

History at Peel Park (Scheme - Kapow)



Autumn Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Who is in my family? (Aut 1)</p> <p>Lesson Sequence:</p> <p>L1: <u>LI: I can talk about who lives in my house.</u></p> <p>L2: <u>LI: I can talk about what jobs my parent/carers do.</u></p> <p>L3: <u>LI: I can identify similarities and differences between families within my class.</u></p> <p>L4:</p>	<p>How am I making history?</p> <p>Lesson Sequence:</p> <p>L1: What is my history? <u>LI: To develop an understanding of personal chronology.</u></p> <p>L2: How can I find out more about myself? <u>LI: To learn more about my history.</u></p> <p>L3: How are special events remembered? <u>LI: To explore how we remember events.</u></p>	<p>What is a monarch?</p> <p>Lesson Sequence:</p> <p>L1: What is a monarch? <u>LI: To explore monarchy by finding out about King Charles III.</u></p> <p>L2: Who is our monarch today? <u>LI: To explore coronations by acting out the ceremony.</u></p> <p>L3: How did William the Conqueror become King of England? <u>LI: To discover how William the Conqueror became</u></p>	<p>Why did the Romans invade and settle in Britain?</p> <p>Lesson Sequence:</p> <p>L1: What was it like to live in Ancient Rome? <u>LI: To investigate life in Ancient Rome by looking at its buildings.</u></p> <p>L2: Why did the Romans invade and settle in Britain? <u>LI: To explore the causes of the Roman invasion of Britain.</u></p>	<p>How hard was it to invade & settle in Britain?</p> <p>Lesson Sequence:</p> <p>L1: Who were the Anglo-Saxons and the Scots? <u>LI: To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.</u></p> <p>L2: What did Anglo-Saxon settlements look like? <u>LI: To identify change and continuity in Iron Age and Anglo-Saxon settlements.</u></p>	<p>Were the Vikings raiders, traders or something else?</p> <p>Lesson Sequence:</p> <p>L1: When and why did the Vikings come to Britain? <u>LI: To explain when and why the Vikings came to Britain.</u></p> <p>L2: Were the Vikings raiders, traders or something else? <u>LI: To evaluate ideas about the Vikings using sources.</u></p> <p>L3: Where did the Vikings go? How did they get there?</p>	<p>What was the impact of WW2 on the people of Britain?</p> <p>Lesson Sequence:</p> <p>L1: Why did Britain go to war in 1939? <u>LI: To identify the causes of World War 2 using a timeline.</u></p> <p>L2: How did the Battle of Britain affect the Royal Air Force? <u>LI: To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</u></p>

<p><u>L1: I can talk about how I have changed since being born.</u> L5: <u>L1: I can create a timeline of myself. (Baby, toddler and child).</u></p> <p>Why do we celebrate (Aut 2) Lesson Sequence: L1: <u>L1: I can say what Bonfire Night is.</u> L2: <u>L1: I can say who Guy Fawkes is.</u> L3: <u>L1: I can talk about why we celebrate Bonfire Night.</u> L4: <u>L1: I can talk about what happens on Bonfire Night.</u></p>	<p>L4: What was it like for children in the past? <u>L1: To find out what childhood was like for our parents and grandparents.</u> L5: What have I learnt about childhood in the past? <u>L1: To compare childhood now with childhood in the past.</u> L6: How am I making history? <u>L1: To identify that some things change and some things stay the same.</u> L7: Unit Assessment</p>	<p><u>king by exploring the Bayeux Tapestry.</u> L4: How did William the Conqueror rule? <u>L1: To explore how William the Conqueror ruled by investigating Norman castles.</u> L5: How did castles change? <u>L1: To analyse how effective castles were by exploring their features.</u> L6: What was a monarch in the past? <u>L1: To evaluate how the monarchy has changed.</u> L7: Unit Assessment</p>	<p>L3: How did Britons respond to the Roman invasion? <u>L1: To investigate the different responses to the Roman invasion using a range of sources.</u> L4: Why was the Roman army so successful? <u>L1: To explore how the Roman army was so successful using a range of sources.