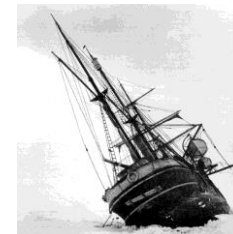
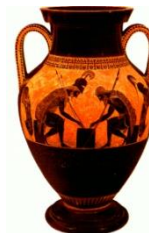
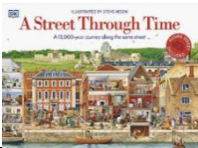
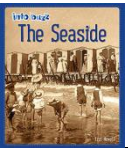
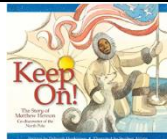
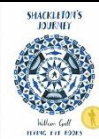
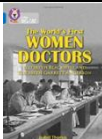
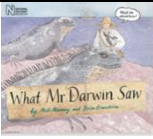
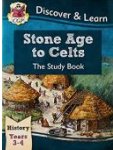
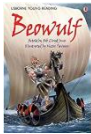


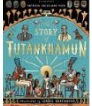
History Long Term Plan

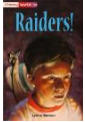


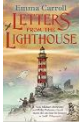
Year 1 Autumn The School and its Community 	Year 1 Spring What were homes like a long time ago? 	Year 1 Summer What were seaside holidays like in the past? 
Objectives: - Sequence events in their life - Match objects to people within living memory - Recognise the similarities and difference between the past and present in their own and others lives - They ask and answer questions based on memories and artefacts within living memory - Understand some of the ways we find out about the past - Use stories and drama to help children to distinguish between historical fact and fiction - Consider how reliable memories are - Children communicate their knowledge through: - Talk, drama, model making, writing, pictures - In a historical context use phrases like: modern, new, old, before, after, when my grandparents were at school,	Objectives: - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages - Recognise the similarities and difference between the past and present in their own and others' lives - They ask and answer questions based on stories about the past and artefacts - Understand some of the ways we find out about the past - Use stories and drama to help children to distinguish between historical fact and fiction - Consider how reliable memories are - Children communicate their knowledge through: - Talk, drama, model making, writing, ICT, pictures - In a historical context use phrases like: long ago, old, new	Objectives: - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages - Recognise the similarities and difference between the past and present in their own and others' lives - Ask and answer questions based on stories about the past and artefacts - Understand some of the ways we find out about the past - Use stories and drama to help children to distinguish between historical fact and fiction - Consider how reliable memories are - Children communicate their knowledge through: Talk, drama, model making, writing, ICT, pictures - In a historical context use phrases like: long ago, old, new, before, after....., the difference is..., the same things are...
Key learning questions: - Is there any difference between schools today (in our local area) and in the time of your parents and grandparents? - What are some of the most important things about schools? - Was it even more different at the time of your grandparents? - What was our school like 100 years ago? - Would you prefer to have been in (our local) schools in the past or now? - What must it have been like to be at school in the past? - What things would you have liked and what things would you have disliked about schools in the past? - Looking in more detail, put together a typical day in our school in the past. - Were there times in the past when life at (our local) school was particularly unusual and why was this? - How would you expect schools to be different when there was a war on? - What was different in our school when there was a war on? - Are there other times when you think life at our school may have been more unusual?	Key learning questions: - What sorts of homes do people live in today? - What can we find out from the outside of homes? - How were homes long ago different from homes today? - What would we find inside people's homes a long time ago? - What can we find out about Victorian or Edwardian times from looking at household objects? - How can we turn the classroom into a museum about homes from long ago?	Key learning questions: - When do we have holidays? - How do we find out about the past? - What were seaside holidays like when the school was built? - What is different and what is the same about seaside holidays now and then? - What do souvenirs tell us about seaside holidays in the past? - What can you tell us about seaside holidays when you were a child?
