



David Weatherly – Connected History



Belton
Primary
School

History
Medium Term

Two year rolling programme for History KS1

We follow a two- year rolling programme for History which follows Collins Connected History. For Progression in skills please see separate document.

	Autumn Term	Spring Term	Summer Term
Cycle A	How do our favourite toys and games compare with those of children in the 1960s?	Why did Delia buy a new hat?	Why was Charles sent to prison?
Cycle B	How do we know so much about what happened in the Great Fire of London?	Why is the history of my locality significant?	What does it take to be a good explorer?

Enquiry: *How do our toys and games compare with those of children in the 1960s?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">Some of the ways in which historians divide up timeWhy dividing up time into periods helps in the study of HistoryHow to construct a simple timeline of significant events in British historySome of the important events which occurred during the decade of the 1960sHow to construct a timeline of the main events of the 1960sWhy some of these events were of great significanceWhich were the most popular games and toys of the 1960sHow these toys and games compare with popular toys and games todaySome of the reasons for the similarities and differences they observeHow the invention of Tim Berners-Lee in 1989 led to a great change in toys and gamesWhat the term ‘continuity and change’ means in historySome of the significant memories and experiences of adults alive today who lived through the 1960s <p>National Curriculum Coverage</p> <ul style="list-style-type: none">changes within living memory – where appropriate, these should be used to reveal aspects of change in national lifethe lives of significant individuals in the past who have contributed to national and international achievements	<ul style="list-style-type: none">PhotographsMusicToysGamesFilmsOral historiesTelevision shows <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr><tr><td>Empathise</td><td>Placing yourself in another’s position to better understand their motives, decisions and actions</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. 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Enquiry: <i>Why did Delia buy a new hat?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">When the Edwardian period of British history was and who was the monarch at the timeThat there were extremes of wealth and poverty in Britain during the Edwardian eraWho people referred to as aristocracy were in Edwardian BritainHow life for the aristocracy compared with people in the working classesWho emigrants wereWhy so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian timesWhy there were so many emigrants on the Titanic on its maiden voyage to New York in 1912What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912The difference between primary and secondary accounts of what occurredHow to create timeline with an equidistant scale of the events of the last 24 hours of the TitanicWhich event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none">Paintings and portraitsDrawingsMonumentsDiariesArtefactsMapsEtchingsModern interpretations of events such as animations andgraphic novel panels <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Enquiry: <i>Why was Charles sent to prison?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">When the First World War happened and where the Western Front was in EuropeThe countries that made up the AlliesThe countries that made up the Central PowersSome of the ways that life changed for people living in Britain during the warThe main methods of communication in Britain at the time of the First World War and how they compare with todayWhy messenger pigeons were so important to the Allies during the First World WarHow horses were used during the First World War and why they were so significant to the war effortThe ways in which many other animals were used as part of the war effortHow animals are used in a variety of roles today in the military and in rescue and support services <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">PhotographsPostersMemorial sculpturesMapsTelegramsNewspapers<i>Pathe Newsreel</i> films <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Cycle B

Enquiry: *How do we know so much about what happened in the Great Fire of London?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">• The probable cause of the Great Fire of London in 1666• What living conditions in London were like for most people in 1666• How these conditions enabled the fire to spread so quickly• Some of the main events that occurred during the fire• The main effects of the fire on the city• The distinction between primary and secondary sources of evidence of the fire• Why some sources of evidence of the fire are more reliable and trustworthy than others• Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire• The main actions that were taken to control the fire• Why the fire took so long to extinguish• What might have been done to control the fire earlier <p>National Curriculum Coverage</p> <ul style="list-style-type: none">• events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none">• Paintings and portraits• Drawings• Monuments• Diaries• Artefacts• Maps• Etchings• Modern interpretations of events such as animations and graphic novel panels <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Enquiry: <i>Why is the history of my locality significant?</i>																										
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<p>An historically significant place:</p> <ul style="list-style-type: none">The significance of Grace Dieu prioryThe rise of East Midlands AirportBelton and Breedon villages <p>An historically significant event:</p> <ul style="list-style-type: none">What happened to Grace Dieu priory? <p>An historically significant person</p> <p>What did Henry VIII have to do with Grace Dieu priory?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievementssignificant historical events, people and places in their own locality.	<ul style="list-style-type: none">PhotographsPaintings and portraitsStatuesLettersArtefactsMapsPropaganda postersFilm <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Enquiry: <i>What does it take to be a great explorer?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">What an explorer does both in the past and in modern timesThe achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorerThe accomplishments of Amy JohnsonWhy Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that timeWhat Christopher Columbus succeeded in doing during his expeditionsWhy Christopher Columbus was able to accomplish what he didWho Neil Armstrong was and what he achieved in 1969What the ‘space race’ was during the 1960sThe particular challenges that will be faced by explorers to MarsThe personal qualities that most explorers must have in order to succeed <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">changes within living memory and, where appropriate, these should be used to reveal aspects of change in national lifeevents beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none">PhotographsFilmsPaintingsWoodcut printsLettersMaps <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle A:

History: Unit 2

Enquiry: <i>Who is the greatest history maker?</i>		
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning
<ul style="list-style-type: none">Who Guido (Guy) Fawkes was and what he attempted to do in 1605Why Guy Fawkes and his conspirators planned to blow up ParliamentHow this failed attempt is commemorated each year	<ul style="list-style-type: none">PhotographsPaintingsStatuesSculptureMapsMuralsBuildingsEngravings	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">Identify and describe who Guido (Guy) Fawkes was and what he attempted to do in 1605Suggest reasons why Guy Fawkes and his conspirators planned to blow up ParliamentDescribe how this failed attempt is commemorated each yearSuggest reasons why Guy Fawkes can be considered a significant person in history

<ul style="list-style-type: none">• Why Guy Fawkes can be considered a significant person in history• What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O’Malley and Elizabeth I achieved in their life times• How the accomplishments of these people compare with each other• Which they consider having made the most significant contribution as a ‘history maker’• What perspective means when it comes to judging people and events in history <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• the lives of significant individuals in the past who have contributed to national and international achievements• events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">• Books <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle A

History: Unit 3

Key Stage 1 Cycle B

History: Unit 1

Enquiry: <i>Why do we know so much about where Sappho used to live?</i>		
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning
<ul style="list-style-type: none">• Where the remains of the ancient Roman city of Pompeii can be found today• What the Roman empire was and the lands it once covered• Why the Romans built a huge empire• Why the city of Pompeii was important to the Romans• What an archaeologist does	<ul style="list-style-type: none">• Photographs• Paintings• Sculptures• Maps• Frescos• Drawings• Mosaics	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">• Identify and locate where the remains of the ancient Roman city of Pompeii can be found today• Describe what an empire is and identify and locate the lands once covered by the Roman empire• Suggest reasons why the Romans wanted such a huge empire• Suggest reasons why the city of Pompeii was important to the Romans• Explain what an archaeologist does

<ul style="list-style-type: none">Some important artefacts that have been discovered at Pompeii by archaeologistsWhat these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor peopleWhy the city of Pompeii was destroyed in AD 79The difference between primary and secondary sources of evidence of this eventHow archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyedWhy the bodies of many people who died at Pompeii were preserved and how they have since been restored <p>National Curriculum Coverage</p> <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">Animated filmsArtistic reconstructions <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. 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Key Stage 1 Cycle B

History: Unit 2

Key Stage 1 Cycle B

History : Unit 3