</u> L5: What do artefacts suggest about the lives of Roman soldiers in Britain? <u>L1: To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</u> L6: What was the legacy of the Roman Empire in Britain? <u>L1: To explore the impact of invasion and settlement by</u></p>	<p>L3: What does Sutton Hoo tell us about Anglo-Saxon life? <u>L1: To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.</u> L4: How did Christianity arrive in Britain? <u>L1: To identify how Christianity spread in Britain in the Anglo-Saxon period.</u> L5: Was King Alfred really 'Great'? <u>L1: To explore bias by evaluating sources about Alfred the Great.</u> L6: How did Anglo-Saxon rule end? <u>L1: To evaluate how and why Anglo-Saxon rule ended.</u> L7: Unit Assessment</p>	<p><u>L1: To investigate the importance of Viking trading routes.</u> L4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? <u>L1: To compare different versions of Viking sagas.</u> L5: What were the impacts of Viking raids and settlements on local communities in Britain? <u>L1: To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.</u> L6: What were the Vikings' achievements and how did they impact the world? <u>L1: To evaluate achievements of the Vikings.</u></p>	<p>L3: What do sources tell us about the Blitz? <u>L1: To make inferences about the Blitz using photographs.</u> L4: What was evacuation like? <u>L1: To investigate evacuation experiences using oral and printed records.</u> L5: Did World War 2 change women's roles? <u>L1: To investigate the impact of WW2 on women's lives using visual and written sources.</u> L6: Why did some people migrate to Britain after World War 2? <u>L1: To explore the lives of migrants after WW2 through podcasts, posters and photographs.</u> L7: Unit Assessment</p>
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			<u>examining the legacy of the Roman Empire in Britain.</u>		L7: Unit Assessment	
			L7: Unit Assessment			

Whole School Remembrance

<p>Who do we remember?</p> <p>Lesson Sequence: L1: What is Remembrance Day?</p> <p>L2: What do soldiers do?</p> <p>L3: What is a Poppy and why is it important?</p> <p>L4: Who do we remember on Remembrance Day?</p>	<p>What is Peace?</p> <p>Lesson Sequence: L1: When have there been times of peace?</p> <p>L2: What are the historic symbols of peace?</p> <p>L3: Who are special people who have helped to create peace?</p> <p>L4: How has this shaped our lives now?</p>	<p>How did we help the injured in war?</p> <p>Lesson Sequence: L1: What is the impact of war?</p> <p>L2: Who helps people injured during conflicts and how has this changed over time?</p> <p>L3: How does hygiene now compare to hygiene during past conflicts?</p> <p>L4: How did poor hygiene impact those injured during conflicts?</p>	<p>How do we remember the war?</p> <p>Lesson Sequence: L1: How was bravery commemorated during the war?</p> <p>L2: How has the way bravery is commemorated changed over time?</p> <p>L3: Why do we have a two-minute silence?</p> <p>L4: What are war memorials and where can they be found?</p>	<p>Why do we wear poppies?</p> <p>Lesson sequence: L1: Why are poppies used as a symbol of remembrance?</p> <p>L2: What do the colours of poppies represent?</p> <p>L3: How has the symbolism of poppies changed since the war?</p> <p>L4: When did the tradition of wearing poppies start?</p> <p>L5: Who are the Royal British Legion and what do they do?</p>	<p>How have wars started and how could they be prevented in the future?</p> <p>Lesson sequence: L1: What are our rights and responsibilities?</p> <p>L2: What is our most important right and why?</p> <p>L3: How have conflicts led to war?</p> <p>L4: How do we prevent war in the future?</p>	<p>What was the impact of war on our local area? (Accrington Pals)</p> <p>Lesson Sequence: L1: Who were the Accrington Pals?</p> <p>L2: How did the recruitment of The Accrington Pals affect the local area?</p> <p>L3: Which specific, significant battle affected the local area?</p> <p>L4: What impact did The Battle of the Somme have upon the local community?</p>
