

## Trefonen School: History – Nightingales Class

Cycle A			Cycle B		
<i>Aut</i>	<i>Spr</i>	<i>Sum</i>	<i>Aut</i>	<i>Spr</i>	<i>Sum</i>
<u>Significant Event</u>	<u>Significant Individuals</u>	<u>Events beyond Living Memory / Local History</u>	<u>Significant Event</u>	<u>Significant Individuals</u>	<u>Events beyond Living Memory / Local History</u>
<b>The Great Fire of London:</b> What happened on the night of 2 September 1666?	Various – one per week, specific individuals decided each cycle	<b>Chirk Castle:</b> Why were castles important on the borders?	What was significant about the Rosa Parks Bus incident and the Bristol Bus Boycott?	Various – one per week, specific individuals decided each cycle	<b>Year B: Our Village &amp; Our Town:</b> Trefonen & Oswestry
<b>In their studies children will develop their understanding of the following 9 ‘first order concepts’:</b>					
Civilisation		Monarchy	Empire		Religion
War		Government	Agriculture / Industry		Trade
<b>In their studies, children will investigate the following six ‘Second Order Concepts’ / ‘Historical Elements’:</b>					
<b>Chronology</b>		<b>Cultural, Ethnic &amp; Religious Diversity</b>		<b>Change &amp; Continuity</b>	
Children will be helped to: <ul style="list-style-type: none"> <li>Understand and use appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.</li> <li>Develop a sense of period through describing and analysing the relationship between the characteristic features of periods and societies.</li> <li>Build chronological frameworks of periods and use this to place new knowledge in its historical context.</li> </ul>		Children will be helped to: <ul style="list-style-type: none"> <li>understand the diverse experience &amp; ideas, beliefs &amp; attitudes of men, women, &amp; children in past societies&amp; how these have shaped the world.</li> </ul>		Children will be helped to: <ul style="list-style-type: none"> <li>identify &amp; explaining change &amp; continuity within &amp; across periods of history</li> </ul>	
Teachers will ask: <ul style="list-style-type: none"> <li>What language do we need to use to explain chronology?</li> <li>What is the sequence of when things happened?</li> <li>What happened before &amp; after?</li> <li>What overlaps?</li> </ul>		Teachers will ask: <ul style="list-style-type: none"> <li>Has history been fair to all groups of people?</li> <li>Was this deliberate or accidental?</li> </ul>		Teachers will ask: <ul style="list-style-type: none"> <li>What has changed?</li> <li>What has stayed the same?</li> </ul>	
<p><b><u>Pre-chronology: developing a sense of the past:</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Develop an awareness of the past.</li> <li>Know that all people in the past did not live at the same time</li> </ul> <p><b><u>Develop the language of chronology: To know that the past can be described in different ways:</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Use common words &amp; phrases related to the passing of time.</li> <li>Know where people / events fit into a studied framework (e.g Once upon a time ... , Long ago, Past / present ,(period labels)</li> </ul>		Children will: <ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> <li>Know that not all history has been fair to all people and groups, sometimes this is deliberate and other times accidental.</li> </ul>		Children will: <ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> <li>Identify that many things have changed (and are still changing) but some things are the same</li> </ul>	

<b><i>Cause &amp; Consequence</i></b>	<b><i>Significance</i></b>	<b><i>Interpretation &amp; Evidence / Sources</i></b>
<p>Children will be helped to:</p> <ul style="list-style-type: none"> <li>analyse &amp; explain the reasons for, &amp; results of, historical events, situations &amp; changes.</li> </ul>	<p>Children will be helped to:</p> <ul style="list-style-type: none"> <li>consider the significance of events, people &amp; developments in their historical context &amp; in the present day</li> </ul>	<p><u>Interpretation</u> Children will be helped to:</p> <ul style="list-style-type: none"> <li>Understand how historians &amp; others form interpretations.</li> <li>Understand why historians &amp; others have interpreted events, people &amp; situations in different ways through a range of media.</li> <li>Evaluate a range of interpretations of the past to assess their validity.</li> </ul> <p><u>Evidence / Sources</u> Children will be helped to:</p> <ul style="list-style-type: none"> <li>Identify, select &amp; use a range of historical sources, including textual, visual &amp; oral sources, artefacts &amp; the historic environment.</li> <li>Evaluate the sources used in order to reach reasoned conclusions.</li> </ul>
<p>Teachers will ask:</p> <ul style="list-style-type: none"> <li>Why did it happen?</li> <li>What then followed as a result?</li> </ul>	<p>Teachers will ask:</p> <ul style="list-style-type: none"> <li>What does 'significant' mean?</li> <li>How do we choose what is most important in history?</li> </ul>	<p>Teachers will ask:</p> <ul style="list-style-type: none"> <li>Do we all understand the past in exactly the same way?</li> <li>How do we prove what the past was like?</li> <li>What do we use to find out about the past?</li> <li>What are the problems when using historical sources?</li> <li>Can we always trust historical sources?</li> </ul>
<p>Children will:</p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>People in the past were real people, had feelings like real people and usually did things for a reason.</li> <li>Events usually happen for a reason (sometimes more than one reason)</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>Talk about who was important e.g. in a simple historical account.</li> <li>Know what 'significant' means.</li> </ul> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Because we need to tell a clear story, we need to choose which bits to use and this means deciding what is important. Not all information is equally important.</li> <li>We should care about what past people did. We should try to understand them without necessarily agreeing with them. Much of our lives today is because of what people in the past have done.</li> </ul>	<p><u>Interpretation</u> Children will:</p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> </ul> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>People in the past did not know the same things that we know today.</li> <li>Not everyone in the past thought the same.</li> <li>People in the past did not always think that the same things were important in their lives as we do today.</li> <li>Things did not always turn out as planned.</li> <li>We can tell different stories from the same history.</li> </ul> <p><u>Evidence/ Sources</u> Children will:</p> <ul style="list-style-type: none"> <li>Ask &amp; answer questions.</li> <li>Understand some ways we find out about the past.</li> <li>Choose &amp; use parts of stories &amp; other sources to show understanding of key concepts.</li> </ul> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>We find out about the past from different sorts of evidence / clues that come from that particular time.</li> <li>We can show the past in different ways, such as pictures, writing, film, theme parks (e.g. The Telford Victorian Living Museum, museums, music and legends).</li> <li>We never know everything about the past.</li> <li>We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.</li> </ul>