Text Children will have access to extracts from the Head Teachers Log and the Schools punishment book.	Text 	Text 
Retrieval In EYFS pupils will have become familiar with the school building and local area. Pupils will have asked and answered questions about the school Pupils will have discussed the similarities and differences between their school and those of their parents (some parents will have been pupils at the school) Some children may have visited the Air Raid Shelter or the museum to find out about WW2	Retrieval In EYFS pupils will have visited the homes of people of importance to them. Pupils will begin to have had experience of the past and present day. Pupils will have made simple comparisons between their own home and those of others.	Retrieval Some pupils will have visited Felixstowe or other beaches and be able to talk about experiences they have had with their families – either going on holiday or day trips out. Pupils will begin to have had experience of the past and present day.
People/Events/Places Family members parents, grandparents, great grandparents Clifford Road Primary School and Air Raid Shelter	People/Events/Places Family members – parents, grandparents, great grandparents Homes of the above	People/Events/Places Family members – parents, grandparents, great grandparents Felixstowe

 Year 2 Autumn What was it like living in a castle? The Great Fire of London 	Year 2 Spring Pole to Pole: Race to the South Pole  	Year 2 summer The changing world: The life and achievements of Mary Seacole, Dr Elizabeth Garrett Anderson, Charles Darwin   
Objectives: • Use common words and phrases relating to the passing of time • Know where people and events fit into a simple timeline • Recognise why people did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Ask questions that will lead to historical enquiry • They answer questions using a range of primary and secondary sources, including diaries, photos, artefacts and reference books. • Compare pictures of events in the past • Children communicate their knowledge through: • Talk, drama, model making, writing, ICT, pictures • In a historical context use phrases like: Chronology, past, present, before, after, then, now, Castles, siege, weapon, Middle Ages, keep, curtain wall, London, rebuild, historical figure	Objectives: • Use common words and phrases relating to the passing of time • Know where people and events fit into a simple timeline • Recognise why people did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Ask questions that will lead to historical enquiry • They answer questions using a range of primary and secondary sources, including diaries, photos, artefacts and reference books. • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories (what might they not tell us?) • Children communicate their knowledge through: • Talk, drama, model making, writing, ICT, pictures • In a historical context use phrases like: Chronology, past, present, before, after, then, now, Antarctica, significant, pole, explore, historical figure, expedition	Objectives: • Use common words and phrases relating to the passing of time • Know where people and events fit into a simple timeline • Recognise why people did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Ask questions that will lead to historical enquiry • They answer questions using a range of primary and secondary sources, including diaries, photos, artefacts and reference books. • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories (what might they not tell us?) • Children communicate their knowledge through: • Talk, drama, model making, writing, ICT, pictures • In a historical context use phrases like: Chronology, past, present, before, after, then, now, significant, historical figure, change, pioneer, contribution, prejudice, legacy
Key learning questions: 1. What is a castle? 2. When were they built? – What were the Middle Ages the middle of? [timeline] 3. What do they look like? 4. Why were castles built? 5. Where was the best place to build a castle? [What do you need close by?] 6. What did they keep in the keep? 7. What went on inside a castle? – What jobs were the same/different to now? 8. Why did castles have moats? 9. What weapons did people use? 10. What happened in a siege? ----- 1. Where and when did the Great Fire begin? 2. What happened in the Great Fire? 3. How did it start? 4. Why did the fire spread so easily? 5. How did they put it out? 6. Why did the fire spread so far and stay alight for so long? 7. How do we know what happened in the Great Fire? 8. What do we learn from the diary entries of Samuel Pepys? 9. What do the paintings tell us about the fire? 10. What were the results of the Great Fire? 11. What lessons were learnt? (the rebuilding)	Key learning questions: 1. Who was Matthew Henson? 2. What do we know about Antarctica? 3. Why do people want to explore the Poles? 4. What was the 'Race to the Poles'? 5. Why is Ernest Shackleton an important historical figure? 6. What was it like to be the crew of Shackleton's expedition? 7. How do versions of the same event compare? 8. What are the photos not telling us? 9. What happened because...? 10. How should he be remembered? 11. How would a modern day expedition differ?	Key learning questions: 1. What things have changed in the last 150 years? 2. What difference did [Mary Seacole/ Dr Elizabeth Garrett Anderson/ Charles Darwin] make? 3. How do versions about the same person differ? 4. What was it like to be [Mary Seacole/ Dr Elizabeth Garrett Anderson/ Charles Darwin]? 5. What happened because [a life event of Mary Seacole/ Dr Elizabeth Garrett Anderson/ Charles Darwin]? 6. What contribution did [Mary Seacole/ Dr Elizabeth Garrett Anderson/ Charles Darwin] make? 7. How and for what should [Mary Seacole/ Dr Elizabeth Garrett Anderson/ Charles Darwin] be remembered? 8. Who are the modern day pioneers?
