

History



The Inspire Multi Academy Trust (South West)



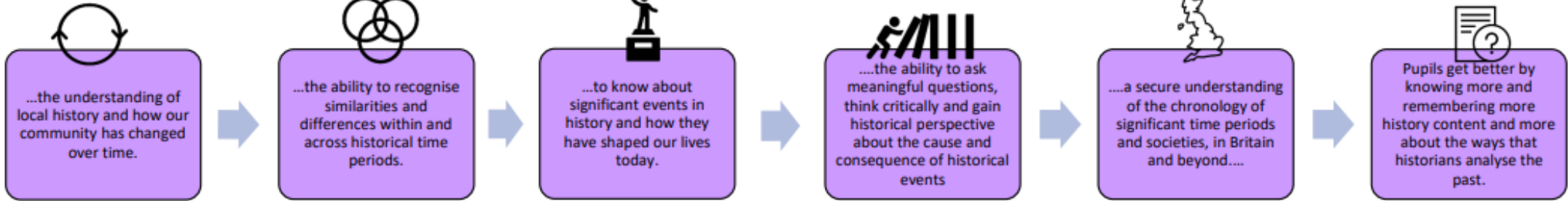
SUBJECT ON A PAGE

History

AT THE INSPIRE MULTI ACADEMY TRUST WE AIM TO DEVELOP ENGAGED, MOTIVATED AND CURIOUS LEARNERS THAT CAN REFLECT ON THE PAST AND MAKE MEANINGFUL LINKS TO THE PRESENT DAY.



Intent



Implementation

BECOMING HISTORIANS

History is taught in blocks throughout the year, so that children achieve depth in their learning. The History Leader has identified the key knowledge each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilizations of Greece and the Egyptians. The teaching goes beyond superficial coverage to ensure pupils build a deeper knowledge about the past. *There have been careful considerations to reinforce key concepts over time.*

STRONG FOUNDATIONS

In the Early Years Foundation Stage, children focus on the Early Learning Goal (ELG), 'Past and Present'. To meet this ELG, children are encouraged to talk about members of their immediate family and community and name and describe people who are familiar to them the world around them. They are also encouraged to comment on images of familiar situations in the past and compare characters from stories, including figures from the past. They build on the knowledge of their living memory of history before moving to events that go beyond living history. This ensures a firm foundation for Key Stage 2 History.

DEVELOPING CURIOSITY

TIMAT ensures a motivating curriculum, through engaging activities, trips and visitors. This provides all students with an opportunity to question the past and to create memorable learning opportunities that further support and develop their understanding. Our studies of our local history enables the children to explore the local area and meet local historians in order to help them make connections to current day.

SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge is progressive through conceptual development. While disciplinary knowledge is developed through historical enquiry and interpretation. So that our pupils can learn more and know more, we believe it is vital that our history curriculum develops both categories.

VOCABULARY

Children at TIMAT are immersed in history vocabulary from the beginning of their journey with us. It is woven through the curriculum and built upon each year. Not only do we ensure that the children gain a secure understanding of new vocabulary, we ensure they can read, spell and pronounce history vocabulary accurately. This leads to them talking and writing confidently about their learning, using historical terminology in the correct context.

The Inspire Multi Academy Trust

History Progression

Term 1

Early Years: In Term 1 the children study 'It Starts with Me,' whereby they look into what makes them unique by thinking about their family tree and thinking about their parents and grandparents. This leads into initial discussions about the past. Using language such as sometime ago and a long time ago. The children begin to develop an understanding that there is a chronology to their lives. In this term children study stories such as Can I Build Another Me and also The Queen's Handbag which begins to introduce concepts such as King, Queen and Chronology. Also during Term 1, the children study, 'The Three Little Pigs,' which begins to introduce them to the concept of Trade.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Term 2

Early Years: In Term 2, children begin to develop their sense of chronology. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons between themselves and their peers and families. Within 'Into the Woods,' the children then also begin to look at changes over time within the seasonal changes and they use the story of 'A Year in Percy's Park,' to build upon language from last term.