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		L5: How does war shape people's lives?	L5: What information do war memorials tell us?			<p>L5: How can we empathise with the local community after The Battle of the Somme through poetry?</p> <p>L6: How can we use primary sources to learn about a local Pal?</p>
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Spring Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What happened to animals a long time ago? (Spr 2)</p> <p>Lesson Sequence:</p> <p>L1: <u>LI: I can say what a dinosaur is.</u></p> <p>L2: <u>LI: I can say that dinosaurs used to live in different</u></p>	<p>How have toys changed?</p> <p>Lesson Sequence:</p> <p>L1: What is your favourite toy? <u>LI: To discuss a favourite toy.</u></p> <p>L2: Did your parents and grandparents play with the same toys as you?</p>	<p>How was school different in the past?</p> <p>Lesson Sequence:</p> <p>L1: Were schools different in the past? <u>LI: To find out how schools have changed over time.</u></p> <p>L2: How have schools changed within living memory?</p>	<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p> <p>Lesson Sequence:</p> <p>L1: How long ago did prehistoric man live? <u>LI: To recognise the chronology and significance of prehistory.</u></p> <p>L2: What does Skara Brae tell us about</p>	<p>How have children's lives changed?</p> <p>Lesson Sequence:</p> <p>L1: What do sources tell us about how children's lives have changed? <u>LI: To identify the continuities and changes to children's lives using a range of sources.</u></p>	<p>What was life like in Tudor England?</p> <p>Lesson Sequence:</p> <p>L1: Henry VIII - fair ruler or tyrant? <u>LI: To interpret the character of Henry VIII using portraits and written sources.</u></p> <p>L2: Why did Henry VIII have so many wives?</p>	<p>Who should go on the £10.00 banknote?</p> <p>Lesson Sequence:</p> <p>L1: Who features on banknotes and why? <u>LI: To explain the significance of people on banknotes.</u></p> <p>L2: Was Alfred the Great or Elizabeth I the more significant monarch?</p>

<p><u>habitats such as a desert.</u></p> <p>L3: <u>LI: I can say that they were different types of dinosaurs.</u></p> <p>L4: <u>I can say that dinosaurs are now extinct.</u></p> <p>L5: <u>LI: I can talk about how palaeontologist's look and explore for clues from when dinosaurs were alive.</u></p> <p>L6: <u>LI: I can explore what might have happened to the dinosaurs.</u></p> <p>L7: <u>LI: I can talk about the work of Mary Anning.</u></p>	<p><u>LI: To find out what toys our parents and grandparents played with.</u></p> <p>L3: What were toys like in the past? <u>LI: To investigate what toys were like up to 100 years ago.</u></p> <p>L4: What is similar and different about toys now and in the past? <u>LI: To compare toys from the past with modern toys.</u></p> <p>L5: How have teddy bears changed over time? <u>LI: To investigate how teddy bears have changed over time.</u></p> <p>L6: How have toys changed?</p>	<p><u>LI: To investigate what school was like in the past.</u></p> <p>L3: How were schools different in the 1900s? <u>LI: To investigate what schools were like in the 1900s.</u></p> <p>L4: How have schools changed? <u>LI: To compare a modern classroom with a classroom 100 years ago.</u></p> <p>L5: What is similar and different about schools now and in the past? <u>LI: To compare three periods of time.</u></p> <p>L6: Would you prefer to have gone to school in the past? <u>LI: To express a personal response to history.</u></p> <p>L7: Unit Assessment</p>	<p>life in the Stone Age? <u>LI: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</u></p> <p>L3: Who was this Bronze Age man? <u>LI: To use archaeological evidence to investigate the Bronze Age.</u></p> <p>L4: What was the impact of bronze in prehistoric Britain? <u>LI: To use deductions to explain how bronze transformed prehistoric life.</u></p> <p>L5: How did trade change lives in Iron Age Britain? <u>LI: To understand the importance of trade during the Iron Age.