Text 	Text  	Text   
Retrieval • Pupils will have previously studied changes within their living memory • Pupils would have used artefacts to help them to understand some of the ways we find out about the past and considered how reliable these are • Pupils will have asked and answered questions • Pupils will have discussed what is the same and what is different in different contexts, and this will begin to help them understand change, cause, similarity, difference and significance. • Some children may have visited the monument in London and be able to talk about the significance of this. • Some children may have read stories that feature a castle.	Retrieval • Pupils will have previously studied changes within their living memory • Pupils would have used artefacts to help them to understand some of the ways we find out about the past and considered how reliable these are • Pupils will have asked and answered questions • Pupils will have discussed what is the same and what is different in different contexts, and this will begin to help them understand change, cause, similarity, difference and significance. • Some children may be aware of modern day adventurers	Retrieval • Pupils will have previously studied changes within their living memory • Pupils would have used artefacts to help them to understand some of the ways we find out about the past and considered how reliable these are • Pupils will have studied significant figures in previous terms of Year 2. • Pupils will have asked and answered questions • Pupils will have discussed what is the same and what is different in different contexts, and this will begin to help them understand change, cause, similarity, difference and significance. • Some children may be aware that Ipswich Hospital has a building named after Elizabeth Garrett Anderson
People/Events/Places Key People Samuel Pepys, King John, The Bigod family Key Places Orford and Framlingham Castles; London	People/Events/Places Key People Matthew Henson, Ernest Shackleton Key Places Antarctica	People/Events/Places Key People Mary Seacole, Dr Elizabeth Garrett Anderson, Charles Darwin Key events- The voyage of HMS Beagle; The Crimean War; The first female doctor in England; suffragist movement Places: Galapagos Islands, Crimea, Aldeburgh, Ipswich Hospital

Year 3 Autumn Stone Age to Iron Age 	Year 3 Spring The Ancient Greeks 	Year 3 Summer The Anglo Saxons 
Objectives: - Refer to a timeline - Identify similarities and differences between time periods - Sequence several artefacts/events - They ask and answer questions about the time period studied - Use a range of sources, both primary and secondary, to find out about a period - Observe small details - artefacts, pictures - Begin to use more than one source for researching the past - Find out about everyday lives of people in the time studied and compare this with our life now - Use representations of the period – museum, models, pictures etc - Children select from more than one source [when communicating ideas]. - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In a historical context use phrases like: Chronology, bronze, earthwork, Celt, sacrifice, tribe, iron, stone, BC, AD, century, ancient, culture, religion, Paleolithic, Mesolithic, Neolithic,	Objectives: - Refer to a timeline - Sequence several artefacts/events - Identify similarities and differences between time periods - They ask and answer questions about the time period studied - Use a range of sources, both primary and secondary, to find out about a period - Observe small details - artefacts, pictures - Begin to use more than one source for researching the past - Find out about everyday lives of people in the time studied and compare this with our life now - Find out cause and consequences of people's actions - Use representations of the period – museum, models, pictures etc - Children select from more than one source [when communicating ideas]. - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In a historical context use phrases like: Chronology, BC, AD, century, ancient, democracy, philosophy, culture, religion, conflict, Olympic,	Objectives: - Place the time studied on a timeline - Use dates and terms related to the passing of time T3 - Identify similarities and differences between time periods - Find out about everyday lives of people in time studied and compare with our life today - Ask and answer questions about the time period studied - Use a range of sources, both primary and secondary, to find out about a period - Observe small details - artefacts, pictures - Begin to use more than one source for researching the past - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – e.g., compare a primary source recount with a secondary account - Use representations of the period – museum, models, pictures etc. - Children select from more than one source. - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In a historical context use phrases like: Chronology, culture, runes, century, religion, Angles, Saxons