Year 1

Year 2

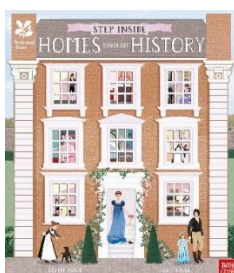
Year 3

Year 4

Year 5

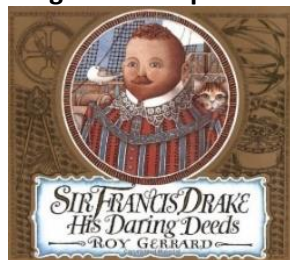
Year 6

History of Homes



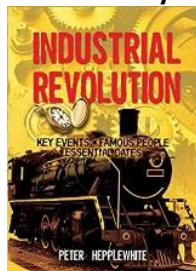
Peek into the doors of the past as you discover the history of homes. We will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a

Significant Explorers



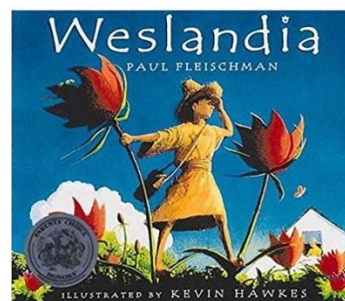
In this unit, we will explore why some people are considered to be significant and make simple comparisons between explorations. You will discuss the life of Sir Francis Drake, his voyages and accomplishments and

The Railways



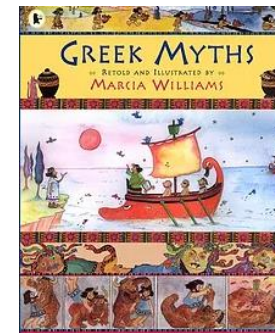
Building on our knowledge of Isambard Kingdom Brunel, we will explore the lives of people living in Britain changed thanks to the development of steam engines and the growth of the railway network

Ancient Civilisations



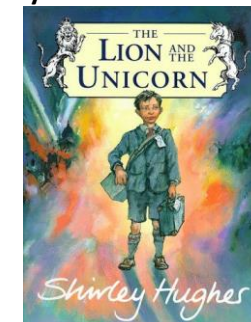
This area of study will give you an overview of when and where the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty). It will introduce to you the amazing achievements of

Ancient Greece



Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things

Plymouth and The Blitz



From destruction to construction, you will use real objects and archives to uncover the truth of how the Blitz impacted Plymouth. Our city suffered greatly during World War II. The docks and naval base made it a

