

Tickhill Estfeld Primary School

History – Teaching Sequence 2022-23

Reception		
Lesson	Autumn 1	Autumn 2
1		
2	Talking about their families and special people in their lives.	Remembrance art – learning about a key event from the past
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4		Christmas traditions
5		Compare and contrast characters from stories, including figures from the past. (Christmas Story and Leah’s Star, Babushka and Santa)
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Lesson	Spring 1	Spring 2
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2	Chinese Wishing tree – traditions that started in the past	
3	Great Wall of China – understanding of past	
4	Arctic - inukshuk	
5	Ernest Shackleton and The Endurance	
6		Comparing photos of the seaside and looking for clues of past or present
Lesson	Summer 1	Summer 2
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3	Trip to the farm – we look at tractors from different eras of the past – talk about the oldest tractor	
4	Comparing photos of farming and looking for clues of past or present	
5	Comparing photos of farming and looking for clues of past or present	
6	Comparing photos of farming and looking for clues of past or present	
Year 1		
Lesson	Autumn 1 –	Autumn 2 –
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2		NC: Changes within living memory. Lesson Outline: Investigate a variety of toys from the past, 1940’s onwards. Look at the way these toys moved, were played with and the materials they were made from.
3		NC: Significant people, find out about how a Teddy Bear became named the Teddy Bear. Lesson Outline: Look at the story of Teddy Roosevelt hunting a bear and how the Teddy Bear was named after him.
4	NC: Changes outside of living memory Lesson Outline: Compare their homes to houses in the past (1900’s) Look at features of a house from the 1900s and the materials used to make these houses compared to now.	

5	<p>NC: Changes within living memory (for parents and grandparents)</p> <p>Lesson Outline: Investigate life in the 1940s and how people in England used to live. Explore artefacts from the 1940s predicting what they were used for and finding out how they were used. Link these items to modern day items.</p> <p>Art – 1960s wallpaper design Andy Warhol</p>	
6	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical event – the moon landing.</p> <p>Lesson outline: Find out about Neil Armstrong and the first moon landing in 1969.</p>	
Lesson	Spring 1 –	Spring 2 -
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4		<p>NC: Events beyond living memory that are significant nationally or globally</p> <p>Lesson Outline: Research the development of transport throughout history.</p>
5	<p>NC: Compare aspects of life in different periods</p> <p>Lesson Outline: Introduce the word Inuit. Explore where and how the Inuit live historically and now. Look at changes to the Inuit way of life.</p>	<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Lesson Outline: Learn about the development of the Railway and the life of George Stephenson.</p>
6	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Lesson Outline: Learn about explorers and what they do. Find out about historical explorers that travelled to arctic. Learn about Roald Amundsen.</p>	<p>NC: significant historical events, people and places in their own locality.</p> <p>Lesson Outline: Learn about the history of Paddington Bear (the soft toy) and how he was first made by Shelia Clarkson from Tickhill.</p>
Lesson	Summer 1	Summer 2
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Year 2		
Lesson	Autumn 1 –	Autumn 2 –
1	<p>Chronological understanding</p> <p>Use common words and phrases related to the passage of time.</p> <p>How people and events we study fit into a chronological timeline (family timeline)</p> <p>Knowledge and understanding of events, people and places in the past</p> <p>Identify similarities and differences between ways of life in different time periods. How do the lives of people in castle times compare to our lives today?</p> <p>Consider food, clothes, daily life, toys.</p>	<p>Knowledge and understanding of events, people and places in the past</p> <p>Guy Fawkes and the Gunpowder Plot</p>

