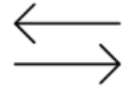


Year 1 Autumn Term

How have shops changed over time?

Concept

Continuity and change



Connect



Explain



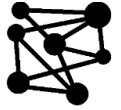
Example



Attempt



Apply



Connect

There was a time before I was born. I know that some things were different when my parents and grandparents were born. The past happened before I was born. The present is what is happening now. Pictures from the We can learn about the past using pictures. I need to use specific words when talking about the past.

- Newcastle has changed from when my grandparents and parents were born.
- In the past shops were small and only sold one type of item e.g a greengrocers, florist, butchers.
- Today shops are bigger and you can buy most things from a supermarket.
- Today shops look different from shops in the past.
- The way you pay for items in a shop has changed over time. Parents and grandparents can tell us about shops in the past.

Together, identify features of an old shop and a new shop using photographic sources.

Explore historical sources together (including a shop from the 1940s) to discuss features of shops in the past.

Explore, using sources of evidence, the different ways that we can shop today.

Outcome

Talk and write about what shops would have been like in the past, based on what I have seen in historical sources such as photos, objects, in books and videos. Compare to what shops are like today.

Know that some aspects of life were different in the past than they are today.

Next time: Know that there are significant events in the past that we remember today.

In Year 3, I will learn about continuity and change in Stoke on Trent when the canals were developed.

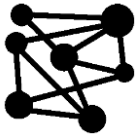
Chronology

Approx. 1960 - 1980 (the past when grandparents were born.
Approx 1980 -2000 (the past when parents were born)
I was born 2017/2018
Today 2023 (the present)

Vocabulary

Today - Now, the present period of history.
Present - My life now.
Continuity - Things that have stayed the same over time.
Past - The time before the present.
Change - When something or someone becomes different over time.
Timeline - a way to organise events in the order they appear in history.
Compare - find how things are similar and different.

How and why do we commemorate significant events?



Connect



Explain



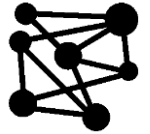
Example



Attempt



Apply



Connect

- Chronology is events placed in time order.
- Significance means something is important and can explain why we remember some things and not others.
- Florence Nightingale, Mary Seacole, Amelia Earhart, Ralph Fiennes were significant people.
- The Crimean War is another significant war.
- We can learn about the past through historical sources like pictures and writing or we can use information books.

- World War One (WW1) began in 1914 and ended on November 11th 1918.
- It started when Germany invaded Belgium so Britain declared war on Germany.
- Some countries were friends of Britain (allies) and some were not friends (enemies).
- Soldiers lived in trenches. The conditions in a trench were terrible. Lots of soldiers died during the war. Many more were injured.
- On Remembrance day we remember the soldiers that lost their lives in the war.
- It is important to remember the war so we can learn from it.
- There are many different ways we remember the war: poppies, cenotaphs, moments silence.
- Vera Brittain was a nurse during the war and was born in Newcastle Under Lyme. Edith Cavell was a nurse who helped British soldiers to escape.
- Photos are a primary source of evidence. Sometimes sources of evidence can be altered so they might not be trustworthy.

Together, we will use primary and secondary sources of evidence, including photographs from the time, to find clues as to what it might have been like to be a soldier in WW1.

Together, we will use primary and secondary sources of evidence to explore what life and work was like during the Great War.

Together, we will use primary and secondary historical sources to find out about two significant people during the war: Edith Cavell and Vera Brittain. We will discuss why it is important to remember these people.

We will observe photos and videos of Remembrance day (from the past and more recent) and learn some key words related to occasion.

Chronology
Significant events/people previously learned:
WW1 1914 - 1918
Year 2 child was born 2017/2018
Present 2024

Create a news report to explain why it is important to remember people and events from WW1 and other wars.

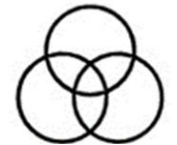
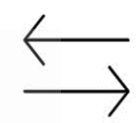
Know that there are lots of ways we can find out about the past and photos from the time give us a really good indication as to what life was like.

In Year 3, we will look at a time in history when there was much less evidence of what life was like, and indeed no photographs. We will explore other sources of evidence and their importance.