<p>closer look at what houses were like in Victorian times.</p> <p>Children to investigate their own history, looking at memories, stories and photos. (Chronological understanding)</p> <p>-Children to look at Medieval Castles and buildings and make comparisons to buildings now. (Chronological understanding)</p> <p>-Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-What would it have been like to live during the stone age? Or medieval times? (Historical enquiry)</p> <p>-Look at pre-historic artefacts and pictures of buildings. (Historical enquiry)</p> <p>-Encourage and prompt children to ask their own questions. (Historical enquiry)</p> <p>-Children will explain their historical understanding through a</p>	<p>begin to think about what it would be like to live during the Tudor times. You will then compare this to Captain Scott and his expedition to the Antarctic. Both expeditioners are part of our local history.</p> <p>-Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>-Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>-Describe some simple similarities and differences between artefacts. (Historical enquiry)</p> <p>-Sort artefacts from 'then' and 'now'.</p>	<p>across the country. We will find out how steam engines work, the great breakthroughs made by industrialists and how the first underground railway was constructed. This will be an exciting area of study into the railway's advances during the Industrial Revolution and will bring us right up to date.</p> <p>-Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including a significant turning point in British history: the first railways.</p> <p>-Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel. (Chronological Understanding)</p> <p>-Explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and</p>	<p>each civilisation and you will begin to explore when and why writing and number systems started to be used, how trade developed, ancient structures, as well as explore other inventions from the wheel to the toilet. This comparative study will build on your knowledge of early civilisations.</p> <p>-Where and when the first civilisations Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared. (Chronological understanding)</p> <p>-Discuss valid questions about similarity and difference, and significance. (Historical interpretation)</p> <p>-To frame Historically valid questions to inspire pupils' curiosity to know more about the past. (Historical enquiry)</p> <p>-To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (Historical enquiry)</p>	<p>they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.</p> <p>-The children are to understand that a lot of what the Ancient Greeks did has helped to make up our society today. We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government the Olympics and more.</p> <p>-Children to look at Ancient Greece buildings and architecture and make comparisons to buildings now. (Chronological understanding)</p> <p>-Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-What would it have been like to live in Ancient Greece and be part of an Ancient Greek family? (Historical enquiry)</p> <p>-Look at pre-historic artefacts and pictures of Ancient Greece and make</p>	<p>major target resulting in almost total destruction of the city centre and the displacement of tens of thousands of Plymothians. Our city centre is the most complete post-war planned city in Britain.</p> <p>-Children to investigate the similarities and differences between locations affected by the Blitz in their locality. (Chronological understanding)</p> <p>-Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-What would it have been like to live during World War II? (Historical enquiry)</p> <p>-Pupils will be encouraged to examine different aspects of World War II including the Blitz and to make judgements about significance. (Historical enquiry)</p> <p>-Look at pre-historic artefacts and pictures of buildings. (Historical enquiry)</p> <p>-Encourage and prompt children to ask their own</p>
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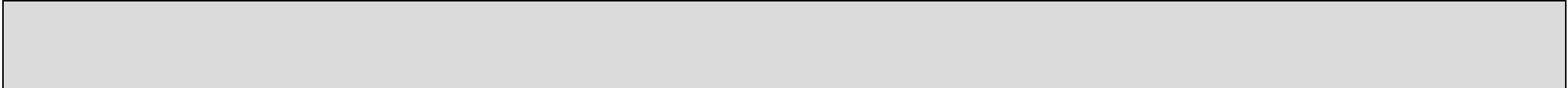
<p>range of both practical and written activities. (Organisation & communication)</p> <p>-Whole Class Discussion will take place. (Organisation & communication)</p> <p>-They will draw pictures, use drama and role play, build models and timelines. (Organisation & communication)</p>	<p>(Historical enquiry)</p> <p>-Ask and answer relevant basic questions about the past.</p> <p>(Historical enquiry)</p> <p>-Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p> <p>-Talk, draw or write about aspects of the past. (Organisation & communication)</p> <p>-Understand key features of events. (Understanding of events, people and changes)</p> <p>-Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>	<p>differences of different steam locomotives. (Historical enquiry)</p> <p>-Describe how and why the railway network in Britain grew and changed over time (Depth of Historical knowledge).</p> <p>-Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding – Building on Year 2)</p> <p>-Questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry – Building on Year 2)</p> <p>-Show understanding of some of the ways in which we find out about</p>		<p>predictions about their uses. (Historical enquiry)</p> <p>-Encourage and prompt children to ask their own questions. (Historical enquiry)</p> <p>-Children will explain their historical understanding through a range of both practical and written activities. (Organisation & communication)</p> <p>-Whole Class Discussion will take place. (Organisation & communication)</p> <p>-They will draw pictures, use drama and role play, build models and timelines. (Organisation & communication)</p>	<p>questions. (Historical enquiry)</p> <p>-Children will explain their historical understanding through a range of both practical and written activities. (Organisation & communication)</p> <p>-Whole Class Discussion will take place. (Organisation & communication)</p>
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		<p>the past and identify different ways in which it is represented. (Historical enquiry – Building on Year 2) - Describe significant historical events, people, and places in his/her own locality. (Historical interpretations – Building on Year 2) -Speak about how he/she has found out about the past. (Organisation and communication – Building Year 2) -Record what he/she has learned by drawing and writing. (Organisation & communication – Building on Year 2) -Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people, and changes)</p>			
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Term 3

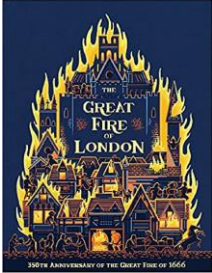
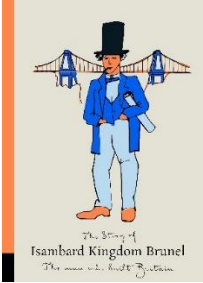
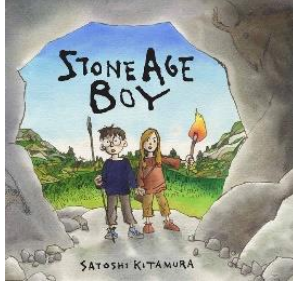
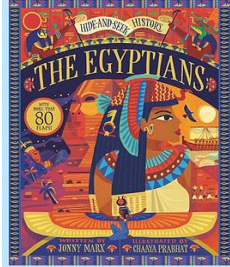
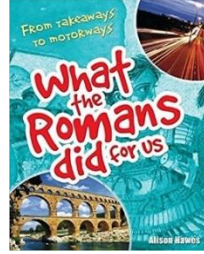
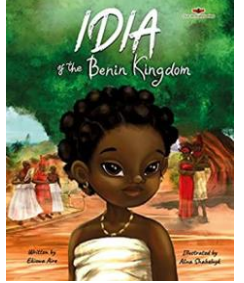
Early Years: In Term 3, the children study 'Land Down Under,' where they consider other cultures from around the world and continue to build upon their knowledge of the past by reading stories such as 'A Diary of a Wombat' and '12 months in the life of Australian Kid.' Through this the children develop their concept of time and they also begin to understand that history is occurring in other parts of the world.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Term 4

