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History - whole school overview 2022/23 As a Historian I can

Preschool	Rec	Yr 1	Yr 2	Yr 3	Yr 4
<p>Guy Fawkes Begin to know that we mark Guy Fawkes every year with fireworks.</p> <p>Key vocab: firework, Guy Fawkes, story.</p> <p>Key concepts: <i>Chronology:</i> This firework celebration happens every year. Key knowledge: Guy Fawkes is a man in a story. This story took place a long time ago.</p> <p>Autumn</p>	<p>Guy Fawkes Assessment: Explain who Guy Fawkes is, using a picture.</p> <p>Key vocab: History, story, past, Guy Fawkes long ago</p> <p>Key concepts: <i>Similarity and difference:</i> How Guy Fawkes looks different to the way people dress today. Key knowledge: There is a link to firework celebrations and our country's historical past. Guy Fawkes is central to this story.</p>	<p>Guy Fawkes Assessment: Explain the story of Guy Fawkes (could show the story using drama). <u>What I have learned already:</u> That there are special times in the year. That there is a link to firework night and our history.To identify Guy Fawkes in a picture.</p> <p>Key vocab: past, King James 1, Guy Fawkes, Robert Catesby, firework, anniversary, gunpowder, timeline, monarch, Catholic, Protestant, Houses of Parliament Key concepts: <i>Similarity and difference:</i> <i>Chronology:</i> the order of events in the story. Key knowledge: The gunpowder plot is a significant event in British history. Place 1605 on the class timeline.</p>	<p>Guy Fawkes Assessment: Make a judgement - should we still remember the 5th November? <u>What I have learned already:</u> The story of Guy Fawkes. A monarch is the ruler of a state.</p> <p>Key vocab: anniversary, plot, monarchy, cause, change, timeline, King James 1, Robert Catesby gunpowder, timeline, monarch, Catholic, Protestant, Houses of Parliament, treason Key concepts: <i>Chronology:</i> the order of events in the story. <i>Empathy:</i> Why people did things, why events happened and what happened as a result. Key knowledge: The anniversary celebrations on 5th</p>	<p>Guy Fawkes Assessment: Explain 2 consequences of what Guy Fawkes did. <u>What I have learned already:</u> Reasons that the plot is significant and how it relates to the monarchy. That people celebrate differently sometimes.</p> <p>Key vocab: anniversary, plot, monarchy, cause, change, timeline, King James 1, Robert Catesby gunpowder, timeline, monarch, Catholic, Protestant, Houses of Parliament conspiracy, plotters, government. Key concepts: <i>Chronology:</i> the order of events <i>Change/causation:</i>What caused Catesby and Fawkes to plot. Key knowledge: Guy Fawkes joined the plot</p>	<p>Guy Fawkes Assessment: Make a judgement: Is it ok to blame Guy Fawkes for the attempt to blow up the houses of Parliament? (debate/ justification/evidence) <u>What I have learned already:</u> Reasons for Guy Fawkes becoming involved in the plot - causation. To use different sources for evidence.</p> <p>Key vocab: Primary and secondary sources anniversary, plot, monarchy, cause, change, timeline, King James 1, Robert Catesby gunpowder, timeline, monarch, Catholic, Protestant, Houses of Parliament conspiracy, plotters, government. Key concepts:</p>



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<p>Autumn</p>		<p>A monarch is a ruler of a state. King James 1 was on the throne at the time of the gunpowder plot and some people were unhappy with this as they wanted the monarch to be Catholic.</p> <p>A man called Robert Catesby made a plan to blow up the Houses of Parliament as many significant people were meeting there, including the King.</p> <p>The plan failed so the country celebrates this on 5th November each year with fireworks.</p> <p>Q Why did Robert Catesby ask Guy Fawkes to help blow up the houses of parliament? How do we celebrate the anniversary of the gunpowder plot ?</p>	<p>November relate to the gunpowder plot and King James 1 in 1605. Recap on story. Place 1605 on the timeline in your class.</p> <p>King James 1 was a protestant and Robert Catesby was a Catholic. Robert Catesby wanted the Monarch to be Catholic so plotted to kill him.</p> <p>After the plot, there were arguments between the Protestants and the Catholics for many years in the United Kingdom.</p> <p>Q Why did Robert Catesby and Guy Fawkes plot to kill the king? What do you think happened to the plotters when they were caught and why? How do people celebrate this on 5th Nov?</p>	<p>to kill King James 1 in 1605. He was an expert in handling gunpowder and was a Catholic.</p> <p>Guy Fawkes was caught in the cellars of the Houses of Parliament with a fuse, a box of matches and 36 barrels of gunpowder. He was killed, alongside other traitors.