



History Curriculum Overview 2023-25 B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Values	Generosity and Perseverance	Trust and Respect	Friendship and Courage
Nursery	'Understanding the world' objectives from the EYFS Curriculum specific to History: <ul style="list-style-type: none"> Looking at family trees, talking about relations and who is oldest / youngest. Looking at baby pictures and noticing what has changed. Talking and sharing information about significant events and their own experiences.		
Reception	'Understanding the world' objectives from the EYFS Curriculum specific to History <i>Past and Present ELG Children at the expected level of development will:</i> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; 		
	<p style="text-align: center;"><u>Family</u></p> Explore and talk about photos, objects and stories linked to families, relations and the lives of people around them and their roles in society.	<p style="text-align: center;"><u>Peepo</u></p> Explore the book 'Peepo!' and look at the pictures and about how life was similar or different including old and new toys. Visit to Stevenage Museum to explore and discuss historical household objects.	<p style="text-align: center;"><u>Pirates</u></p> Exploring pirates from the past landing and finding our information and facts about Captain Blackbeard. Looking at information books and where we can get historical information from.
		<p style="text-align: center;"><u>Dinosaurs</u></p> Children to make comparisons between life in the past when Dinosaurs lived and life now.	<p style="text-align: center;"><u>Growing</u></p> Children to explore and discuss an experience and sequencing pictures in chronological order.
	School wide focus on Black History Month in October (Week before October Half Term)		
National Curriculum Expectation	<i>Pupils should be taught about:</i> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 		
KS1	Our Local History Exploring the history of our school and town.	Transport Changes within living memory	Explorers What do explorers do? What do explorers take with them? How do explorers navigate? Why do people explore?

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



What was our school like for children in the past? How has our school changed? I can look for evidence around our school to see how it has changed. What are Victorian buildings like? When were they built? Put them on a timeline. How have our school uniforms changed? How has daily life in our school changed since Victorian times? How has the old town changed? What jobs did people the old town do in the past? How have the old town shops changed?

Historical Skills to be covered

I can sequence events or objects in chronological order. I can use a timeline I can use a range of sources to find out characteristic features of the past. I can use photographs from the past to spot differences.

Knowledge and understanding of events, people and changes in the past/ Historical Interpretation

I can look for evidence around our school to see how it has changed. What are the Victorian buildings like? When were they built? Put them on a timeline. How have our school uniforms changed? How has daily life in our school changed since Victorian times?

Chronological Understanding

7TH Century-Stevenage began as a Saxon village in Hertfordshire. It was called Stith ac, which means strong oak. In those days trees were used as meeting places and perhaps one large oak used in that way gave Stevenage its name. Domesday 1086 in the Domesday Book Stevenage was a little village.
1281 became a market town with weekly market
1946, the New Town Act was passed. The government planned to move people from Inner London to market towns away from the capital.

How do people get around? How do you get to school? How do modern and old modes of transport differ? How are we able to explore our planet and beyond? How do wheels and axels work? (DT link)

Historical Skills to be covered

begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) begin to describe similarities and differences in artefacts

Knowledge and understanding of events, people and changes in the past/ Historical Interpretation

Name and describe different types of transport and explain how travel has changed over time. Identify the features of modern and 'old' cars and vehicles and how they work. How do cars with engines differ from newer electric cars? Understand how axels and wheels work in vehicles. (To be built on in Y2) Have a good understanding of a range of modes of transport both modern and old including –cars, trains, boats. Children learn about space travel and advances in our ability to explore our planet and beyond.

Chronological Understanding

700-Viking Longboats travelled the ocean 1770-First steam driven engine was put in a car 1783-Hot air balloon first took flight 1814-George Stephenson invented the steam train 1885-Benz Patent Motor wagon was built in Germany 1889-First electric car 1903-First aeroplane flight 1908-First Ford was built by Henry Ford 1939-First helicopter flight 1957-First aeroplane carrying passengers 1961-First flight into space 1994-Eurostar opens

Key Vocabulary for historical period

Carriage A place that people can sit in to be pulled along by a horse or a train's engine.
Travel Moving from one place to another.
Transport Carrying people or goods from one place

Historical Skills to be covered

Significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life, identifying similarities and differences between different periods

Knowledge and understanding of events, people and changes in the past/ Historical Interpretation

Christopher Columbus was an Italian navigator who completed four voyages across the Atlantic Ocean. While searching for a route to the Far East, he discovered a sailing route to America.

