**** **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 ValleyPupils 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 ValleyPupils 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 ValleyPupils 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 Girl2, So many puzzles3, Bricks, buildings, bath and bathrooms4, Making beautiful things5, Boats and barter, trade and travel6, Two more puzzles – Rulers and Religion | **Sequence of Lessons:**1, The Dancing Girl2, So many puzzles3, Bricks, buildings, bath and bathrooms4, Making beautiful things5, Boats and barter, trade and travel6, Two more puzzles – Rulers and Religion | **Sequence of Lessons:**1, The Dancing Girl2, So many puzzles3, Bricks, buildings, bath and bathrooms4, Making beautiful things5, Boats and barter, trade and travel6, 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, monumentsCraftsmanship, 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 andin 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. |