	<p>The Battle of Hastings and William the Conqueror (significant national events). Consider why people did things, why events happened and what happened as a result. Robin Hood (local history) real life hero or legend?</p> <p>Visit to Gainsborough Old Hall to look for evidence of the everyday lives of people 500 years ago and prepare to re-enact the feast for Henry VIII and Catherine Howard in 1541. What do we know about Henry VIII. What can we learn by looking at his portraits?</p> <p><u>Historical Enquiry</u></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they understand key features and events.</p> <p>Discover some ways we find out about the past and ways in which it is presented.</p> <p>What can we learn about the everyday lives of the people who lived in castle times from visiting a historical site and enacting events eg a castle feast?</p> <p>What do we know about Henry VIII. What can we learn by looking at his portraits?</p> <p>Visit Gainsborough Old Hall in role as the people who prepared the feast for the king. Use a source to ask and answer questions (artefacts at Gainsborough ‘Prepare for the Feast’ workshop).</p> <p>Preparing for our visit to Gainsborough Old Hall</p> <p>What do we already know about Henry VIII? What can we learn from the portraits of Henry VIII (and his wives)? What can we learn from things people said about him? Can we trust their words?</p>	
2	<p><u>Our Visit to Gainsborough Old Hall</u></p> <p>Take part in an enactment of preparing a feast for the visit of King Henry and Queen Catherine. Explore the kitchens, find out about the roles of each member of the household, dress in period costumes ready to play our roles at the feast. Opportunity to ask questions, handle artefacts and see how the past is presented at the Old Hall so we can peek into that past and find out about the sights, sounds and smells of the time.</p>	<p><u>Historical Enquiry</u></p> <p>Tickhill – local study</p> <p>Changes within living memory – what can we see on our walk around Tickhill? What clues are there about how buildings have changed and about life in Tickhill in the past?</p>
3	<p><u>Reflecting on our visit</u></p> <p>What was it like in the Old Hall? What was it like to wear the clothes of Tudor times? Would you like to be a castle times child now you know more about it? Why? Why not? Use our photos to prompt memories and reflections. How were you feeling at that moment?</p>	<p><u>Chronological understanding</u></p> <p>Time line of buildings in Tickhill – sequence from the oldest to the newest. Sequence photographs from different periods of their life in Tickhill (or photos of older generations). Describe memories of key events in their lives.</p>
4	<p><u>Comparing our every day lives with the everyday life of a child in castle times.</u></p> <p>Use PPT presentation to focus on kitchens, bedrooms, living rooms and bathrooms. Children complete captions comparing images of each room in 2022 and castle times.</p>	
5	<p>The Battle of Hastings and William the Conqueror (significant national events). Consider why people did things, why events happened and what happened as a result.</p> <p><u>Why do we have castles?</u></p> <p>The story of The Battle of Hastings – first hear the story, watch the animated Bayeux Tapestry and look for the main parts of the story. Enact the Battle in the hall with all children involved in the Norman, Saxon or Viking armies, exploring the reasons for the events and what happened afterwards.</p>	
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Lesson	Spring 1 –	Spring 2 -

1		Historical Enquiry How can we find out about life in the past beyond living memory through eyewitness accounts? Interpretations of History Compare different versions of the same event. How reliable are accounts, images and stories? Knowledge and understanding of events, people and places in the past What was the Great Fire of London? How do we know about it? How do eye-witness accounts help us? Find out about Samuel Pepys and how we know about events beyond living memory. <u>What was it like to live in London in 1666?</u>
2		<u>Why was London a dangerous city?</u>
3		<u>Visit of Sir William Petty – Eyewitness to the Great Fire of London</u>
4		<u>How do we know about The Great Fire of London?</u> Recounts from witnesses like Samuel Pepys, drawings and engravings, map of London before and after, artefacts from the time.
5		<u>What changed after The Great Fire of London?</u>
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Lesson	Summer 1	Summer 2
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Year 3		
Lesson	Autumn 1 –	Autumn 2 –
1	LO: Introduction - What does prehistory mean? SC: To put events in chronological order To understand how the period from the Stone Age to the Iron Age fits into the wider picture of British history	L7 No place like home – What was life like in an Iron Age hill fort? SC: To understand how British society changed in the Iron Age To imagine what life was like in an Iron Age hill fort
2	LO: Prehistoric Britain - Wasn't the Stone Age just a bunch of cavemen? SC: To understand how art was used to record life in the Stone Age To identify some achievements of Stone Age society	L8 Picturing the Iron Age – what was Iron Age art like? SC: To describe some artefacts that tell us about the Iron Age To use design ideas from Iron Age art
3	LO: Examining the evidence - What kind of sources tell us about the Stone Age? SC: To examine non-written sources of evidence about the Stone Age To make deductions from primary sources	L9 Summing Up – What have we learned about this period of history? SC: To review the major changes during this period To assess pupils' understanding of this unit
4	LO: Neolithic Farmers - What was life like at Skara Brae? SC: To research what it might have been like at Skara Brae To understand how farming changed the way people lived in the Neolithic period	

5	LO: Better than stone – what was so good about bronze? SC: To know how the Bronze Age was different to the Stone Age To explain the process of making bronze	
6	LO: Burying the past – What do grave goods tell us about the Bronze Age? SC: To understand how grave goods can give us information about the past. To explain what some of the Bronze Age burial practices were	
Lesson	Spring 1 –	Spring 2 -
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Lesson	Summer 1	Summer 2
1	LO: Where did the Roman Empire come from? SC: To find out where the Roman Empire originated To place the beginning of the Roman Empire onto a timeline To evaluate the stories about the founding of Rome	L7 LO: What were houses like in Roman Britain? SC: To compare different types of houses from Roman Britain To give examples of evidence that survives from Roman buildings
2	LO: How did the Roman army help to expand the Roman Empire? SC: To see how the Roman Empire expanded over time To evaluate how the Roman army contributed to the expansion of the empire To design a Roman shield	L8 LO: What can archaeological sites tell us about Roman Britain? SC: To understand how archaeologists find evidence about Roman Britain To describe one or more Roman sites in Britain and give examples of key findings
3	LO: What was Britain like before the Romans invaded? SC: To explain what Britain looked like just before the Romans invaded To evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion	L9 LO: How did bathhouses provide leisure for Romans in Britain? SC: To describe how the bathhouse was typically used by Romans in Britain To explain the function of the different parts of the bathhouse
4	LO: How did Britain become part of the Roman Empire? SC: To evaluate why the Romans wanted to invade Britain To compare the different invasion attempts To participate in a class debate about the Roman invasion	L10 LO: What lasting impact did the Romans leave in Britain? To evaluate the impact of the Roman Empire on modern Britain To debate the most important Roman legacies
5	LO: Who was Boudica and how did she rebel against the Romans? SC: To use historical sources to find out about Boudica To explore the story of Boudica’s rebellion against the Romans	