Neil Alden Armstrong was an American astronaut and aeronautical engineer and the first person to walk on the Moon. He was also a naval aviator, test pilot, and university professor

Chronological Understanding

1451 Christopher Columbus born in Italy
1492 King Ferdinand and his wife Queen Isabella decided to fund Columbus' trip and gave him ships and a crew
October 12th 1492 Columbus landed on a small island of the Bahamas. He named it San Salvador.
1506 Christopher Columbus died.
1930 Neil Armstrong born in USA
1962 Neil Armstrong joins NASA
1969 First Moon Walk

Key Vocabulary for historical period

Famous Someone who is known by many people. Explorer A person who explores a new or unfamiliar area.
Voyage A long journey involving travel by sea. Equator An imaginary line around the middle of the earth.
Continent A large area of land that may be made up of several countries.
Compass An item used to show direction.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



Stevenage was the first community selected to be a new town. In the 1950s and 1960s six new neighbourhoods were created.

Key Vocabulary for historical period

- Timeline
- Chronological order
- Victorian
- Evidence
- Sources

Historical Enquiry

Use stories to interpret fact or fiction
 Talk to adults and decide how reliable the sources are
 To find out about the past from a range of sources and information (stories, eye witness accounts, artefacts, visits to museums, books, internet sources)
 To ask questions.

Possible Questions

How has the population of Stevenage grown?
 When was the school built?
 Why is the school called St Nicholas?

Organisation and Communication

Communicate their knowledge through:
 Discussion Drawing pictures Drama/role play
 Making models Writing Using ICT

Literacy Links

<https://kids.kiddle.co/Stevenage>
<https://localhistories.org/a-history-of-stevenage/>

Stevenage museum publications.
 The Window by Jennie Baker –how locations change
 School Archive

Opportunities for Diversity

Lewis Hamilton schooled in Stevenage
 Diversity within our community
 International Day

to another.
 Steam engine A steam engine uses steam from boiling water to make it move. The steam pushes the moving parts.
 Electric cars Electric cars use electricity to make the motor turn. petrol
 Petrol is the fuel used in petrol engines to make cars move.
 Railway A railway is the track that trains run on.
 Motor A motor turns energy into movement so that things (such as cars and trains) can move

Historical Enquiry

Use stories to interpret fact or fiction
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 To ask questions.

Possible Questions

What are longships? What were the first trains like?
 When was the first passenger train? Who built and flew the first aeroplane?
 When were cars first made in factories?

Organisation and Communication

Communicate their knowledge through: Discussion
 Drawing pictures Drama/role play Making models
 Writing Using ICT

Literacy Links

Mark Haddon –‘The sea of tranquillity’
 Mr Grumpys motor car
 The Train Ride

Opportunities for Diversity

Story of Rosa Parks
 Lewis Hamilton story – schooled in Stevenage
 Amelia Earhart- first women to fly solo

Merchant A person who buys and sells goods. Navigator A person in a vehicle who decides the direction in which the vehicle travels.

Astronaut A person trained to command, pilot, or serve as a crew member of a spacecraft.

Engineer A person who designs, builds, or maintains engines, machines, or structures.

Space flight A journey through space. Apollo Apollo was the NASA program that resulted in American astronauts making 11 spaceflights and walking on the moon.

Research The investigation into and study of materials and sources in order to establish facts and reach new conclusions.

NASA National Aeronautics and Space Administration.

Orbit The curved path of a spacecraft round a star, planet, or moon.

Aviator An old-fashioned word for a person who flies an aircraft. Today it is a pilot

Historical Enquiry

Use stories to interpret fact or fiction
 Talk to adults and decide how reliable the sources are
 To find out about the past from a range of sources and information (stories, eye witness accounts, artefacts, visits to museums, books, internet sources)
 To ask questions.

Possible Questions

What are explorers?
 Why do people explore?
 Who are other explorers?

Organisation and Communication

Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT

Literacy Links

Ocean Meets the Sea
 Little Big People: Neil Armstrong
<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn> -Christopher Columbus

Opportunities for Diversity

Ibn Battuta was a significant Muslim explorer who was born in Tangier, Morocco. He was born in 1304.