## History Scheme of Work – Nightingales Class

Cycle	Topic	Scheme of Work	Key Questions to Investigate	Assessment Criteria: How will this enquiry help pupils to make progress in History	Teaching Resource links
Cycle 1 - Red					
Aut	<u>Significant Event:</u> The Great Fire of London	Knowledge Organiser.  History Society: <a href="https://www.history.org.uk/primary/categories/207/resource/7198">https://www.history.org.uk/primary/categories/207/resource/7198</a>	What happened on the night of 2 September 1666?	Can the children recognise that there may be different viewpoints about what or who caused the spread of the fire?	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/year/z7s22sg">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/year/z7s22sg</a>  Oak Academy: <a href="https://classroom.thenational.academy/units/the-great-fire-of-london-7a50">https://classroom.thenational.academy/units/the-great-fire-of-london-7a50</a>  BBC Teach: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h</a>
Spr	<u>Significant Individual:</u>	Knowledge Organiser.  History Society: <a href="https://www.history.org.uk/primary/resource/8667">https://www.history.org.uk/primary/resource/8667</a>	Why is she significant? How might significance change over time?	Can the children recognise the difference between what is significant now and what was significant in the past, for reasons that were not thought important in	BBC bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zf49q6f">https://www.bbc.co.uk/bitesize/topics/zf49q6f</a>

				those times, and vice versa, and that there are many different reasons for people being thought of as 'Significant.'	
Sum	<p><a href="#">Events beyond Living Memory: Local History Study: Chirk Castle</a></p>	<p>Knowledge Organiser.</p> <p>History Society:  <a href="https://www.history.org.uk/primary/categories/217/resource/7518">https://www.history.org.uk/primary/categories/217/resource/7518</a></p>	Why were castles important on the borders?	TBC	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8">https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8</a></p> <p>BBC Teach:  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt</a></p>
Cycle 2 - Blue	Topic	Scheme of Work	Key Questions to Investigate:	Assessment Criteria: How will this enquiry help pupils to make progress in History	Other Teaching Resource links
Aut	<p><a href="#">Significant Event: The Bristol Bus Boycott BAME Rosa Parks*</a></p>	<p>Knowledge Organiser.</p> <p><a href="#">Scheme TBC see below</a></p>		Can children recognise how times have changed because of significant events?	<p>BBC bitesize:  <a href="https://www.bbc.co.uk/bitesize/topics/zikj382/articles/zkhknrd">https://www.bbc.co.uk/bitesize/topics/zikj382/articles/zkhknrd</a></p>
Spr	<p><a href="#">Significant</a></p>	<p>Knowledge organiser.</p> <p>History Association:</p>		Can children recognise how people from the past	<p>BBC bitesize:  <a href="https://www.bbc.co.uk/bitesize/topics/zwvpsk7/articles/zxr48hv">https://www.bbc.co.uk/bitesize/topics/zwvpsk7/articles/zxr48hv</a></p>

	<p><u>Individual</u> : Walter Tull BAME</p>	<p><a href="https://www.history.org.uk/primary/categories/207/resource/9081">https://www.history.org.uk/primary/categories/207/resource/9081</a></p>		<p>have helped the history of the United Kingdom?</p> <p>Can children recognise how have the lives of significant individuals in the past have contributed to / helped national and international achievements ?</p>	
Sum	<p><u>Events beyond Living Memory: Explorers or Exploiters ?</u></p>	<p>Knowledge Organiser</p> <p>History Association: <a href="https://www.history.org.uk/primary/categories/177/resource/7484">https://www.history.org.uk/primary/categories/177/resource/7484</a></p>	<p>Who are explorers and where have some explorers travelled in different periods of time?</p> <p>Which explorers may be thought of as exploiters in modern times?</p> <p>How important was Ibn Battuta as an explorer?</p>		<p>BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk">https://www.bbc.co.uk/bitesize/topics/zhpchbk</a></p> <p>Oak Academy: <a href="https://classroom.thenational.academy/units/explorers-and-adventurers-uc9t0nm">https://classroom.thenational.academy/units/explorers-and-adventurers-uc9t0nm</a></p>