Key learning questions: - Who were the first people to live in Britain? - How do we know about people from the Iron/ Bronze/ Stone age? - Why are these times called the stone/bronze/iron age? - What were Early People's homes like? –how did they change? - What did early people eat? (and how did this change?) - What did early people wear and how did this change [through the different ages]? - Why and how was Stonehenge built? - What was it like to live in the Iron age? - How was their life different to ours?	Key learning questions: - Who were the Ancient Greeks? - How did the Olympic Games begin? - What was life like in an Ancient Greek family? - Who were the Ancient Greek gods and heroes? - The Greeks at war - What do we know about Ancient Greek culture? - How did the Ancient Greeks change the world? – What did the Ancient Greeks do for us?	Key learning questions: - Who were the Anglo Saxons? - What do we know about settlements and kingdoms? - How do we know they lived in this area? - What was life like in an Anglo Saxon family? (homes, food, jobs, clothes) - What do we know about their culture? (story telling, arts and crafts, pastimes) - What does Sutton Hoo tell us about their beliefs? - What have the children learned about life in Anglo Saxon times?
Text 	Text 	Text 
Retrieval - Build on the history knowledge of the locality from previous years and topics - Revise the significant people that have been part of their studies in KS1 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used the vocabulary of chronology and be able to sequence key events - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Some children may have visited Ipswich museum and seen the artefacts on display and be able to talk about these.	Retrieval - Revise the significant people that have been part of their studies in KS1 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used the vocabulary of chronology and be able to sequence key events - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - The pupils will have used maps in Year 2 to locate key places and will be familiar with the use of an Atlas.	Retrieval - Build on the history knowledge of the locality from previous years and topics - Revise the significant people that have been part of their studies in KS1 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used the vocabulary of chronology and be able to sequence key events - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Some children may have visited significant Saxon sites such as Sutton Hoo or West Stow and be able to talk about their experience there and share the knowledge they have with other.
People/Events/Places Key Places: Links to East Anglia and Southern England	People/Events/Places Key People: Ancient Greek Gods and heroes; Spartans Key Events: Olympic Games, The Battle of Marathon, Key Places: Greece	People/Events/Places Key People: Angles, Saxons, Jutes, Beowulf Key Events: Anglo-Saxon settlement in Britain Links to RE – Anglo-Saxons becoming Christians Key places: East Anglia – West Stow, Sutton Hoo,

	Year 4 Spring The earliest civilisations with a focus on Ancient Egypt a study of the achievements of the earliest civilisations 	Year 4 Summer Invasion! How Life in Britain was Changed by the Roman Conquest 
	Objectives: • Use terms related to the period and begin to date events T2 T3 • Understand the terms BC/AD T3 • Understand of significance of events • Ask a variety of questions about the time period studied • Use a range of evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Use reference books and internet sources for research • Select and record information relevant to the study • Begin to evaluate the usefulness of different sources (e.g., What are the gaps?) • Distinguish between different sources – e.g., compare a museum display with a webpage secondary account • Begin to identify fact and fiction within historical accounts • Children select from a range of different sources. • They show their knowledge and understanding through: • discussion, drama, model making, writing, ICT, diagrams and pictures • In a historical context use phrases like: BC, AD, century, centuries, decade, ancient dynasty... culture, religion, papyrus, tomb, afterlife etc. • Know the names of some early civilisations: Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty	Objectives: • Place events from period studied on a time line • Use terms related to the period and begin to date events • Understand the terms BC/AD • Understand change and continuity within time period studied • Understand of significance of events • Find out the cause and consequence of a key