**Enrichment opportunities:**

Visit to Stevenage museum, visit from the fire brigade; Visit to the toy museum, grandparent to visit the class and talk about their toys, a selection of old and new toys. 'Now Press Play experience'

National Curriculum Expectation

Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Lower KS2

Stone Age to the Iron Age**Abstract concept****Historical Skills to be covered:**

Develop chronologically secure knowledge of history.
Understand more complex vocabulary relating to chronology.
Use historical terms appropriately.
Regularly address and sometimes devise historically valid questions.
Understand that different versions of the past may exist, giving some reasons for this.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation:

What do I already know about the Stone Age? How does it differ to the modern day? Prehistoric animals – How do they differ to animals today? Are there any animals that resemble those of the past? Key to survival in the Stone Age – weapons, farming, hunting, fishing and most importantly gathering.
Understanding of the key finds at Skara Brae. What do cave paintings tell us about life in the Stone Age? Are there any links to art in the modern day?
The Stone Age: Lasted a very long time. It began about 2.7 million years ago when the first humans started to make tools out of stone. The first people came to Britain in around 900,000 BC and marked the start of Palaeolithic Britain
The Bronze Age: During this era, people discovered how to make bronze. This was a huge development and meant their tools would be much stronger
The Iron Age: This was the last period of prehistoric Britain before the Romans arrived. People were making even more useful tools and learned to make them out of Iron
Chronological Understanding
Understand how the Bronze Age followed the Stone Age, when people began to use tin and copper ore to make bronze tools and weapons
Stone Age – Mesolithic and Neolithic life
13,000 BC The first cave paintings were drawn
10,000-3,500 BC People learn to 'farm' different foods

Romans

Abstract concept: Empire and parliament
- Local focus on St Albans (Verulamium)

Historical Skills to be covered:

Develop a clear chronology over the period.
Consider change over the period, cause, and effect.
Use primary (archaeological) sources – visit to St Alban's museum.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation:

Location and extent of Roman Empire Develop a timeline of main events – esp invasion of Britain. The might and effectiveness of the Roman army – Julius Ceasar and Claudius invasions What was life like before and after invasion? e.g Romanisation of settlements – houses, markets, dress etc Major Roman road and towns (Link to Ermin Street and other major routes)/ Verulamium (St Albans/Colchester?) – development of Christianity.
Boudica resistance – and the sacking of Verulamium, Colchester and London.
Queen Boudicca's Rebellion - Leader of the Iceni tribe. Romans stole her land and attacked her family
She persuaded Celts to join her. Defeated Romans in Colchester. Eventually her forces were defeated. Proved tribes could stand up to Romans.
The end of the Roman Empire (Slow decline)
In addition the story of St Alban, his martyrdom and subsequent Cathedral.



3,500BC The first pottery is made and used

Bronze Age

2500 BC Metal starts to be used to make weapons and tools

1800 BC The first copper mines are dug

1200-800 BC Tribal kingdoms and Celtic culture

Iron Age

800-700 BC The first hill forts are made

600BC Coins are made and used for the first time

AD 43 The Romans invade Britain. Iron Age ends.

Key Vocabulary for historical period

Alaeolithic The first era of the Stone Age – or ‘The Old Stone Age’

Mesolithic The second era of the Stone Age – or ‘The Middle Stone Age’.

Neolithic The third and final era of the Stone Age – or ‘The New Stone Age’. BC BC stands for ‘Before Christ’ and means the number of years before the year 0 – when Christians believe Jesus was born.

AD AD stand for ‘Ano Domini’ – which means ‘in the time of our Lord’. AD is used for all years after the year 0.

Prehistoric Before people could read or write. We only know what happened thanks to artefacts left behind.

Artefact An object made by a human being.

Archaeologist Person who learns about the past by digging up artefacts and studying them.

Settlement A place where a group of people live together in many buildings. Hunter gatherer People who found their food by hunting animals or gathering nuts and berries.

Flint A type of stone that can be shaped into blades, knives and spears for hunting

Tribes A group of people that live together for protection

Historical Enquiry

Continue to develop chronologically secure knowledge of history. Understand more complex vocabulary relating to chronology. Use historical terms appropriately. Regularly address and sometimes devise historically valid questions. Understand that different versions of the past may exist, giving some reasons for this.