</u></p> <p>L6: What changed between the Stone</p>	<p>L2: Why did Tudor children work and what was it like? <u>LI: To investigate why Tudor children worked and what working conditions were like.</u></p> <p>L3: What were children's jobs like in Victorian England? <u>LI: To research and record the working conditions of Victorian children using reports and images.</u></p> <p>L4: How did Lord Shaftesbury help to change the lives of children? <u>LI: To evaluate Lord Shaftesbury's significance to children's lives.</u></p> <p>L5: How and why has children's leisure time changed? <u>LI: To explore the changes in children's leisure time using a range of sources.</u></p>	<p><u>LI: To explore why Henry VIII had many wives using secondary sources.</u></p> <p>L3: Why was Anne Boleyn executed? <u>LI: To make deductions about power and punishment using a range of sources.</u></p> <p>L4: How did Queen Elizabeth I use a royal progress? <u>LI: To explore the use of propaganda by a Tudor monarch.</u></p> <p>L5: What can inventories tell us about life in Tudor times? <u>LI: To make deductions about people in Tudor England using inventories.</u></p> <p>L6: What did John Blanke have in his inventory?</p>	<p><u>LI: To explore what makes a monarch historically significant.</u></p> <p>L3: How were Ellen Wilkinson and Betty Boothroyd historically significant? <u>LI: To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.</u></p> <p>L4: Why is Mary Seacole historically significant? (Option 2) <u>LI: To investigate why Mary Seacole is historically significant.</u></p> <p>L5: Why are Lily Parr and Betty Snowball historically significant? <u>LI: To research historically significant sporting figures.</u></p>
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	<u>LI: To know how toys have changed over time.</u> L7: Unit Assessment		Age and the Iron Age? <u>LI: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</u> L7: Unit Assessment	L6: What were the diseases children caught and how were they treated? <u>LI: To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</u> L7: Unit Assessment	<u>LI: To create an inventory for a person from the Tudor times.</u>	L6: Who will be the face of the new £10 note? <u>LI: To evaluate the significance of different historical figures by applying criteria.</u> L7: Unit Assessment
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Summer Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Would a pirate's life be for me? (Sum 2)</p> <p>Lesson Sequence: L1: <u>LI: I can say what a pirate is?</u> L2: <u>LI: I can talk about how pirates travelled.</u> L3: <u>LI: I can talk about how pirates lived.</u> L4:</p>	<p>How have explorers changed the world?</p> <p>Lesson Sequence: L1: What is an explorer? <u>LI: To know what an explorer is by learning about some explorers.</u> L2: Where have explorers travelled and when? <u>LI: To recognise the achievements of different explorers using photographs.</u></p>	<p>How did we learn to fly?</p> <p>Lesson Sequence: L1: Who were the Wright brothers? <u>LI: To explore the story of the Wright brothers.</u> L2: When was the first flight? <u>LI: To develop an understanding of historical significance.</u> L3: Why is Bessie Coleman significant?</p>	<p>What was important to ancient Egyptians?</p> <p>Lesson Sequence: L1: Where and when did the first civilisations appear? <u>LI: To develop questioning skills using sources about ancient civilisations.</u> L2: Why was the River Nile so important to ancient Egyptians? <u>LI: To explain the significance of the</u></p>	<p>How did the achievements of the ancient Maya impact their society and beyond?</p> <p>Lesson Sequence: L1: How did the ancient Maya settle in a rainforest? <u>LI: To explore the challenges faced by the ancient Maya when settling in the rainforest.</u> L2: How important was chocolate to the ancient Maya?</p>	<p>What is the legacy of the ancient Greek civilisation?</p> <p>Lesson Sequence: L1: Who were the ancient Greeks and when did they live? <u>LI: To explain where and when the ancient Greeks lived.</u> L2: Who lived on Mount Olympus? <u>LI: To identify ancient Greek beliefs by exploring their gods and goddesses.</u></p>	<p>What can the census tell us about local areas?</p> <p>Lesson Sequence: L1: What is the census? <u>LI: To explore the purpose and creation of a census.</u> L2: What can we learn about Victorian children from the census? <u>LI: To create questions about Victorian children</u></p>