event • Ask a variety of questions about the time period studied • Use a range of evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Use reference books and internet sources for research • Select and record information relevant to the study • Begin to evaluate the usefulness of different sources (e.g., what are the gaps?) • Distinguish between different sources – e.g., compare a museum display with a webpage secondary account • Begin to identify fact and fiction within historical accounts • Children select from a range of different sources. • They show their knowledge and understanding through: • discussion, drama, model making, writing, ICT, diagrams and pictures • In a historical context use phrases like: Chronology, BC, AD, century, ancient culture, religion, conquest, legacy, revolt
	Key learning questions: 1. What does the timeline tell us about the time between 3000BC and 30BC? - Was everyone an Ancient Egyptian at this time? 2. What else was happening in the world at the time of the Ancient Egyptians? 3. What would Ancient Civilisations need to have to function as a city? 4. What was the greatest achievements of each civilisation? With a Focus on Ancient Egypt: 5. How do we know about life in Ancient Egypt? 6. How and why did they build the tombs/pyramids? 7. What do tombs tell us about Ancient Egyptian <u>life</u>? 8. What jobs did ordinary people do? 9. What did Ancient Egyptians eat? 10. Why did they have mummies? 11. Include lines of enquiry that come from the children. 12. How were their lives different to ours?	Key learning questions: 1. What was Britain like before the Roman conquest? 2. Why did the Romans want to invade Britain? 3. What was life like in the Roman army? 4. Why did Boudicca lead a revolt? How successful was it? 5. How did life change in Roman Britain? 6. What was it like to be a child during Roman Britain? 7. What was the legacy of the Romans in Britain?
	Text 	Text 
	Retrieval • Revise the significant people that have been part of their studies in KS1 and 2 • Pupils will be able to draw on their previous knowledge of chronology and timelines • Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people • Pupils will have studied the lives of Ancient Greeks in year 3, covering some similar aspects of life. • Pupils will have used several sources to piece together a fluent account on many occasions • Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. • Some children may have visited Ipswich museum and be able to share knowledge they have learnt as a result of this.	Retrieval • Build on the history knowledge of the locality from previous years • Revise the significant people that have been part of their studies in KS1 and 2 • Pupils will be able to draw on their previous knowledge of chronology and timelines • Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people • Pupils will have studied the impact on life in Britain during the Stone Age, Bronze Age, Iron Age and Anglo-Saxon times. • Pupils will be able to make connections with Ancient Greek culture when looking at the life of the Roman children • Pupils will have used several sources to piece together a fluent account on many occasions • Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. • Some children may have visited Ipswich museum and/or Colchester castle and be able to share knowledge they have learnt as a result of this.
	People/Events/Places People: Tutankhamun, Egyptian gods and goddesses Events: The appearance of the First Civilisations. The discovery of the Tomb of Tutankhamun Places: Ancient Egypt, Sumer, Indus Valley, Shang Dynasty Egypt, pyramids / tombs	People/Events/Place People: Boudicca Events: Boudicca's revolt Places: Colchester / Colchester Castle

Year 5 Autumn The Age of Steam 	Year 5 Spring Mayan civilisation – people, places and beliefs 	Year 5 Summer Raiders, Invaders and the Struggle for Power 
Objectives: - Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past - Understand change and continuity within time period studied - Understand the short term and long term impact of events - Make connections within and beyond the time period studied - Understand cause and consequence of key events in the time period studied - Address and devise historically valid questions about change, cause, similarity, difference and significance. - Can identify primary and secondary sources - Use a range of sources to build up a picture of a past event - Select relevant sections of information - Understand how and why perspectives within a time period can be different - Can identify fact and fiction within historical accounts - Can identify gaps within a range of evidence - Select and organise information to produce structured work, making appropriate use of dates and terms - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In context use historical