Possible Questions

What tools did the Stone Age people have to survive?

How do Stone Age animals differ to the animals we have today?

Are there any similarities?

How does a Stone Age settlement differ from modern day homes?

How would life in these periods differ to modern life?

What impact did metal have on the lives on the people of this period?

How did the Iron Age people ensure their safety?

What advantage did the Roman’s have over the Iron Age Celts in battle?

Chronological Understanding

753 BC - The city of Rome is founded.

55-54 BC Julius Caesar’s attempted invasion

43 AD Emperor Claudius invasion

61 AD Boudicca sacking of Verulamium

121 AD - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.

304 approx Alban is killed

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.

Key Vocabulary for historical period

Empire A group of territories under one rule

Emperor A man who rules an Empire

Invasion To enter as an enemy, by force, to take control

Conquest A military invasion

legionary A soldier in a Roman legion

legion A division of 3,000 – 6,000 men and cavalry in a Roman army

Auxiliary soldier A ‘helper’ recruited from a non- Roman tribe

Revolt To rise up and fight against a government

Rebellion A fight against the ruler

Celts The people of the Iron Age who occupied Britain

Archaeology The study of history by looking for things people in the past have left behind.

Evidence A sign to show something existed or is true

Verulamium – Roman town now known as St Albans

Historical Enquiry

Continue to develop chronologically secure knowledge of history. Understand more complex vocabulary relating to chronology. Use historical terms appropriately. Regularly address and sometimes devise historically valid questions. Understand that different versions of the past may exist, giving some reasons for this.

Possible Questions

Where did the Romans come from?

Why did the Romans invade Britain?

Who lived in Britain before the Romans?

**Organisation and Communication**

Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately. Choose most appropriate way to present information to an audience

Literacy Links

- The stone age boy – Satoshi Kitamura
- UG boy genius of the stone age – Raymond Briggs
- Stig of the dump – Clive King
- Horrible Histories: The Savage Stone
- How to Wash a Woolly Mammoth – Michelle Robinson
- The Stone Age: Hunters, Gathers and Woolly Mammoths – Marcia Williams
- The Boy with the Bronze Axe – Kathleen Fidler
- Research: <https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Opportunities for Diversity

How have appearances changed?

Who was Boudicca and why was she so important?
 What equipment did a Roman soldier have?
 What important things did the Romans bring to Britain and what did the Romans leave us?

Organisation and Communication

Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately. Choose most appropriate way to present information to an audience

Literacy Links

- Roman Myths – The orchard book
- The Eagle of the Ninth – Rosemary Sutcliffe

Opportunities for Diversity

How have appearances changed?

Enrichment opportunities

Visiting workshops, British museum, river Lee links to Vikings (Stansted Abbots) 'Now Press Play experience', Celtic Harmony, visit to Verulamium Museum. Cathedral and Abbey Church of St Albans, Alban Pilgrimage approx. June 22nd.

Upper KS2

Ancient Greece

Abstract concept: Empire

Historical Skills to be covered.

Understand that different versions of the past may exist, giving some reasons for this.
 Explain why changes have occurred and the consequences of these changes.
 Make links between main events and situations across different periods/societies.
 Explain why differences exist between different groups of people within a historical period.
 Explore different kinds of historical sources and evaluate their usefulness.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation

What was the lasting influence of the Ancient Greeks on the western world?

Tudors

Abstract concept: monarchy

Historical Skills to be covered.

Use dates and terms accurately to describe events.
 Place events, artefacts, and historical figures on a timeline.
 Choose reliable sources of evidence to help answer questions and give reasons for choices. Understand that no single source of evidence gives the full answer about the past.
 Seek out and analyse a wider range of evidence to justify claims about the past.
 Using literacy and computing skills to represent information.
 Follow their lines of historical enquiry and refine lines as appropriate.
 Describe the religious diversity of past society.
 Describe the main changes in a period of history.
 Identify continuity and change with History in the

Victorians

Abstract concept: Empire, Monarchy

Historical Skills to be covered:

Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.
 Describe different periods in time Including: cultural ideas, beliefs, and attitudes.
 Find out about the past by asking and answering questions, selecting, and using a range of sources of information to provide evidence.
 Evaluate sources of information- recording and drawing conclusions.
 Consider the significance of main events.
 Give reasons for, and results of, these events and changes.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation

Learn about Queen Victoria's life before and after her coronation.