</p> <p>People's choices in the past can impact the present. The anniversary of the gunpowder plot is celebrated on 5th November annually. It is celebrated differently now to how it was in the past.</p> <p>Children used to make a Guy and go around friends and neighbours houses asking for a " penny for the Guy". This money was spent on buying fireworks. We now have firework displays, often with a bonfire.</p> <p>Q Did Guy Fawkes have a choice? Why is it Guy Fawkes who is remembered and not Robert Catesby?</p>	<p>Empathy: Reasons for Fawkes to agree. Change/causation Offer a reasonable explanation for some events Key knowledge: Parliament is where decisions are made about the country by leaders. There has been a change of Prime Minister recently in the UK - Nov 22. The Prime Minister is Rishi Sunak.</p> <p>On 5th November the day is often named as " Guy Fawkes day " or "Bonfire night". This is named after the gunpowder expert involved in the conspiracy to blow up the Houses of Parliament.</p> <p>In 1605, the Monarchy decided the main religion of the state.</p> <p>King James was a Protestant and Catesby/Fawkes were</p>
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<p>Celebrations To use chatty mats to talk about myself as a baby.</p> <p>To know that I have changed and grown so I can do some things now that I couldn't do as a baby.</p>	<p>Families and Celebrations</p> <p>Pre and post unit assessment Explain who the members of my family are.</p> <p>Key vocab: Me, toddler, now, then, birthday, family, timeline (including timeline of the day)</p> <p>Key knowledge: That a timeline can show when something happened in the past.</p> <p>Key concepts: <i>Chronology</i> - then and now. Order photos timeline - including timeline of the day</p>	<p>Differences around my school (Trip: Maumbury Rings)</p> <p>Pre and post unit assessment : Describe two changes to the school building and the grounds.</p> <p><u>What I have learned already:</u> I have a life story and that there have been changes in my life. I change as I get older. Farming has changed</p>	<p>The Royals - past and present (Trip: Lulworth trip and Remembrance)</p> <p>Pre and post unit assessment : Explain two differences between the life of King Charles 11 and the life of Queen Victoria.</p> <p><u>What I have learned already:</u> I know that Queen Victoria was in reign during the Victorian period. I know that the rich</p>	<p>Why do children not make a Guy today?</p> <p>The Roman Invasion and What They Left Behind (Trip: Maumbury Rings and Roman town house)</p> <p>Pre and post unit assessment : Explain 2 consequences of the Roman invasion.</p> <p><u>What I have learned already:</u> Some significant people in the past impacted on how we live (Victorians) and we learn from primary sources (Anning's</p>	<p>Catholics. Q Why does Guy Fawkes still get the blame today? How is the Monarchy different today? What happens to people guilty of treason today?</p> <p>Anglo Saxons, Scots and Settlers</p> <p>Pre and post unit assessment : Explain 2 consequences of the Anglo- Saxons settling in Britain.</p> <p><u>What I have learned already:</u> I have learned that St Mary's school has changed over time and that people lived differently in the Victorian period (Yr 1). I</p>
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<p>Autumn</p>	<p><i>Change</i> - I have grown and can do things I couldn't do before EYFSL DM/ELG skills: UTW:P&P: Begin to make sense of their own life story. UTW:P,C&C: Name and describe people who are familiar to them. UTW:P&P: Comment on images of familiar situations in the past. .Q Can you tell us about your photo? What did you do then? What did you do yesterday? What did you do on the weekend? What did you do a little while ago? What did you do a long time ago?</p> <p>Significant events: Remembrance (JC unit)</p>	<p>over the years. Key vocab: artefacts, sources, evidence, past, present, history, historical, changes, similarity and difference, local, timeline, past, Historian, physical features, natural features, fieldwork.