Early Years: In Term 4, the children learn about Earth and space. They will compare and contrast characters from relevant stories to their lives now. Children will understand the past through settings, characters and events encountered in books read in class and storytelling. Children will be more aware of the world around them and how their lives impact others. The children will read stories such as 'Astro Girl'. In addition, the children read 'We're going on a bear hunt,' where they are again developing a chronological awareness by sequencing and ordering events in the story.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">The Great Fire of London</p>  <p>The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not because of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.</p>	<p style="text-align: center;">Significant Inventors</p>  <p>Isambard Kingdom Brunel was a famous engineer in Victorian times. He built bridges, ships and even railway stations – you can still see some of those today! Brunel changed transportation in Britain. He designed the railway line between Bristol and London and built a ship that took only 15 days to get from Liverpool to New York City! We will learn how his contributions to the world of engineering and transportation live on.</p> <p>-Place known events and objects in chronological</p>	<p style="text-align: center;">Prehistoric Britain 1</p>  <p>The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were hunter gatherers then gradually, people learned new skills such as farming and then later discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their tombs, forts and monuments have survived for thousands of years.</p> <p>-Use an increasing range of common words and phrases relating to the</p>	<p style="text-align: center;">Ancient Egypt Part 1</p>  <p>The Ancient Egyptians were ruled by Pharaohs throughout the old, middle, and new kingdoms. We will learn how society was split into officials, priests, scribes, artisans, and peasants and how these groups of people were all significant. The Egyptian civilisation was successful due to the River Nile being used for trade and agriculture.</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study on: Ancient Egypt. Children should be continuing this</p>	<p style="text-align: center;">Roman Britain</p>  <p>In AD43, the full might of the Roman army landed on the beaches in Kent bringing an end to The Iron Age. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p> <p>-Use an increasing range of common words and</p>	<p style="text-align: center;">Benin Kingdom</p>  <p>In this area of study, you will build on your knowledge of early civilisations. The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. Gradually, the Obas won more land and built up an empire. For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people. By the 1800s Benin was no longer strong or united. The kingdom came to a sudden</p>

<p>-Children to investigate their own history, looking at memories, stories, and photos. (Chronological understanding)</p> <p>-Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>-Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>-Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>-Use a wide vocabulary of everyday historical terms.(Organisation & communication)</p> <p>-Encourage and prompt children to ask their own questions. (Historical enquiry)</p>	<p>order. (Chronological understanding)</p> <p>-Sequence events and recount changes within living memory. (Chronological understanding)</p> <p>-Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>-Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>-Describe some simple similarities and differences between artefacts. (Historical enquiry)</p>	<p>passing of time. (Chronological understanding)</p> <p>-Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding – Building on Year 2)</p> <p>-Questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry – Building on Year 2)</p> <p>-Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry – Building on Year 2)</p> <p>- Describe significant historical events, people, and places in his/her own locality. (Historical interpretations – Building on Year 2)</p> <p>-Speak about how he/she has found out</p>	<p>study from Term 1 and deepening understanding.</p> <p>-Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>-Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>-Use historic terms related to the period of study. (Chronological understanding)</p> <p>-Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>-Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>-Encourage children to ask questions about artefacts, photographs, and sources of information. Compare a range of primary and secondary sources and discuss validity and reliability. (Historical enquiry)</p> <p>-Select and record relevant information and use ICT and information texts to research different time periods. (Historical enquiry)</p>	<p>phrases relating to the passing of time. (Chronological understanding)</p> <p>-Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</p> <p>-Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>-Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>-Speak about how he/she has found out about the past. (Organisation & communication)</p> <p>-Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people, and changes)</p> <p>-Describe the Roman Empire and its impact on Britain. (Understanding of</p>	<p>end in 1897, when a British army invaded and made it part of the British Empire.</p> <p>-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; Malayan civilization, c AD 900; Benin (West Africa) c.AD 900-1300.</p> <p>-Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>-Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>-Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>-Present findings and communicate knowledge and understanding in different ways. (Organisation & communication)</p> <p>-Provide an account of a historical event based on more than one source.</p>
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<p>-Speak about how he/she has found out about the past. (Organisation & communication)</p> <p>-Record what he/she has learned by drawing and writing. (Organisation & communication)</p>	<p>-Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>-Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>-Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p>	<p>about the past. (Organisation and communication – Building Year 2)</p> <p>-Record what he/she has learned by drawing and writing. (Organisation & communication – Building on Year 2)</p> <p>-Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people, and changes)</p>	<p>-Use a range of evidence to build up a picture of the past. (Historical enquiry)</p> <p>-Research of significant figures. (Depth of Historical knowledge)</p> <p>-Communicate his/her learning in an organised and structured way. (Organisation and communication)</p> <p>-Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes).</p>	<p>events, people and changes)</p>	<p>(Organisation & communication)</p> <p>-Give some reasons for some important historical events. (Understanding of events, people & changes)</p>
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Term 5