Learning, Loving, Living in God's Family

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Investigate the timeline and four main periods of the Greek Empire.
Explore the myths of the Trojan War and the Minotaur.
Marvel at Alexander the Great and the empire under his leadership.
Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Find out about the historical background of Aesop and his fables.
Research democracy. Examine the exciting Olympics and its modern legacy.

Chronological Understanding

- The Dark ages (1000 BCE-800 BCE)
- The Archaic Period (c. 800 BCE to 480 BCE)
- The Classical Period (c. 480 BCE to 323 BCE)
- The Hellenistic Period (c. 323 BC to 146 BC)
- Placing the Greeks in the chronology of the world – Looking at where they are in relation to other ancient civilisations including the Ancient Egyptians.
- 2000BC Palace at Knossos,
- Crete 776 BC First Olympic games
- 750 BC Homer writes the Iliad and the Odyssey
- 570 BC Pythagoras is born.
- 508 BC Democracy begins.
- 450 BC Athens becomes a powerful city.
- 432 BC Parthenon completed.
- 146 BC Romans conquer Greece.

Key Vocabulary for historical period

Ancient, Greeks, Myths, Legends, Archaic, Classical, Hellenistic, Empire, Acropolis, City state, Pantheon, Civilisation, Mount Olympus, Temple, Theatre, Spata, Athens, Hoplites, Alexander the Great, Demi God, Zeus, Marathon, Siege.

locality.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation

Know how the British monarchy has developed over time.
Know the names of key Tudors and put them in chronological order.
Know about the War of the Roses and how the Tudor dynasty began-links to St Albans.
Know about the Key Historical Figures of the time: King Henry VIII his wives and children.
Know about the religious Reformation.
Know about other key figures that lived at the time and where they lived: St Thomas More, St John Fisher, William Shakespeare, Sir Walter Raleigh.

Chronological Understanding

- The Tudor Monarchs who reigned between 1485-1603.
- 1485-1509: Reign of Henry I
- 1497 – John Cabot discovers North America.
- 1509-1547: Reign of Henry VII
- 1515: Thomas Wolsey becomes a cardinal and Lord Chancellor.
- 1534: Henry VII forms the Church of England.
- 1547-1553: Reign of Edward VI
- 1553-1558: Reign of Mary I
- 1558-1603: Reign of Elizabeth I
- 1570: Sir Francis Drake sets sail for the West Indies.
- 1591: First performance play of William Shakespeare.

Key Vocabulary for historical period

Monarch, Reign, War or the Roses, Tudor Princess,

Discover what contemporary images can tell us about the Queen's life and times.
Find out about famous Victorians as well as some of the innovations and inventions of the era.
Use Victorian records and descriptions to gain an understanding of what Victorian schooling was like and how it compares to modern times.
Explore life in Victorian England.
Learn about the development of free universal schooling in the UK.
Use census data to learn about people who lived in your local area in the Victorian period.
See how the overall characteristics of local people changed over the course of the Victorian period, while gaining an understanding of different ways data can be organised and presented.
Children understand that this was a period of rapid changes and can identify differences between beginning and end of long reign.

Chronological Understanding

- 1837: The New Houses of Parliament are built.
- 1837: Queen Victoria crowned
- 1833: Tenth Hour Act – Child Labour.
- 1838: Queen Victoria is crowned aged 18.
- 1840: Queen Victoria marries Prince Albert.
- 1842: Children can no longer work in mines.
- 1863: Lord Shaftsbury publishes report on children working.
- 1864: Children under 10 can no longer work as chimney sweeps.
- 1876: Alexander Bell invents the telephone.
- 1880: Education act make school compulsory for all children aged 5-10
- 1881: The first home with electric lighting was built.
- 1902: Queen Victoria died.

Key Vocabulary for historical period

Industry, invention, rural, revolution, compulsory, crime, government, workhouse, Lord Shaftesbury, Laws



Historical Enquiry

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. Ask a range of questions about the past.

Choose reliable sources of evidence to answer questions.

Realise that there is often not a single answer to historical questions.

