**History Term Autumn 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent :Personal History**Children to share information about themselves, their families and their experiences including what/how their families celebrate now and have celebrated in the past.**Sequence of learning:**-Can I talk about family roles and routines and how they are the same/different? -Can I make comparisons of celebrations between my own life and the lives of others, e.g., birthdays, weddings, celebrations? - Can I comment on how Christmas/Diwali are celebrated now and how they were celebrated in the past? - Can I learn and talk about who help/helped us in our community and be thankful for those roles? -Can I talk about tradition I have heard about or experienced? | **Intent:** No history taught this half term  | **Intent**: **Cradle of Civilisation** –To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations.**Sequence of lessons:**1. The land of the two rivers. 2. Trade, building and writing. 3. The Epic of Gilgamesh. 4. Cradles of civilization. 5. Similarities between civilisations. 6. Art in ancient civilisations.  | **Intent:** **Cradle of Civilisation**- To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations.**Sequence of lessons:**1. The land of the two rivers. 2. Trade, building and writing. 3. The Epic of Gilgamesh. 4. Cradles of civilization. 5. Similarities between civilisations. 6. Art in ancient civilisations. | **Intent:** **Cradle of Civilisation**-To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations.**Sequence of lessons:**1. The land of the two rivers. 2. Trade, building and writing. 3. The Epic of Gilgamesh. 4. Cradles of civilization. 5. Similarities between civilisations. 6. Art in ancient civilisations. | **Intent –****Census**Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time**Sequence of lessons:** 1, To explore the purpose and creation of a census. 2. To create questions about Victorian children using a range of sources. 3. To explore the jobs available in the past using the census. 4. To make inferences about women’s lives in the 1900s using the census. 5. To investigate how the census changed by following the life of Evelyn Dove. 6. To conduct an enquiry about my local area using the census |
| **Key Vocabulary:**Family, home, relatives, childhoodSame, different, memory, significant, community, role, help, special, past, now, present, celebrations, Diwali, Christmas, times, traditions | **Key Vocabulary:** | **Key Vocabulary:** tablets, fertile, Sumer, trading herding, weaving, epic, nomadic, Gilgamesh, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative. | **Key Vocabulary:** tablets, fertile, Sumer, trading herding, weaving, epic, nomadic, Gilgamesh, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative | **Key Vocabulary:** tablets, fertile, Sumer, trading herding, weaving, epic, nomadic, Gilgamesh, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative | **Key Vocabulary:** decade, historical enquiry, occupation, politics, reliable |
| **Impact:**Children can use the key vocabulary and describe what their families/communities celebrate and how. Children can begin to consider how these celebrations/traditions may have changed over time.  | **Impact:** | **Impact:** Children are able to identify the similarities and differences between Ancient Egypt and Ancient Sumer | **Impact:** Children are able to identify the similarities and differences between Ancient Egypt and Ancient Sumer | **Impact:** Children are able to identify the similarities and differences between Ancient Egypt and Ancient Sumer | **Impact**Children suggest reasons for these changes, linking them to national events. They can plan their own historical enquiry and they research a local family or street |