</p> <p>Key concepts: <i>Change</i> -. Describe what I see and talk about what I notice in terms of changes around the school <i>Chronology</i> - sequence events. <i>Sources</i> - Looking for evidence of change through photographs, maps and artefact</p> <p>Key knowledge: History is a story about the past. I can tell my story so far, since I started school. It helps to put it in order, in a sequence. This tells the</p>	<p>children lived differently to the poor children during the Victorian period. Key vocab: king, queen, reign, castle, monarchy, execution, timeline, aristocracy, century, context, decade, invasion, peace, peasant, nation</p> <p>Key concepts: <i>Change</i> - changes and continuity of monarchy. <i>Similarities and differences:</i> Identify differences between ways of life at different times <i>Chronology</i> - sequence British monarchy. Sequence artefacts closer together in time - check with reference (Lulworth trip) <i>Sources</i> -Use a source (castle visit) observe or handle sources to answer questions about the past on basis <i>Causation</i> - attending a Remembrance day service. Key knowledge: Not all countries have kings and queens. In Britain, there has been a change of monarchy this</p>	<p>fossils). Some famous individuals lived locally. Key vocab: Celts, Emperor, Iceni, legion, Roman Empire, Julius Caesar, AD, BC, Invasion, slaves, soldier, taxes, army, Ancient civilisation, archaeology, challenge, consequence, conquest, primary evidence, settler, achievements, decade, century, millennium</p> <p>Key concepts: <i>Change/Causation</i> - Causes can be categorised as economic, physical, institutional, social, environmental or others <i>Chronology</i> - place the Romans on a timeline. Use vocabulary like decade, century and millennium <i>Sources</i> - observe small details, select and record information. I can bring together a range of ideas and facts from different sources to develop an argument that we have benefited from the Roman</p>	<p>know that travel was different in the past and that we are influenced by people from other parts of the world and by changes in leaders and technology (Columbus and Monarchy yr 2). I understand that people who have settled in the past have had an influence on how we live today.(Romans in Yr 3) and that although development means that our lives are different to people's lives in the past, there are many similarities too (Stone Age in yr 3). I have visited local landmarks that have made this real to me (Charmouth beach yr 2 and Iron age hill fort at Maiden Castle and Roman amphitheatre Maumbury Rings in Yr 3). Key vocab: Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, invasion, secondary evidence, tribes, tribal kingdoms, religious,</p>
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<p>Autumn</p> <p>Nativity</p> <p>Begin to understand that the Nativity story happened a long time ago and that life was different then.</p> <p>I will learn that when this story took place there were not any cars or trains and that they did not have phones to tell people they did</p>	<p>Celebrations</p> <p>Nativity</p> <p>Begin to have a fuller understanding that the Nativity story happened a long time ago and that life was different then.</p> <p>Begin to ask questions about the past.</p> <p>I will learn that when this story took place there were not any cars or trains and that they did not have phones to tell people they</p>	<p>story from the past to the present.</p> <p>If I Sequence events that have happened in my school life such as starting school, meeting my buddy, visiting the farm, starting yr 1, Laudato Si day, it helps me to understand about the present, the past and the future.</p> <p>Historians spend time looking at how things have changed over time. If I look closely at changes around the school and my local area I will notice that changes have been happening.</p> <p>Timelines are a good way of placing events onto a timeline. Timelines can show the past, the present and the future.</p> <p>Name similarities and differences in the school and local area by looking at maps, photographs and buildings/objects. Must</p>	<p>year 2022).</p> <p>Queen Elizabeth 11 was the longest reigning British Monarch. She died on 8th September 2022. People from across the world came to remember her. I can share my memories of Queen Elizabeth 11 and place her on a timeline with other British kings and queens.</p> <p>Queen Elizabeth 11's son Charles 111 is now the King. I can place King Charles 111 and Queen Victoria on the class timeline. I can sequence the Monarchy from Queen Victoria to Charles 111.</p> <p>Life is different for King Charles 111, compared to Queen Victoria. She became queen at 18 and Charles 11 became King at 73. Queen Victoria helped to build Britain</p>	<p>influences. Evidence is used to make historical claims.</p> <p>Key knowledge: Maumbury Rings was a Roman amphitheatre. This landmark is a primary source. Evidence such as this is used to make historical claims.