phrases such as: Chronology, Industrial Revolution, factory, engine, machine, mechanise, mass produce	Objectives: - Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past - Understand change and continuity within time period studied - Understand the short term and long term impact of events - Make connections within and beyond the time period studied - Understand cause and consequence of key events in the time period studied - Address and devise historically valid questions about change, cause, similarity, difference and significance. - Can identify primary and secondary sources - Use a range of sources to build up a picture of a past event - Select relevant sections of information - Understand how and why perspectives within a time period can be different - Can identify fact and fiction within historical accounts - Can identify gaps within a range of evidence - Select and organise information to produce structured work, making appropriate use of dates and terms - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In context use historical phrases such as Chronology, empire, civilisation, politics, decline, political structure	Objectives: - Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past - Understand change and continuity within time period studied - Understand the short term and long term impact of events - Make connections within and beyond the time period studied - Understand cause and consequence of key events in the time period studied - Address and devise historically valid questions about change, cause, similarity, difference and significance. - Can identify primary and secondary sources - Use a range of sources to build up a picture of a past event - Select relevant sections of information - Understand how and why perspectives within a time period can be different - Can identify fact and fiction within historical accounts - Can identify gaps within a range of evidence - Select and organise information to produce structured work, making appropriate use of dates and terms - They show their knowledge and understanding through: - discussion, drama, model making, writing, ICT, diagrams and pictures - In context use historical phrases such as Chronology, Danelaw, Burh, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, ruler, King, Saxon, Viking
Key learning questions: - How did life in Ipswich change during the Industrial age of Steam? - What and when was the Industrial Revolution? - Why did Britain become more industrialised? - What was Ipswich like before and during the industrial revolution? - Why did people move from the countryside to the towns and cities? - Why was iron needed during the Industrial Revolution? - Why did the steam engine have such an enormous impact as an invention? - How did people react to the arrival of the train? - What were conditions like as a labourer? How was life different for factory owners and those who sold the products? - What was the positive/negative impact of the Industrial Revolution short and long term?	Key learning questions: - What is a 'civilisation'? - Who were the Maya? - How did the Maya become so important? - How did the leaders keep control? - What was life like at the height of the Mayan civilization? - If the Maya were so civilized why then did they carry out human sacrifice? - What do Mayan myths tell us about the people? - Why did the Mayan empire decline? - What is their legacy? What parts of Mayan culture still exist today?	Key learning questions: - Who were the Anglo-Saxons? - When did the Anglo-Saxons invade Britain? - Why did Anglo-Saxons invade Britain? - How was Anglo Saxon Britain ruled? - Why was there more than one king? - Were the kingdoms unified? - How do we know that Anglo Saxons settled here? - Who were the Vikings and why did they raid? - What was the impact of the Viking raids? - Was Alfred the greatest ruler?
Text 	Text 	Text    
Retrieval - Revise the significant people that have been part of their studies in KS1 and 2 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance.	Retrieval - Revise the significant people that have been part of their studies in KS1 and 2 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Pupils will draw on their knowledge of the Greeks, Romans and Egyptians to compare and contrast the legacy of the Mayan civilisation	Retrieval - Build on the history knowledge of the locality from previous years - Revise the significant people that have been part of their studies in KS1 and 2 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have explored the Anglo-Saxons and their everyday lives in Year 3 - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Most children will have visited Colchester castle and/or Ipswich Museum, either as part of a school visit or with family and be able to share the knowledge they have gained from this.