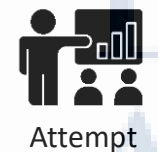
Vocabulary
Soldier - Someone who fights in the army for their country.
Remembrance - when we remember something significant that has happened.
Armistice - an agreement to end the war.
Poppy - a symbol of remembrance.
War - armed conflict. Fighting between different countries.
Truce - an agreement.
Trench - A narrow ditch in the ground where the soldiers lived.
Century - 100 years
Decade - 10 years
Cenotaph - a monument to commemorate someone who has died in a war.
Memorial - a structure to remind people of an event.
Primary source of evidence - photos, videos, writing, objects from the time
Secondary source of evidence - an interpretation of a primary source

Year 3 Autumn Term

Concept



How did life change for people between the Stone Age and the Iron Age?



There are events that happened before I was born.

Sometimes sources can be altered so they might not be trustworthy.

There are different types of historical sources- primary and secondary.

- The Stone Age to Iron Age covers an enormous amount of history and is divided into three eras, Paleolithic, Mesolithic and Neolithic.
- There are many similarities and differences between the three eras
- New developments and technology changed or improved life.
- During the Stone Age, people turned from being nomadic tribes to farmers that stayed in one locality.
- Artefacts and sources are key to how our understanding of the Stone Age developed.
- We must use a range of sources when investigating the past and there can be limitations to what sources can tell us.
- The discovery of Amesbury Archer's grave has helped us understand what life was like during the Bronze Age
- Skara Brae is a significant site and sources from here help us understand what it might have been like to live in a Neolithic settlement.

Together , we will place the stone age, bronze age and iron age on a timeline.

We will answer questions about the stone age and how life changed during the stone age, using primary sources of evidence (tools and weapons) and secondary sources of evidence (illustrations, paintings).

We will consider what some of the most significant inventions of the stone age might have been.

We will explore the evidence found in the stone age village of Skara Brae and discuss what this might indicate about life in the stone age.

Together, we will discuss how the remains of the Amesbury Archer gives us clues as to what life might have been like in the bronze age and how life might have changed from the stone age to the bronze age.

Chronology

Paleolithic 800,000BCE - 10,000BCE
 Mesolithic 11,000BCE - 5,500BCE
 Neolithic 4,300BCE - 2,000BCE
 Bronze Age 2,200BCE - 750BCE
 Iron Age 750BCE - 43CE

Observe similarities and differences across pre-historical Britain using a range of sources of evidence to back-up our points.

Explain which the most significant invention or discovery was between the Stone Age and the Iron Age and why.

I will learn how to ask and answer questions using a range of historical sources.

In Year 3 I will learn about the continuity and change in Britain that occurs when the Romans invade and the legacy they leave.

Vocabulary

BCE - Before common era
 Century - 100 years
 Discovery - finding a place or substance that nobody knew about before
 Community - a group of people living in the same place
 Settlement - a place where people start a community
 Nomad - a person with no fixed address who moves to find food or shelter.
 Flint - stone tool used to start fires
 Palaeolithic - ancient Stone Age
 Mesolithic - middle Stone Age
 Neolithic - the modern or new Stone Age

Year 4 Autumn Term

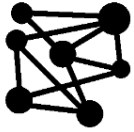
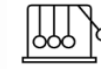
What happened to Britain when the Romans left?

Concept

Chronology

Cause and consequence

Continuity and change



Connect



Explain



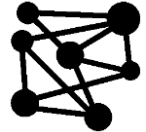
Example



Attempt



Apply



Connect

- The Romans arrived in Britain in AD 43 and left in AD 410 when their homelands were invaded.

- The Romans left a significant legacy on Britain (roads, bridges, sewers etc)

-When the Romans left in 410 AD, England was invaded by the Scots and Anglo-Saxons.

- The Anglo Saxons invaded from the sea (they were from Germany, Denmark and the Netherlands).

- It was easy to invade because the Romans had left to defend Rome.

- There is evidence that the Anglo Saxons lived in England through the place names we have today.

- England changed from being made up of smaller settlements to 7 kingdoms: East Anglia, Mercia, Wessex, Northumbria, Sussex, Kent and Essex.

- King Offa/Bede/Gildas are significant individuals during this period.

- Some primary sources from the time could be considered biased.

- Sutton Hoo and Offa's Dyke are significant places during this period.

- The Staffordshire Hoard is the largest collection of Anglo Saxon gold and silver ever found.

We will connect back to when the Romans left Britain and explore why the country was vulnerable to invasion.

We will build a scaled timeline of Anglo Saxon Britain and consider why certain events are close together.

We will use artefacts to infer information about the Anglo-Saxons and contrast this with written sources.

We will investigate King Offa to understand why he is a significant individual.

I will explain how different parts of Britain have changed since the Romans left (Society, governance and settlements)

Know invasions have happened throughout the history of Britain and that these changed Britain.