</p> <p>Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43</p> <ul style="list-style-type: none"> • Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal • The Romans kept control using physical power, including disciplined armies, forts, roads and walls • The Romans had institutional and economic power by allowing 	<p>farming, art and culture, political, settlement, retreat, empire, civilisation</p> <p>Key concepts:</p> <p><i>Perspective</i> - continuity of improvement and influence, significance</p> <p><i>Chronology</i> - place the Roman withdrawal on a timeline and use AD/BC with understanding.</p> <p><i>Sources</i> - look at evidence available and begin to evaluate the usefulness of different sources. Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring, Observing; Recording, Presenting; Analysing and Evaluating</p> <p>Key knowledge: The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left.</p>
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<p>not have anywhere to stay.</p>	<p>did not have anywhere to stay.</p>	<p>include the House of Joy building, equipment in the playground and the new KIngston building.</p> <p>Fieldwork at Maumbury Rings : Describe what I see and talk about what I notice in terms of changes around the local environment.</p> <p>Place changes onto a timeline. Q Has my school always looked like this? What has changed in the school since you started in Reception? Where is the evidence that things have changed? What sources can we use to prove that something is different now, compared to the past? Why did these changes take place? Can you think of changes that have taken place in the country? (encourage this by thinking about the Queen).</p>	<p>into an industrial empire during a time of poverty. King Charles 111 is in reign during a time of global warming and wealth.</p> <p>Royal families have castles and palaces that they often live and entertain in. Queen Victoria was the first Queen to live in Buckingham Palace. There are castles all over the world. Q Who lives in a castle? Who are the Windsor family and where do they live? How long was Queen Elizabeth 11 in reign? What was life like when Queen Victoria was in reign and was life the same for everyone? How has our Monarchy changed and what about the lives of people in our country? How does the royalty impact others?</p>	<p>native tribe chiefs to continue in their roles as long as they submitted to and collected taxes on behalf of the emperor</p> <ul style="list-style-type: none"> • The Romans had informal power, as Romanisation meant Roman culture and customs spread through British towns • The story of Boudica's revolt, AD 60, exemplifies how all these different types of power came together to defeat Britons (light touch as learning in yr 4) • Intellectual power - literacy in particular - allowed Romans to communicate quickly and to write their own versions of history <p>Q Who were the Romans? When and why did they invade? What did the Romans do for us that you appreciate? Why are the Romans still important now? What impact did the Roman Empire have?</p>	<p>The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king</p> <ul style="list-style-type: none"> • The term Anglo-Saxon now refers more generally to the period of English history from AD 410 to 1066, and includes the history of everyone in England • Sutton Hoo was the burial site of an Anglo-Saxon ship, discovered by archeologists in 1939. • Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals. • Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with
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					<p>countries as far east as India and Sri Lanka</p> <p>(Many words that we use today are based on Saxon original words, including the days of the week.)</p> <p>Q How are our lives impacted by the settling of the Anglo - Saxons? Why did the Romans leave? Where are English people from? Are all English people immigrants? Who was the first king of England? Was England always a Christian country? Why isn't England part of the Roman Empire today? Who wrote history books in Anglo-Saxon times? Who was buried at Sutton Hoo? Was King Arthur real?</p>
<p>Spring</p> <p>Sequence school events on a timeline.</p>	<p>On The Farm Assessment: Explain 2 things that are different in farming now, compared to the past.</p>	<p>Life For A Victorian Child (Trip: County Museum and dress up day) Assessment: Explain 2</p>	<p>Explorers Assessment: Explain 2 consequences of explorers and their discoveries.</p>	<p>Stone Age v Iron Age Assessment : Describe 2 features of the Iron Age. (Trip: Maiden Castle Hillfort)</p>	<p>Smuggling in Dorset (Trip - Shire hall) Assessment : Make a judgement - was it ok to smuggle goods into</p>