People/Events/Places Events: The industrial Revolution; cholera outbreak; growth of towns People: James Watt, George Stephenson Places: Ipswich docks, Longshop museum	People/Events/Places Events: The decline of the Mayan civilisation Places: Central America	People/Events/Places People: King Alfred the Great, Edward the confessor, Anglo-Saxons Events: Anglo-Saxon settlement of Great Britain, Viking raids and their impact Places: Sutton Hoo

Year 6 Autumn The Home Front: Why do we have an Air raid shelter? A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Year 6 Spring Reach for the Sky: The history of Aviation Pioneers 	
Objectives: - Place current study on timeline in relation to other studies - Use relevant dates and times - Sequence significant events on a timeline - Understand change and continuity within time period studied - Understand the short term and long term impact of events - Draw contrasts and make connections within and beyond the time period studied. - Address and devise historically valid questions about change, cause, similarity, difference and significance. - Understand how evidence is pieced together to make historical claims. - Recognises and uses a range of primary and secondary sources - Bring knowledge gathered from several sources together in a fluent account - Understand how and why there are contrasting arguments and interpretations of the past - Consider ways of checking the accuracy of interpretations - Select and organise information to produce structured work, making appropriate use of dates and terms - They show their knowledge and understanding through: discussion, drama, model making, writing, ICT, diagrams and pictures - In a historical context use phrases like: Chronology, Home front, war effort, rationing, occupation, evacuation...	Objectives: Beyond 1066: - Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history - Know how to place historical events and people from the past societies and periods in a chronological framework Local history: - Know about a period of history that has strong connections to their locality and understand the issues associated with the period. History enquiry skills: - Know how aviation has changed over a period of time - Know how an event or events from the past has shaped our life today - Draw an accurate timeline with different historical periods showing key historical events or lives of significant people - Bring knowledge gathered from several sources together in a fluent account of a female aviator - Address and devise historically valid questions about change, cause, similarity, difference and significance. - In a historical context use words and phrases like: historical significance; pioneer, chronology, aviation, ascent, descent, segregation, parachutist, balloonist, remarkable, engineer, scientist, intrepid, courageous, inventor, prejudice, legacy, impact, trail blazer, aviator, aviatrix	
Key learning questions: - What are primary and secondary sources? Which are more reliable? - What were the causes of WW2? When did it start? - Why was the Battle of Britain significant? - How did the outbreak of war impact the school? - Why were children evacuated? - Why did the school need an Air Raid Shelter? and Was the threat to Ipswich real? - What was the 'War Effort'? - How did people deal with the shortages of war? - What was rationing and was it fair? Why did the government want the Home Front to 'Dig for Plenty'? - What did it mean to 'Make do and Mend'? How did shortages affect Christmas?	Key learning questions - Who determines if someone is historically significant? Is being famous the same as being historically significant? - What connects the pioneers of early aviation? - How did aviation develop or change during this period? How did it stay the same? - Who were the Wright Brothers and why were they significant? - Who was Edith Maud Cook and why was she so important? - Who was Bessie Coleman and why was she so important? - How did World War One change aviation?	
Text   Films – The Railway Children Return and Carrie's War	Video: Aviatrice - Jacqueline Auriol Text Taking Flight (the story of the Wright Brothers) Hidden Figures, Flying free Sky chasers    	
Retrieval - Build on the history knowledge of the locality from previous years - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Some children will have visited Ipswich museum and looked at the Ipswich at War exhibition out of school. They may also have previously been down to the Air Raid Shelter Museum under the school playground. - This work links with the art, reading, D&T, and writing projects for the term	Retrieval - Build on the history knowledge of the locality from previous years - Revise the significant people that have been part of their studies in KS1 and 2 - Pupils will be able to draw on their previous knowledge of chronology and timelines - Pupils will have used a number of photographs or actual artefacts which understand how historians form accounts of past events and people - Pupils will have explored the impact of The Romans in Britain and the Industrial Revolution, which will help them when they look at the impact of WW1 on aviation. - Pupils will have used several sources to piece together a fluent account on many occasions - Pupils will have discussed what is the same and what is different in many different contexts, and this will help them understand change, cause, similarity, difference and significance. - Some children may have visited Duxford Air Museum and will be able to share other aviation knowledge that they have gained from this.	
People/Events Key Events - Evacuation; Air Raids; The War effort; Christmas during the war, building of the school's air raid shelter Key Places – Ipswich during the war; the school during WW2 Key people Headteacher – Miss Herbert (until 1942) Miss Gage (infants and whole school from 1942), Chamberlain, Churchill, King George VI	People/Events/Places Key people The Wright Brothers, Edith Maud Cook, Besse Coleman Others covered in other subject areas Key events Various landmarks in aviation history – see planning; The First World War; the space race	