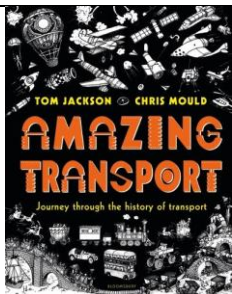
Early Years: In Term 5, the children explore ‘A Splendid Safari,’ where the children explore the continent of Africa which begins to develop the children’s concept of place in preparation for when they learn about history from around the world such as the Benin Kingdom. The children also explore Handa’s Surprise where they begin looking at and learning about other cultures and people and places that are different to them.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Term 6

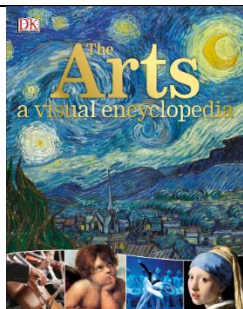
Early Years: In Term 6, children will learn about growing and changing. Children will understand lifecycles through settings, characters and events encountered in books read in class and storytelling. Children will understand how they have changed and grown and know this is their history. Children will extend this understanding to their family and friends, understanding their history and the human lifecycle. The children understand the concept of growing and changing through several different stories.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terrific Travel	Significant Artists	Prehistoric Britain 2	Ancient Egypt	Anglo Saxons & Vikings	



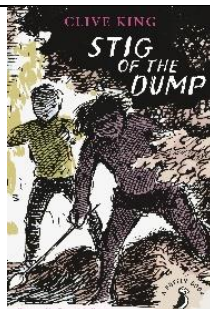
This area of study will teach you about the development of travel and transport throughout history. Alongside consolidating your understanding of chronology through using timelines and making comparisons between old and new forms of transport, you will focus on early travel methods, through to the invention of cars, trains and airplanes.

- Develop an awareness of the past, through finding out about changes within living memory.
- Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- Know where people and events studied fit within a



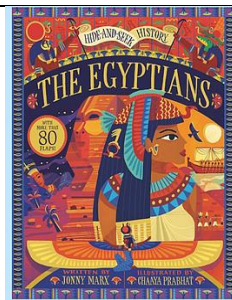
From Leonardo Da Vinci to Andy Warhol, this eye-catching area of study will walk you through a selection of famous and influential artists. We will be a class full of are historians after learning descriptions on each of the artists we study and exploring examples of their work.

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Changes within living memory and the ways in which we can find out about these changes.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to



It is time to continue with our journey across millions of years of prehistory. The Iron Age itself was revolutionary. We will find out about the way Celtic people lived, what people used iron for, what people used to make with iron and how farming changed too.

- Changes in Britain from the Stone Age to the Iron Age
- The Maya – one of the options for studying a non-European society – were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica.
- The Indus Valley – one of the options for studying an Ancient Civilisation. The Indus



From mummification to the River Nile, you will become experts with the Ancient Egyptian Civilisation in this area of study. You will build on your knowledge of rivers by learning out about how Egyptian civilisation developed along the Nile due to its annual flooding which ensured reliable, rich soil for growing crops. It also enabled Ancient Egyptians to develop wide-reaching trade networks. You will find out all about life in Ancient Egypt and consider what can be learned from the evidence Ancient Egyptians left behind.

- Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)
- Place some historical periods in a chronological framework. (Chronological understanding)



The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and subkingdoms that often fought with each other and against any invaders who tried to take over. By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex. The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land.

- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

<p>chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events.</p>	<p>compare aspects of life in different periods.</p>	<p>Valley Civilisation, 2600-1900 BC, was contemporary to much of the Stonehenge era. Both stone technology (flint/chert for blades) and bronze, for tools and/or weapons, as well as other items for specific purposes (craft production, woodworking) were used. Parallels can be drawn on how societies used available technology and developed it to meet needs and (new) demands.</p>	<ul style="list-style-type: none"> -Use historic terms related to the period of study. (Chronological understanding) -Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry) -Use a variety of resources to find out about aspects of life in the past. (Historical enquiry) -Encourage children to ask questions about artefacts, photographs and sources of information. Compare a range of primary and secondary sources and discuss validity and reliability. (Historical enquiry) -Select and record relevant information and use ICT and information texts to research different time periods. (Historical enquiry) -Use a range of evidence to build up a picture of the past. (Historical enquiry) -Research of significant figures. (Depth of Historical knowledge) -Communicate his/her learning in an organised and structured way, using appropriate. (Organisation and communication) 	<p>Including:</p> <ul style="list-style-type: none"> -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. - Scots invasions from Ireland to north Britain (Scotland). -Anglo- Saxon invasions, settlements, kingdoms: place names and village life. -Anglo-Saxon art and culture. -Use an increasing range of common words and phrases relating to the passing of time (Chronological understanding) -Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding) -Place some historical periods in a chronological framework. (Chronological understanding) -Use historic terms related to the period of study. (Chronological understanding) 	
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			<p>-Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes)</p>	<p>-Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</p> <p>-Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</p> <p>-Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>-Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>-Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>-Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>-Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation & communication)</p>	
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				<p>-Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes)</p> <p>-Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes)</p>	
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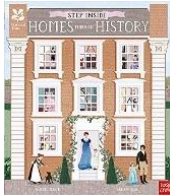
Please turn over for an example planning unit for the Inspire History Curriculum.

YEAR ONE

TERM TWO

History of Homes



<p>Enquiry Question</p>	<p>What are homes, and how have they changed over time?</p>				
<p>NC Objectives</p>	<p>Children to investigate their own history, looking at memories, stories and photos. (Chronological understanding) -Children to look at Medieval Castles and buildings and make comparisons to buildings now. (Chronological understanding) -Use common words and phrases relating to the passing of time. (Chronological understanding) -What would it have been like to live during the stone age? Or medieval times? (Historical enquiry) -Look at pre-historic artefacts and pictures of buildings. (Historical enquiry) -Encourage and prompt children to ask their own questions. (Historical enquiry) -Children will explain their historical understanding through a range of both practical and written activities. (Organisation & communication) -Whole Class Discussion will take place. (Organisation & communication) -They will draw pictures, use drama and role play, build models and timelines. (Organisation & communication)</p>				
<p>Curriculum Coherence</p>	<p>Prior Knowledge: -Begin to make sense of their own life-story and family's history (EYFS). -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (EYFS). -Understand the past through settings, characters and events encountered in books read in class and storytelling (EYFS). - In Year 1 Term 1 in Geography children have learnt about their local area.</p> <p>Vocabulary: Architect, very long time ago, sometime ago, now, structure, materials, significant, castle, roundhouse</p>		<p>Future Learning: -Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. -Show an awareness of the past, using common words and phrases relating to the passing of time. -Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. -Links to The Great Fire of London and Tudor buildings.</p>		
	<p>Substantive Knowledge: Settlement Chronology King and Queen</p>	<p>Disciplinary Knowledge: Change Similarities and differences</p>		<p>Misconceptions: All homes are the same. All homes were built at the same time. Pupils may not understand the purpose of a castle, understanding of a castle for a use of purpose and not where 'princess' live.</p>	<p>Assessment: The Big Fat End of Term Quiz Retrieval Practice Trip to Plymouth Barbican to identify homes from different periods of time Children's understanding of the vocabulary 'a long time ago', 'some time ago', 'now' and 'past' Children's ability to name different periods of time and identify houses from each period of time</p>

**Knowledge
Sequence**

Lesson 1- What did houses look like a long time ago?

Retrieval practice: Children to draw a picture of a house. This is to ensure children understand what a house and home is before we dive into different homes.

Start the lesson with discussing what a house is and explain that houses can look different. Explain to children that houses were built in different times and that is why they differ. In today's lesson the children will look at pictures from different time periods and place the pictures of different buildings on a timeline (using local architecture, there are examples on Plymouth Barbican of different period buildings). The children will talk about what buildings are like now and compare this to the past using the **vocabulary of now, some time ago and a very long time ago**. This should develop children's knowledge and understanding of the history of these islands as a coherent, chronological narrative. Children should recall knowledge from EYFS learning about themselves when they were younger and how they have changed over time, link this to the understanding that houses change over periods of time and changes within living memory. Children should order houses from the Iron Age, medieval period, Tudor Period, Victorian Period and recent times on a timeline using the **vocabulary of now, some time ago and a very long time ago**. Assess the children's ability to use this language in relation to the images of different houses. Children should be able to explain how they know houses were from a long time ago (e.g., I know roundhouses were built a very long time ago because they were made of straw and mud, these were the only available materials in the Iron Age), this thought process should be modelled throughout the session by adults.

