

## Trefonen School: History – Wrens Class

Cycle A			Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
<b><u>Ancient Civilization Egypt:</u></b>	<b><u>British History Beyond 1066 Elizabethans:</u></b>	<b><u>Local History: Trefonen:</u></b>	<b><u>Ancient Civilizations: Stone Age to Iron Age in Britain:</u></b>	<b><u>Achievements of Early Civilizations: Ancient Sumer:</u></b>	<b><u>Non-European Society that Contrasts with British History: The Maya:</u></b>
How did the civilisation of Egypt wax & wane?	What do we understand by Elizabethan times? How safe was it? What was it like to live in Elizabethan times?	How has Trefonen changed since the Victorian Times?	What was 'new' about the Stone Age? Which was better, bronze or iron? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?	Where and when was Ancient Sumer? What was everyday life like? How do we know? What did they invent? What happened to them?	Where and when did they live? What were their lives like? What did they invent? (writing, telling the time, numbers & maths) How do we know?
<b>In their studies children will continue to 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':</b>					
<b>Chronology</b>		<b>Cultural, Ethnic &amp; Religious Diversity</b>		<b>Change &amp; Continuity</b>	
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>	
Children will: <ul style="list-style-type: none"> <li><b>Develop a sense of the past, understand &amp; use the language of chronology:</b></li> <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 &amp; societies.</li> <li>Build a chronological framework of periods and use this to place new knowledge in its historical context.</li> <li>Know that a world existed before they and those around them were born.</li> <li>Some things occurred many years ago before there were ways of writing about the past.</li> <li>Understand that 'Human time' is only a small part of time.</li> </ul>		Children will: <ul style="list-style-type: none"> <li><b>Describe social, religious, &amp; ethnic diversity in Britain &amp; the wider world.</b></li> <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> <li>Know that not all history has been fair to all people and groups. Sometimes this is deliberate &amp; at other times accidental.</li> </ul>		Children will: <ul style="list-style-type: none"> <li><b>Describe / make links between main events, situations &amp; changes within &amp; across different societies / periods.</b></li> <li><b>identify &amp; explain change &amp; continuity within &amp; across periods of history</b></li> <li>Know that the past was different from today: some things have changed (slowly or quickly) but some things are the same.</li> <li>Understand that change does not always mean 'progress'. There can be bad/negative changes. There are differences between change, progress and development.</li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Know that the past can be described in different ways:</i></li> <li>• Continue to develop a chronologically secure knowledge of history.</li> <li>• Establish clear narratives within &amp; across periods studied: (e.g. Dates, Period labels, Divisions such as a decade, century etc. , Know that some periods overlap).</li> </ul>		
<p><b>Cause &amp; Consequence</b></p>	<p><b>Significance</b></p>	<p><b>Interpretation &amp; Evidence</b></p>
<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: Analyse &amp; explain the reasons for, &amp; results of, historical events, situations &amp; changes.</p> <p>Identify &amp; give reasons for, and results of, historical events, situations &amp; changes:</p> <ul style="list-style-type: none"> <li>• People in the past had feelings &amp; emotions &amp; had reasons for their actions.</li> <li>• It is not always easy to work out why things happened &amp; why people did or thought things.</li> <li>• Reason &amp; events usually led to results (sometimes more than one) but sometimes things did not turn out as planned.</li> </ul>	<p>Children will: consider the significance of events, people &amp; developments in their historical context &amp; in the present day.</p> <p>Identify historically significant people &amp; events in situations:</p> <ul style="list-style-type: none"> <li>• We never know everything that happened in the past so it means that we have to work out things that are likely to have happened and that means giving opinions and ideas rather than definite facts.</li> </ul>	<p>Children will:</p> <p><u>Interpretation</u> Understand that different versions of the past may exist, giving some reasons for this:</p> <ul style="list-style-type: none"> <li>• Know that people in the past did not know the same things that we know today.</li> <li>• When things happened, it was often confusing and uncertain for people &amp; they did not know how things would turn out.</li> <li>• We can put together a story / account about the past in different ways. It can be different information or have views about what is important. This does not mean that one version is right and another is wrong.</li> <li>• There is a difference between a source and evidence. The source is information, but it is the historian who uses it as evidence to answer questions. A good historian uses the source as evidence to ask many questions.</li> <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></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> <li>• Regularly address &amp; sometimes devise historically valid questions.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by selecting &amp; organising historical information.</li> </ul>