<p><u>LI: I can research and learn about Pirate Blackbeard.</u></p> <p>L5: <u>LI: I can talk about how maps have changed over time. (Create a timeline.)</u></p> <p>L6: <u>LI: I can create my own treasure map.</u></p>	<p>L3: Who was Christopher Columbus and what did he do? <u>LI: To order events from an explorer's story on a timeline.</u></p> <p>L4: Who was Matthew Henson and what did he do? <u>LI: To use photographs to find out about the past.</u></p> <p>L5: How has exploration changed? <u>LI: To recognise changes and similarities (continuities) over time.</u></p> <p>L6: How can we remember them? <u>LI: To describe the significance of some people and events within history.</u></p>	<p><u>LI: To investigate why Bessie Coleman is historically significant using photographs.</u></p> <p>L4: Why is Amelia Earhart significant? <u>LI: To develop an understanding of primary sources.</u></p> <p>L5: Why was the Moon landing special? <u>LI: To investigate why the Moon landing was a significant event in history.</u></p> <p>L6: How did we learn to fly? <u>LI: To place significant flight events on a timeline.</u></p> <p>L7: Unit Assessment</p>	<p><u>River Nile to ancient Egyptian civilisation.</u></p> <p>L3: How do we know so much about ancient Egyptians? <u>LI: To evaluate the importance of ancient Egyptian hieroglyphics.</u></p> <p>L4: What do sources suggest about religious beliefs in ancient Egypt? <u>LI: To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</u></p> <p>L5: What did people in Ancient Egypt believe happened after death? <u>LI: To investigate beliefs about the afterlife in Ancient Egypt.</u></p> <p>L6: Who ruled ancient Egypt and what happened to</p>	<p><u>LI: To infer how the ancient Maya valued and used cacao by exploring historical artefacts.</u></p> <p>L3: What did the ancient Maya believe? <u>LI: To describe the role of Maya gods and goddesses by studying images and scenarios.</u></p> <p>L4: How did the Maya reflect world beliefs in their inventions? <u>LI: To develop recording skills through exploration of ancient Maya inventions.</u></p> <p>L5: What do remains tell us about ancient Maya cities? <u>LI: To make deductions about an ancient Maya city by exploring remains.</u></p> <p>L6: What caused the decline of the ancient Maya cities? <u>LI: To evaluate historians' claims on</u></p>	<p>L3: How was Ancient Greece governed? <u>LI: To use a range of secondary sources to identify similarities and differences between Athens and Sparta.</u></p> <p>L4: Did the ancient Greeks give us democracy? <u>LI: To recognise how Athenian democracy worked by participating in a debate.</u></p> <p>L5: How do the ancient Greek philosophers influence us today? <u>LI: To use research to explore the significance of the ancient Greek philosophers.</u></p> <p>L6: What is the legacy of the ancient Greeks?</p>	<p><u>using a range of sources.</u></p> <p>L3: What does the census suggest about the jobs available in the 1800s? <u>LI: To explore the jobs available in the past using the census.</u></p> <p>L4: Why did some women refuse to fill out the census in 1911? <u>LI: To make inferences about women's lives in the 1900s using the census.</u></p> <p>L5: What changed in the 1921 Census? <u>LI: To investigate how the census changed by following the life of Evelyn Dove.</u></p> <p>L6: Who lived in our local area in the past? <u>LI: To conduct an enquiry about my</u></p>
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