In **Year 4**, I will learn that the Vikings invaded Britain whilst the Anglo-Saxons had settled in Britain.

Chronology

410 - The Romans left England

595 - The pope from Rome sent a Roman monk to Britain to tell the Anglo Saxons about Christianity

793 - The Vikings came to England

Vocabulary

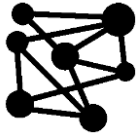
Empire - A number of countries that are all controlled by the government of one country.

Invalidate - to enter a place by force.

Civilisation - the way of life of a particular area.

Settlement - A place where people have come to live and have built homes.

How have attitudes to crime and punishment changed over time?



Connect



Explain



Example



Attempt



Apply



Connect

I know how society changed during the period between The Stone Age and the Bronze Age.

I understand the society and culture of the Victorian period (through Oliver Twist English unit).

- Crimes have changed over time, linked to developments in society and technology and people's attitudes at the time.

- Punishments have always been used as a deterrent for crime. Retribution (a victim getting vengeance) or humiliation were the main features of punishments until the 19th Century.

- Punishments are now more reformative and aimed at helping criminals to not offend again.

- Since the 19th Century, more emphasis has been placed on reforming criminals.

- Policing was introduced in the 19th century. Before this, law was enforced by small groups or individuals.

We will find out together about the Tudor and Victorian times, and what factors might influence the crimes that were committed and people's attitudes to crime.

We will use primary and secondary sources to explore attitudes to crime and punishment in both the Tudor Era and the Victorian Era.

We will use a range of sources to find out what punishments might have been given to offenders in the Tudor and Victorian Eras.

We will consider together the reliability of these sources, taking into account the different attitudes that might have existed at the time.

We will consider what has stayed the same between the periods studied and what has changed.

Write a report outlining any similarities between crimes and punishments throughout the ages and how and why crimes and their punishments may have changed over time.

I will learn to be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.

In Year 6, I will look at how a specific event can cause significant change.

Chronology

Tudor Period - 1485 - 1603

Victorian period - 1837-1901

21st Century - now

Vocabulary

deterrent - to discourage someone from doing something

reformative - punishment that aims to change the behaviour of a criminal.

humiliation - to make someone feel ashamed.

judge - someone who is in charge of a trial in court.

jury - a group of people who decide if a person is guilty or not.

trial - when a judge and jury listen to evidence to decide if a person is guilty or not.

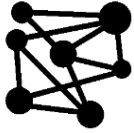
crime - an offence punishable by law.

Year 6 Autumn Term

Concept



Was WW2 the most dangerous time to be alive in Britain?



Connect



Explain



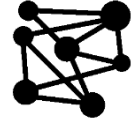
Example



Attempt



Apply



Connect

I know WW1 started in 1914 and ended in 1918.

There are many ways we remember the war today.

It is important to remember events from History so we can learn from them.

I am beginning to understand that answer to a historical can depend on the evidence.

- Hitler came to power in Germany in 1930 and built up their army.
- Hitler invaded Poland in 1939 and this was one of the main causes for Britain and France declaring war on Germany.
- The blitz in 1940 involved bombs being dropped on English cities and children were evacuated to rural areas as a result.
- Advanced weaponry resulted in large numbers of casualties.
- Steps were taken to prioritise the safety of children.
- Further measures were put in place to mitigate the dangers.
- Earlier conflicts would have fewer civilian casualties; however, there were other aspects of life that were more dangerous.

We will explore the events that led up to the declaration of WW2.

We will critically analyse primary and secondary sources from the blitz to infer what happened during the Blitz and how people reacted.

We will consider what mitigations were put place to protect people from the dangers of the Blitz.

Chronology

- 1919 - Treaty of Versailles.
- 1930 - Hitler comes to power.
- 1939 - Hitler invades Poland, Britain and France declare war on Germany.
- 1940 - The Blitz
- 1945 - WW2 ends.

I will answer the enquiry question using knowledge that I have gathered and provide evidence for my answer.

I will bring knowledge gathered from several sources together into a fluent account.

In Year 6 I will investigate how Britain changed after WW2 and how the war influenced this.

Vocabulary

- Propaganda**- information used to promote a political point of view.
- Evacuee**- a person evacuated from a place of danger.
- Appeasement**-was the name given to Britain's policy in the 1930s of allowing Hitler to expand German territory unchecked.
- Reparations**- the payment of damages.
- Casualties** - a person killed or injured in a war.
- Civilian** - a person not in the armed forces or police force.
- Territory** - an area of land under the jurisdiction of a ruler or state.
- Treaty** - a formally concluded and ratified agreement between states.