Lesson 2- What were buildings like in The Iron age?

Retrieval practice: Children to draw a house from the past (it can be from any period of time studied in the previous session). Children should recognise a house from the past and that these looked different to homes now.

In today's lesson the children will be exposed to the term '**archaeologist**' and they will focus on buildings from The Iron Age. When discussing the term archaeologist, explain the job role and that historians use knowledge gathered from archaeologist to form understanding of the past. Explain to children that **historians are people who study the past, and this is how we understand history through historians**. Use a mental model to support children to understand the archaeologist job role is to dig/explore historical sights and find objects and the job role of a historian is to study the objects archaeologists find to understand how they were used in the past. Children to see the difference between these roles and be able to explain them. Use messy thinking to model this idea to children (e.g. hmmm I wonder which one of these is the archaeologist and which one is a historian, hmm I wonder how I know this).



Archaeologist

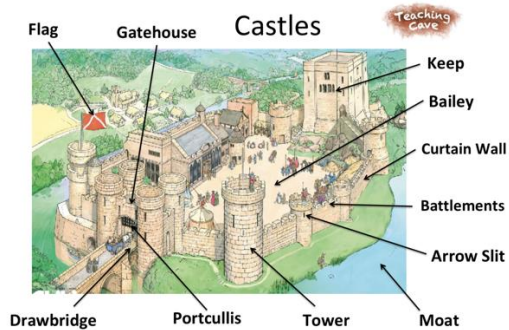
Historians

We are going to learn about the Iron Age today, show children where the Iron Age is on the timeline (a long time ago) and in comparison, to now. Children will consider what it would have been like to live during the Iron Age time and the children will be exposed to pictures of roundhouses and their features. Discuss the differences and similarities of houses now and houses in the Iron Age. Use the images of the Iron Age site at Sherford as this will link to later learning in Year 3. [Sherford Archaeology | Our Work | Wessex Archaeology](#) Children to draw and label a roundhouse with the features, assess children on the ability to describe the features of a roundhouse and explain the difference between houses then and houses now.

Lesson 3- What is a castle?

Retrieval practice: Children to draw a picture of a castle. This is to assess children's knowledge of what a castle looks like and open up a conversation of the purpose of a castle (not just for princess') and where children may have seen a castle. It is also to ensure understanding that houses and castles are different.

Introduce the ideas of castles and the reason castles were built. Explain that houses and castles are different because castles were built to help keep people inside safe against invasions. Explain the term **invasion** (links to Year 5 Vikings, Romans and Year 6 World War 11). Children should also understand the links to monarchy with castles and **monarchy** historically lived and sometimes still do live in castles. (Monarchy links to Year 2 Significant Explorers). In today's lesson the children will learn about the features of a castle and how these are different to houses to fit the different purposes. The features children should learn:



Children will explore three different types of castles: Motte and Bailey, Stone Keep Castle and Concentric Castle. This will deepen the knowledge of purpose of castles and ensure links to be made to Totnes Castle, Powderham Castle and Castle Drogo for local knowledge. Pupils should understand that castles were built from a very long time ago and still used now. Pupils to be given images of local castles and label the features. Assess pupils knowledge of what features of a castle are and the purpose of these features in relation to what castles are used for. Pupils should be able to understand the importance of castles within history (e.g. Some castles had moats to stop enemies coming into the castle, when there was an invasion the drawbridge would be put up and the moat would keep those inside safe).

[Castles - BBC Bitesize](#) (helpful resource)

Lesson 4- What were Tudor buildings like?

Retrieval practice: Children to have a timeline where they need to add the vocabulary a long time ago, some time ago and now in the correct place. It is important children understand a long time ago is furthest in the past and now is the present day.

In today's lesson the children will talk about the features of Tudor buildings and consider the materials that were used to make Tudor houses. Start the lesson by explaining that the Tudor period was a period of time a long time ago where the Tudor family **ruled**. Share a range of images of Tudor houses with the children and compare Tudor buildings to the modern house. Use pictures of Tudor buildings in Plymouth- The Merchant's House and some houses on Southside Street- The Barbican to develop local knowledge. Children will begin to understand historical concepts continuity and change by discussing the similarities and differences and use them to make connections. This learning will lead into the understanding of the Tudor period for learning within Year 2 when pupils understand Sir Francis Drake was from this period of time. Pupils should know that Tudor houses are made from wattle and daub, use black timber and wooden frames, use steep clay roofs, have a jetty, use small panes of glass due to the materials that were available and the skills of builders at that time. Assess pupil's knowledge of the features of Tudor homes, pupils should label the features of a Tudor home and compare similarities and differences between homes now and other homes they have looked at (e.g., Tudor homes use small panes of glass because glass was expensive to make during that time. This is different to homes now which use large panes of glass for windows.)