Understand the difference between Primary and secondary sources,

Possible Questions

How did the Greeks give us Democracy?

How did the Greek Alphabet impact on the words used in our language now? What cultural impact did the Greek Theatres have?

Why is the Olympics significant in Greek History? What beliefs did the Ancient Greeks have?

Organisation and Communication

Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately.

Choose most appropriate way to present information to an audience.

Literacy Links

Who let the Gods out - Maz Evans.

Mission to Marathon - Geoffrey Trease

Beast of Olympus, Beast Keeper - Lucy Coats and David Robberts

Greek myths - Marcia Williams

Greek Heros-Top 10 Myths and Legends - Marcia Williams

Ancient Olympic games - Jhonny Nunez

<https://www.mysteriesintime.co.uk/ancient-greece-for-kids>

<http://www.primaryhomeworkhelp.co.uk/Greece>.

Hatfield House, St Albans, Lancaster, York, succession, Heir, Catholic, Protestant, Divorce, Reformation, Shakespeare, Sir Francis Drake.

Historical Enquiry

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.

Ask a range of questions about the past.

Choose reliable sources of evidence to answer questions.

Realise that there is often not a single answer to historical questions.

Understand the difference between Primary and secondary sources,

Possible Questions

Why did Henry VII have so many wives?

What type of boat sailed to explore other lands?

Why did Henry not want Mary to become queen?

What legacy did the Tudors leave today?

What happened locally during the Tudor period?

Organisation and Communication

Present structured and organised findings about the past using a variety of techniques.

Use dates and terms accurately.

Choose most appropriate way to present information to an audience.

Literacy Links

Traeson – Berlie Doherty

My friend Walter – Michael Morpurgo

Honesty and Lies-Eloise Williams

The Queens Token – Pamela Oldfield and James de la Rue

The Tudors: Kings, Queens, Scribes and Ferrets –

Historical Enquiry

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.

Ask a range of questions about the past.

Choose reliable sources of evidence to answer questions.

Realise that there is often not a single answer to historical questions.

Understand the difference between Primary and secondary sources,

Possible Questions

What were the main changes that took place during this time?

Why is it so difficult to find out what factory conditions were really like?

How did town life compare to life in the countryside at this time?

What were the main changes in transport and did everyone benefit?

What can we learn about Victorian times from a study of:

- a. schools
- b. workhouses
- c. climbing boys

Were the Victorian times a Dark Age or a Golden Age?

Organisation and Communication

Present structured and organised findings about the past using a variety of techniques.

Use dates and terms accurately.

Choose most appropriate way to present information to an audience.

Literacy Links

Sons of the Circus - EL Norry

Darwin's Dragons - Lindsey Galvin

The secret diary of Jane Pinny - Phillip Ardaugh and Jamie Littler

The Twisted Tunnels - Terry Deary and Helen Flook



St Nicholas C of E (VA) Primary School and Nursery



<p>html https://www.bbc.co.uk/bitesize/topics/z87tn3</p> <p>Opportunities for Diversity Explore the life of Greek women. The differences between those growing up as a Spartan the those as an Athenian.</p>	<p>Marcia Williams What's so special about Shakespeare-Michael Rosin and Sarah Nayler</p> <p>Opportunities for Diversity Divers' daughter-Patrice Lawrence, a mother a child's perspective of Tudor England having been removed from their home in Mozambique.</p>	<p>Oliver Twist and other great Dickens Novels - Marcia Williams Another Twist in the Tale: Catherine Bruton Queen Victorian - V and A Street Child: Berlie Docherty Gas Light: Eloise Williams</p> <p>Opportunities for Diversity The Bluest of Blues: Fiona Robinson, Anna Atkins – first woman to take photographs. Black and British (Victorians) Unheard Voices – Malorie Blackman Hackney Diversity Curriculum timeline</p>
<p>Enrichment opportunities Duxford museum, Easneye wood plane crash 1942, War memorials in local areas, Henry Moore, North Weald Airfield Museum, British Museum. 'Now Press Play experience' Visit from ex-service personnel, letters from the frontline. Visit to local war memorial, History off the page. Victorian school, Hitchin, Hatfield House, St Albans Cathedral, Tudor school – Ashwell museum.</p>		

Learning, Loving, Living in God's Family

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