**A logo for a school

Description automatically generated** **History Spring 1.1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent:**  Children will use their senses to explore and describe their immediate environment and  be able to draw information from a simple map.  Children will continue to consider different celebrations, now describing both how and where they are celebrated. Children will express signs of Winter and Spring. They will make observations and ask questions about what they can see, hear and feel in their own environments. Children will use their senses to explore objects from the past and comment on familiar situations in the past. Children will compare and contrast characters  from stories, including figures from the past as well as comment on images of familiar  situations from the past. Children will continue to recognise that people have different beliefs and celebrate special times in different ways, as well as exploring some  similarities between life in this country and others | **Intent:**  How did we learn how to fly?  To identify important events  surrounding the importance of flight. | **Intent:**  The Indus Valley  Pupils will be able to understand key ideas  about the Indus Civilisation including their architecture, trade and travel. Pupils will learn about rulers and religion during this period. | **Intent:**  The Indus Valley  Pupils will be able to understand key ideas about the Indus Civilisation, including their architecture, trade and travel. Pupils will learn about rulers and religion during this period. | **Intent**  The Indus Valley  Pupils will be able to understand key ideas about the Indus Civilisation, including their architecture, trade and travel. Pupils will learn about rulers and religion during this period. | **Intent**  To identify relevant dates and  relevant terms for the period and period  labels and that historical periods have  characteristics that distinguish them |
| **Sequence of Learning**  Can I compare police uniform (hats specifically) in the past and present? Can I think of  questions to ask a police officer in the present about their job role? How does this differ  to images from the past?  Can I compare emergency vehicles in the past and present?Can I think of questions to  ask emergency role workers in the present about their job role? How does this differ to  images from the past?  -Can I compare classroom toys in the past and present?  -Can I learn about Florence Nightingale, tell her story and consider how did nursing  change from the past to the present?  -Can I explore how different countries celebrate special occasions, specifically focusing on  learning about traditions for Chinese New Year?  -Can I find China on a map/atlas/globe? Can I think about where different celebrations  might happen, including ChineseNew Year?  Can I draw information from a simple map of the school grounds when on a Winter  Walk?  Can I draw information from a simple map of Fowey, when preparing for a school trip to  the lifeboat station?  Children can explore their outdoor environment, on a Winter Walk, making observations  of the seasons using their senses? | **Sequence of Lessons:**  To find out about the Wright  brothers  2. To develop an understanding of  historical significance  3. To investigate why Bessie  Coleman is significant.  4. To use primary sources to  discover about the life of Amelia  Earhart.  5. To investigate why the Moon  landing is significant.  6. To place events on a timeline | **Sequence of Lessons:**  1, The Dancing Girl  2, So many puzzles  3, Bricks, buildings, bath and bathrooms  4, Making beautiful things  5, Boats and barter, trade and travel  6, Two more puzzles – Rulers and Religion | **Sequence of Lessons:**  1, The Dancing Girl  2, So many puzzles  3, Bricks, buildings, bath and bathrooms  4, Making beautiful things  5, Boats and barter, trade and travel  6, Two more puzzles – Rulers and Religion | **Sequence of Lessons:**  1, The Dancing Girl  2, So many puzzles  3, Bricks, buildings, bath and bathrooms  4, Making beautiful things  5, Boats and barter, trade and travel  6, Two more puzzles – Rulers and Religion | **Sequence of Lessons:**  To understand when and where the  ancient Maya lived.  2. To understand how the Maya settled  in the rainforest.  3. To identify the similarities and  differences between Maya and  Anglo-Saxon homes.  4. To know what the Maya believed.  5. To identify what the archaeological  remains tells us about Maya cities.  6. To understand the decline of the  Maya cities. |
| **Key Vocabulary:**  People, help, jobs,  equipment, instruments,  uniform, officer,  emergency, services,  helpful, brave | **Key Vocabulary:**  beyond living memory,  decade, evidence, eyewitness, flight,  historic, historically significant, inventor,  past, present, primary source | **Key Vocabulary/ Sticky knowledge**  Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro,  Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments  Craftsmanship,  trade, barter Puzzles for historians, including rulers and religion.  **Disciplinary focus:** evidential thinking How  do we know about the Indus Valley civilisation? | **Key Vocabulary:** **/ Sticky knowledge**  Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds,  beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro,  Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship,  trade, barter Puzzles for historians, including rulers and religion.  **Disciplinary focus:** evidential thinking How  do we know about the Indus Valley  civilisation? | **Key Vocabulary** **/ Sticky knowledge**  Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro,  Harappa, Lothal Similarities and differences  between Indus Valley and Sumer and Egypt  (e.g. writing monuments) Craftsmanship,  trade, barter Puzzles for historians, including rulers and religion.  **Disciplinary focus:** evidential thinking How  do we know about the Indus Valley civilisation? | **Key Vocabulary:**  abandon, city-state,  Classic period, creation story, decline,  restation, drought, hieroglyphics,  pyramid, rainforest, slash and burn |
| **Impact**  Composite  Children are able to discuss how Chinese New Year is celebrated through specific  traditions. Children are able to share key ideas about people who help us, both now and  in the past, and sort images and resources into past and present job roles.  Children can use a map to go on a Winter Walk, using their senses to explore signs of  Winter and Spring, adding information to maps. | **Impact**  Children can use primary sources to  find out about significant individuals who  contributed to the history of flight. They can  order events on a simple timeline. | **Impact:** Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation. | **Impact:**  Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation. | **Impact:**  Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation. | **Impact**  Children will understand how the Maya  settled in the rainforest and built their  civilisations and identify the similarities and  differences with Anglo-Saxons. |