Lesson 5- What were Victorian houses like?

Retrieval practice: Children to have a house from the Iron Age, a house from the Tudor Period and a new house, match the house to the correct vocabulary- a long time ago, some time ago, now. This will allow children to recap their knowledge of the vocabulary and order houses from oldest to newest before introducing Victorian homes.

Start the lesson by explaining that similar to the Tudor period, the Victorian period was a time where the Victoria family **ruled**. This came after the Tudor period- use the timeline to show this. The Victorian period was some time ago meaning the houses built during this time are newer. In today's lesson, the children will explore Victorian houses and their features. The children will have an opportunity to compare a Victorian house to their own house. The children will also be able to consider what it would be like to live in the Victorian times by looking discussing images of the inside of houses during the Victorian period. Use the houses in Elliot Street- The Hoe, Children will begin to understand the historical concept similarity, difference, and use them to make connections and build local knowledge. Children should begin to build a picture of what life was like in the Victorian Era to build upon this knowledge when they look at the industrial revolution in Year 2 and in Year 3. Children should have images of houses now and houses from the Victorian period inside, they should label differences between the houses. Assess children's ability to notice similarities and differences between Victorian homes and homes now and explain this understanding (e.g., In the Victorian period houses candles were used for light because electricity had not been invented yet).

Lesson 6- What can we find out about Plymouth's architecture? (End Point/Assessment Opportunity)

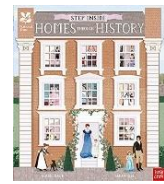
Retrieval practice: Explain the role of a historian. Children should be able to explain that historians study the past and help us to understand what happened. It is important that children know what historians do and that they are the people who make judgements and give us information about the past.

preparation for their next unit the children will complete a short quiz based on what they have learned about they way in which homes have changed overtime and this will then prepare them for their next Geography unit.

This will give the children good knowledge for their Term 2 Geography Unit when they begin to explore Plymouth and Beyond during a trip around Plymouth. Be sure to reflect upon History knowledge during this trip/visit. Eye spy sheet with the different houses that children are looking for. Key questions added e.g. what is the difference between a Tudor house and a castle?



History 1.1 - Plymouth's History of Homes



Timeline

A Very Long Time Ago			Sometime Ago			Now
Iron age Families lived in small forts.	Medieval Times Huge castles were made from stone.	Tudor Times Houses had wooden frames.	1666 The Great Fire of London	1705 Buckingham Palace was built.	Georgian Times Houses were built of bricks and slate	Victorian Times Some people lived in terraced houses.
Today we have many different styles of houses built. There are Terraced houses, Bungalows, Detached houses, Semi-detached houses and flats.						

Vocabulary

<i>architect</i>	A person who designs buildings.
<i>very long time ago</i>	A time far in the past.
<i>sometime ago</i>	At some point in the past.
<i>now</i>	At the present time or moment.
<i>structure</i>	A building or other object made from several parts.
<i>materials</i>	The items used to make something.
<i>significant</i>	A person or thing that is important because they made changes to history.
<i>castle</i>	A large building protected against an attack by a thick wall.
<i>roundhouse</i>	A form of housing built in Britain throughout the Iron Age.

Iron Age- Round House



Medieval Times- Castles



Tudor- The Merchant's House



Victorian Terraced Houses- Elliot Street



Important Figures



Isambard Kingdom Brunel was a significant engineer in the Victorian times. He built bridges, ships and even railway stations.

Smeaton's Tower



Royal Albert Bridge





History 1.1- Plymouth's History of Homes

End of Term Big Quiz

1. What does it mean if something happened in the past?	2. How do we find out about the past?	3. Where were you born?
4. Name two features of a castle.	5. What does it mean if something will happen in the future?	6. Name a material used to make a Tudor house.
7. What do we have now in our homes that people did not have in their homes in the past?	8. Name a difference between your house and a Victorian house.	9. What could you not do as a baby that you can do now?
10. Name an architecture in Plymouth.	11. How have you changed since you were a baby?	12. Name a local castle.

This term
(Worth 1 Point)

Last Year
(Worth 2 Points)

Your mission is to score 10 points!