p>Disciplinary vocabulary: (revisit previous learning also please) historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era prehistory source</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Historically valid question <i>What was life like in Stone Age Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• Palaeolithic, Mesolithic, Neolithic periods• Life as a Stone Age person• Stone Age community (Skara Brae) <p>Key vocabulary: Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic</p> <p>Key enrichment experiences: Stone Age visitor</p> <p>Key writing opportunity: Stone Age Boy portal narrative</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Historically valid question <i>How did Britain change from the Stone Age to the Iron Age?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• How did bronze change life in the Stone Age?• How did trade change the Iron Age?• What changed between the Stone Age and the Iron Age? <p>Key vocabulary: Bronze Age, Iron Age, trade, similarities, differences, change</p> <p>Key enrichment experiences: Cave Art, trip to Flag Fen</p>		<p>Local History Study: How did the advent of the railways impact Skegness?</p> <p>Focus on tourism</p> <p>Historically Valid Question: <i>How did the advent of the railways impact Skegness?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• How has my local area changed over time?• land use before the advent of the railway• the advent of the railway and its impact on tourism <p>Key vocabulary: local area, tourism, advent of the railway, census, land use, impact</p> <p>Key enrichment experiences: Trip to Skegness station</p>		
Year 4	<p>Disciplinary vocabulary (revisit previous learning also please): historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era prehistory</p>	<p>Achievements of the earliest civilizations: Ancient Egypt</p> <p>Historically Valid Question: <i>What were some of the significant achievements of the Ancient Egyptians?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• Who were the Egyptians and when did they live?		<p>Study beyond 1066: The Suffragettes</p> <p>Historically Valid Question: <i>What impact did the Suffragette Movement have on the lives of women?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• the history of women’s rights			<p>What impact did the Roman Empire have on Britain?</p> <p>Historically Valid Question: <i>What impact did the Roman Empire have on Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• How and why did the Romans invade and settle in Britain?

	<p>source primary/secondary source</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity</p>	<ul style="list-style-type: none">Who were the ancient Egyptian gods and goddesses?How and why did the Egyptians mummify people? <p>Key vocabulary: civilization, afterlife, mummification, pyramid, canopic jars, Tutankhamun</p> <p>Key enrichment experiences: History squad visitor – Egyptians</p>		<ul style="list-style-type: none">Protest and the Representation of People Actwomen in the Suffragette Movement <p>Key vocabulary: women's rights, protest, Suffragette, suffrage, vote, “Deeds not Words”</p> <p>Key enrichment experiences: Curriculum Day</p> <p>Key writing opportunity: Newspaper report on the Suffragette movement</p>			<ul style="list-style-type: none">How did Britons respond to the Roman invasion?How did the Romans change modern Britain? <p>Key vocabulary: Romans, empire, invasion, Boudicca, impact, legacy</p> <p>Key enrichment experiences: Lincoln Museum, Roman army drama</p>
Year 5	<p>Disciplinary vocabulary (revisit previous learning also please): historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era Prehistory source primary/secondary source analyse archaeologist</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Historically Valid Question: <i>What were some of the significant achievements of the Ancient Greeks?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">What was life like in Ancient Greece?How did the achievement of the Ancient Greeks influence the western world?Did the Ancient Greeks give us democracy? <p>Key vocabulary: ancient, gods and goddesses, democracy, influence, legacy, Sparta, Athens</p> <p>Key enrichment experiences: Online Corinth visit</p>		<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>Historically Valid Question: <i>How did the Anglo-Saxons change Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">Who were the Anglo-Saxons?Why did the Anglo-Saxons come to Britain?How was Anglo-Saxon Britain ruled? <p>Key vocabulary: tribes, Scandinavia, Germanic language, Angles, Saxons, Jutes, craftsmen, plunder</p> <p>Key enrichment experiences: Jorvik centre visit York, Online meeting with Rick Rordan (Percy Jackson), Online author workshop with Maz Evans (Who Let the Gods Out?)</p> <p>Key writing opportunity: Travel Brochure – Jorvik Centre York</p>			<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Historically Valid Question: <i>How did raids and resistance change the history of England?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">Who was Alfred the Great?What happened to the Anglo-Saxons and the Vikings?Why was the Norman Conquest important? <p>Key vocabulary: raids, resistance, Vikings, Alfred the Great, Normans, conquest, Edward the Confessor, The Battle of Hastings</p> <p>Key enrichment experiences: Letter from monk to Lindisfarne Viking visitor</p>

Year 6	<p>Disciplinary vocabulary (revisit previous learning also please):</p> <p>historical chronology chronological historical</p> <p>BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era</p> <p>source primary/secondary source analyse archaeologist bias motive</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity</p>	<p>Study beyond 1066: The Battle of Britain and word war 2</p> <p>Historically Valid Question: <i>What was the impact of World War II on Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• The origins of WWII• The Blitz / evacuation• rationing <p>Key vocabulary: rationing, The Blitz, origins, civilian, evacuee, Luftwaffe, memorial, conscription</p> <p>Key enrichment experiences: The History Squad, curriculum dress up day, The National Holocaust Centre visit</p> <p>Key writing opportunities: Newspaper report on The Blitz and Rose Blanche/Harmonica narrative retelling</p>		<p>Study beyond 1066: Crime and Punishment</p> <p>Historically Valid Question: <i>How has crime and punishment changed from the Anglo Saxons to the present?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• Crime and punishment in Anglo Saxon times• Crime and punishment in Tudor times• Crime and punishment in Victorian times <p>Key vocabulary: crime, punishment, trial by ordeal, fines, execution, hard labour, transportation, police force</p> <p>Key enrichment experiences: Courtroom drama</p>		<p>Non-European society that provides contrasts with British history: Mayan civilization c.AD 900</p> <p>Historically Valid Question: <i>How did the Maya Civilization compare to the Anglo-Saxons?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none">• Who were the Maya and where did they live?• How did the Maya settle in the rainforest?• What similarities and differences existed between Maya and Anglo-Saxon homes? <p>Key vocabulary: city-state, civilization, Classic period, deforestation, rainforest, tropical rainforest, drought, slash and burn</p> <p>Key enrichment experiences: Online Maya exploration</p>	
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