<u>Curriculum Subject Journey Skegness Infant and Junior Academies</u> <u>Subject – History</u>



















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.

More	vocabalary.
	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6
	Knowing me, Tell me a Tale Where shall we go? Footprints The Great Outdoors What if?
Nursery	Knowledge and Understanding of the World 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.

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			Topic Overview		Topic Overview
rear 1	Changes within living			Changes within living		Changes within living memory
	memory.			memory.		
	Significant historical events,			Events beyond living memory		Historically Valid Question-
	people and places in their			that are significant nationally		How have toys changed over
	own locality			or globally.		time?
				The lives of significant		
	Historically Valid Question-			individuals in the past who		
	How am I making History?			have contributed to national		Key Criteria
				and international		What is your favourite
	Key Criteria			achievements.		toy?
	What is my History?					Did your parents and
	How can I find out			Historically Valid Question-		grandparents play with
	more about myself?			How have explorers changed		the same toys as you?
	How are special events			the world?		What were toys like in
	remembered?					the past?
				Key Criteria		, , , , , , , , , , , , , , , , , , ,

		 What was it like for children in the past? What have I learnt about childhood in the past? How am I making history? Key vocabulary Future, grandparent, lifetime, Living memory, present, change Key enrichment experiences: Trip to Church Farm Museum Joint History project with SJA 		 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? Key vocabulary Explorer, living memory, past, present, beyond living memory, event Key enrichment experience: 		 What is similar and different about toys in the past? How have teddy bears changed over time? How have toys changed? Key vocabulary Artefact, decade, memory, past, present, sequence Key vocabulary Memory, artefact, evidence, modern, now, past Key Writing opportunity: To write a fact page about toys
		., .		Joseph Banks (significant person from our locality) Recreating the HMS Endeavour		from the past and present day.
Year 2	Disciplinary vocabulary: timeline photograph drawing Illustration evidence Source Second order concepts: similarities and differences	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. Historically Valid Question- How do we find out about the past? Key Criteria Henry Ford and his significance Identify 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. Key vocabulary	Topic Overview Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. Historically Valid Question- How did we learn to fly? Key Criteria 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? Key vocabulary	Key enrichment experience: International Women's Day: Nellie Bly	Topic Overview Significant historical events, people and places in their own locality Historically Valid Question- Why is Matthew Flinders important? Key Criteria Who was Matthew Flinders and what did he do? How did he travel around Australia? Who went with him on his voyage? Key vocabulary Discovery, explorer, impact, evidence Key Writing opportunity: Non-Fiction page all about Matthew Flinders	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. Historically Valid Question- What was the first circus like? Key Criteria Consider the reliability of different historical sources. Introduce Philip Astley Research the first circus using a range of reliable sources. Key vocabulary Modern, recent, similar, generation, traditional,

		Invention, discovery, recent, change, modern, source Key enrichment experiences: Joint History project with SJA	Source, inventor, historically significant, living memory, decade, impact Key enrichment experiences: One Day creative Neil Armstrong workshop Key Writing opportunity: Biography of Chris Hadfield's life.			
Year 3	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 Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity	Changes in Britain from the Stone Age to the Iron Age Historically valid question What was life like in Stone Age Britain? Key criteria: Palaeolithic, Mesolithic periods Life as a Stone Age person Stone Age community (Skara Brae) Key vocabulary: Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic Key enrichment experiences: Stone Age visitor Key writing opportunity: Stone Age Boy portal narrative	Changes in Britain from the Stone Age to the Iron Age Historically valid question How did Britain change from the Stone Age to the Iron Age? Key criteria: • 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? Key vocabulary: Bronze Age, Iron Age, trade, similarities, differences, change Key enrichment experiences: Cave Art, trip to Flag Fen		Local History Study: How did the advent of the railways impact Skegness? Focus on tourism Historically Valid Question: How did the advent of the railways impact Skegness? Key criteria: How has my local area changed over time? Iand use before the advent of the railway the advent of the railway the advent of the railway and its impact on tourism Key vocabulary: local area, tourism, advent of the railway, census, land use, impact Key enrichment experiences: Trip to Skegness station	
Year 4	Disciplinary vocabulary (revisit previous learning also please): historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era prehistory	Achievements of the earliest civilizations: Ancient Egypt Historically Valid Question: What were some of the significant achievements of the Ancient Egyptians? Key criteria: Who were the Egyptians and when did they live?		Study beyond 1066: The Suffragettes Historically Valid Question: What impact did the Suffragette Movement have on the lives of women? Key criteria: the history of women's rights		What impact did the Roman Empire have on Britain? Historically Valid Question: What impact did the Roman Empire have on Britain? Key criteria: How and why did the Romans invade and settle in Britain?

source primary/secondary source Second order concepts: (revisit previous learning also please similarities and differences) historical significanc cause consequence change and continuity	goddesses? • How and why did the Egyptians mummify people? Key vocabulary: civilization, afterlife, mummification, pyramid, canopic jars, Tutankhamun	Protest and the Representation of People Act women in the Suffragette Movement Key vocabulary: women's rights, protest, Suffragette, suffrage, vote, "Deeds not Words" Key enrichment experiences: Curriculum Day Key writing opportunity: Newspaper report on the Suffragette movement	 How did Britons respond to the Roman invasion? How did the Romans change modern Britain? Key vocabulary: Romans, empire, invasion, Boudicca, impact, legacy Key enrichment experiences: Lincoln Museum, Roman army drama
Vear 5 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 Second order concepts: (revisit previous learning also please similarities and differences) historical significance cause consequence change and continuity	and their influence on the western world Historically Valid Question: What were some of the significant achievements of the Ancient Greeks? Key criteria: 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? Key vocabulary: ancient, gods and goddesses, democracy, influence, legacy,	Britain's settlement by Anglo-Saxons and Scots Historically Valid Question: How did the Anglo-Saxons change Britain? Key criteria: Who were the Anglo-Saxons? Why did the Anglo-Saxons come to Britain? How was Anglo-Saxon Britain ruled? Key vocabulary: tribes, Scandinavia, Germanic language, Angles, Saxons, Jutes, craftsmen, plunder 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?) Key writing opportunity: Travel Brochure – Jorvik Centre York	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Historically Valid Question: How did raids and resistance change the history of England? Key criteria: Who was Alfred the Great? What happened to the Anglo-Saxons and the Vikings? Why was the Norman Conquest important? Key vocabulary: raids, resistance, Vikings, Alfred the Great, Normans, conquest, Edward the Confessor, The Battle of Hastings Key enrichment experiences: Letter from monk to Lindisfarne Viking visitor

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