6	<p>LO: What did the Romans build after they settled in Britain?</p> <p>SC: To explain how the landscape of Britain was changed by what the Romans built To give examples of how the Romans designed buildings and structures to make a more efficient society</p>	
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Year 4

Lesson	Autumn 1 –	Autumn 2 –
1	<p>KWL – What do you already know about Anglo Saxons and Vikings. Art link – design a shield English link – Write a Kenning (AS poem)</p>	<p>Where did the Vikings come from? What countries did they travel to and why? Invade / trade/ settle</p>
2	<p>Where did the Anglo Saxons come from? What are the seven AS kingdoms? Why did they want to invade England? (Push / pull factors)</p>	<p>Viking and AS timeline English link – Write a Viking quest / beat the monster story.</p>
3	<p>Life in Anglo Saxon times – research (focus on homes, religion, clothes, weapons and food) – English link Art link – Viking boat line drawings, Viking boat sewn calendar</p>	<p>Jorvik Viking visit and follow up work. Lindisfarne and the first Viking raids in England</p>
4	<p>Life in Anglo Saxon times – write a non-chronological report -- English link</p>	<p>Alfred the Great and Danelaw – how the Viking and AS lived in England together Viking homes – how are they different to ours? Related to Jorvik visit</p>
5	<p>Rot or not - analyse and describe Anglo-Saxon and Viking artefacts and explain what they can teach us about the past.</p>	<p>Viking runes</p>
6	<p>Why is Sutton Hoo and important historical site? Who is buried there and why? Art link – design a helmet</p>	<p>Viking creation myth and Valhalla Gods and Goddesses</p>

Lesson	Spring 1 –	Spring 2 -
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Lesson	Summer 1	Summer 2
1	<p>KWL – What do you already know about the Ancient Egyptians?</p>	<p>Understand the Ancient Egyptian system for writing and why it was important.</p>
2	<p>Locate Egypt on a map. Can I plan a journey from UK to Egypt? – Geography link</p>	<p>Investigate who Tutankhamun was and how / when his tomb was found.</p>
3	<p>Identify significant places in Ancient Egypt. Understand the importance of the river Nile.</p>	<p>Know how and why the Egyptians preserved the bodies of pharaohs. Find out about canopic jars and the afterlife.</p>
4	<p>Egyptian time line - use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade</p>	<p>Egyptian Gods and Goddesses Learn about the Egyptian number system – Maths link</p>
5	<p>Understand the hierarchical ruling system of Ancient Egypt.</p>	<p>Egyptian day – mummify a teddy, make a mask, shabti and cartouche.</p>
6	<p>Understand how and why the Egyptians built the Pyramids</p>	<p>Compare the Egyptians and Anglo Saxons – what do they have in common?</p>

Year 5		
Lesson	Autumn 1 – Our Local Area	Autumn 2 –
1	Primary and secondary sources	
2	Local evidence of past industry – local walk	
3	The industrial revolution	
4	Doncaster’s railway heritage	
5	Doncaster as a mining town	
6	The future of our local area	
Lesson	Spring 1 – Ancient Greece	Spring 2 -
1	Who were the ancient Greeks?	
2	Alexander the Great’s Empire	
3	Daily life in Ancient Greece	
4	Ancient Greek beliefs	
5	Athens and Sparta	
6	The Olympics	
Lesson	Summer 1 - World War 2	Summer 2
1	The outbreak of war	
2	Axis and Allies	
3	The Battle of Britain	
4	Rationing	
5	The impact of war on daily life - Eden Camp and Yorkshire Air Museum visits	
6	The outbreak of war	
Year 6		
Lesson	Autumn 1 –	Autumn 2 –
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Lesson	Spring 1 – Mayan Civilisation	Spring 2 -
1	Where does the Mayan civilisation fit chronologically on a timeline?	
2	What was life like for someone living in Maya civilisation?	
3	Can you describe the features of the Maya belief system.	
4	How does Mayan civilisation contrast to British history at the same time(Viking and Anglo Saxons)	
5	What were the major achievements of Mayan Civilisation?	
6	How have the achievements of Mayan civilisation impacted on our lives today?	
Lesson	Summer 1	Summer 2
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Y6 – Rights and Responsibilities History topic to come