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	<p><u>What I have learned already:</u> That some events have already happened. Key vocab: family, belief, then and now, special times. Key concepts: <i>Similarity and difference:</i> then and now. I know there are things that have changed from the past such as tractors and farming. <i>Chronology:</i> the order of events Key knowledge:: UTW:P,C&C: Talk about members of my immediate family and community. UTW:P&P: Comment on images of familiar situations in the past. I can experience and talk about special times in different ways.</p>	<p>differences between the way a Victorian school child lived and I live. <u>What I have learned already:</u> Some people are different from me and they make different choices. Key vocab: Victorian, past, school, tin bath, mangle, poverty, cane, Queen Victoria, empire, factory, jacks, marbles, slate, post box, disease, empathy, Museum, significance Key concepts: <i>Empathy:</i> How it felt to be a school child during the Victorian period. What life was like. <i>Chronology:</i> sequencing artefacts from the Victorian period to present day. To plot the Victorian period on a timeline. <i>Similarity and difference:</i> I can tell you the differences between then and now.</p>	<p><u>What I have learned already:</u> Start plotting events on a timeline. That there are significant people in history. Changes have taken place in history and many of these have an impact on the present day. Key vocab: Explorer, Calendar, discovery, map, travel, century, decade, impact, opinion, diversity, subjective, objective, significance, Key concepts: <i>Chronology:</i> sequence photographs from different periods of time. <i>Similarity and difference:</i> comparing two people's lives who lived in the past Sources - How do we find and record past events? Key knowledge:</p>	<p><u>What I have learned already:</u> That life was different in the past (Monarchy Victorians) and is not always portrayed accurately (Anning) Key vocab: archeologist, cave, flint, forage, handaxe, hunter - gatherer, Mammoths, Mesolithic, Neolithic, Prehistoric, tools, weapons, hill fort, Druids, bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, discovery, invention Key concepts: <i>Perspective:</i> How they were living and why. <i>Chronology:</i> Place on a timeline with dates and terms. Develop a broad understanding of ancient civilisations. <i>Similarity and difference:</i> compare and contrast how people lived in both the ages. Sources - Use a range of sources to find out about a</p>	<p>Dorset? <u>What I have learned already:</u> I have learned that there are many local landmarks that offer clues and evidence to the past (School grounds, Tolpuddle Martyrs statue, Maumbury Rings, Maiden Castle), that some people have a big influence on how we live (The Monarchy, explorers) while other influencers were not celebrated while they were alive (Anning and Sacagawea). I know that people behaved differently in the past and that this is sometimes influenced by what is going on around them and resources at hand (WW2, Stone Age). In yr 4 I have learned that some people settle and leave but their influences remain (Roman withdrawal). Key vocab: smuggler, tax, export, import, monarch, political, Europe, contraband,</p>
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	<p>Easter:</p> <p>That people have different beliefs and celebrate special times in different ways..</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>UTW:P&P:ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Key knowledge:</p> <p>The Victorian period was between 1837 and 1939. In 1837 Queen Victoria was on the throne. I can plot it on a timeline.</p> <p>The kind of life a child had during the Victorian period depended on their family. Children from working class families had few luxuries, ate poor food, worked long hours, lived in damp, filthy conditions. Many children died of disease.</p> <p>Children from rich families were usually well fed, clean and well clothed, didn't need to work, went on holidays, had expensive toys and had pets such as ponies.</p> <p>Many poor Victorian children did not go to school. They had to work instead.</p>	<p>Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today.</p> <p>Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold.</p> <ul style="list-style-type: none"> • Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot. • Sacagawea joined the Lewis and Clark expedition to explore and make maps of North America. • Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race. • Sacagawea made many contributions to her 	<p>period - consider tools, homes and food. There are limits to what historians can learn from any collection of sources</p> <p>Key knowledge:</p> <p>Prehistory refers to the study of humans before there was writing</p> <ul style="list-style-type: none"> • Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age. The stone age was when humans first began to live in Europe. That Iron age was when humans first used iron as tools. • Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather. • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period 	<p>poverty, city, village, coastline, economic, primary evidence, secondary evidence, century, government</p> <p>Key concepts:</p> <p><i>Similarity and difference</i>:- how life was different in the past.</p> <p><i>Chronology/causation</i> - Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>smuggling in England began in the 14th Century - the causes and the consequences.</p> <p><i>Sources</i> - look at evidence available and begin to embed your understanding of the usefulness of different sources.</p> <p>Key knowledge:</p> <p>Smuggling is where goods are moved in and out of a country illegally. Dorset was widely used for smuggling, partly due to the coves. A lot of</p>
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		<p>During the Victorian period Britain built a huge empire. It was one of the most powerful empires in the world. By the end of the century, there was electricity and many towns.</p> <p>Explain 2 similarities and differences between the way a Victorian child lived and how I live.</p> <p>Q What was it like being a Victorian school child? How do we know? Why did rich children go to school during the Victorian times? What was different about schooling in the Victorian period? How did children behave in school? What did children learn to do ? What happened if a child didn't do as they were asked?</p>	<p>expedition, including translating Shoshone and finding food.</p> <ul style="list-style-type: none"> • Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely. • Sacagawea was not celebrated at the time of the expedition but has been celebrated since. • Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today! <p>Q Why do we still remember them? How do we find and record past events? How has travel changed over the centuries? What was similar and different between the explorers?</p>	<ul style="list-style-type: none"> • The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated • The lack of written sources mean that it is difficult to know what people believed • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important. <p>Burials suggest that people believed in an afterlife, and reflect the lives they lived</p> <ul style="list-style-type: none"> • Historical evidence: Archaeology is the branch of history that deals with the remains of human life. <p>Maiden Castle is a local Iron Age hillfort. People built so many hill forts and compounds in the Iron Age for tribal kingdoms, farming, art and culture.</p> <p>Q What would I be doing as a child in the Stone Age?</p>	<p>smuggling happened along the Dorset coast between 1700 and 1830. Smuggling happened partly due to the rise in taxes. Luxury goods such as lace, spice, wine, spirits, tea and perfume were smuggled. Tea was a very popular drink. People's attitudes towards smuggling were different during this period. Primary and secondary sources help to paint a historical picture and context.</p> <p>Q What would happen if you were caught smuggling? How and why did smuggling stop? How did so many people get away with smuggling?</p>
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				<p>How would this be different to living in the Iron Age? Why was the Stone Age important? Do we really know how they lived? Can we rely on cartoons and TV featuring the Stone Age? What did they eat and do with their spare time? <u>Pre trip:</u> What was Maiden castle made for? Why were there so many hillforts and compounds? Why is it called a castle? What happened there? What changes have taken place over time? What questions do you have?</p>	
<p>Summer</p> <p>Look at photos and tell you that this is me when I was younger.</p> <p>Tell you how I have grown.</p>	<p>In the garden Assessment: Describe 2 changes that have happened since I started school.</p> <p>Key concepts: <u>Chronology:</u> putting school events onto a timeline. <u>Similarity and difference:</u> Explain some of the things I have learned to do in school.</p>	<p>The Tolpuddle Martyrs (Trip: Shire Hall) Assessment: Explain 2 consequences of the Tolpuddle Martyrs</p> <p><u>What I have learned already:</u> There are links between the past and the present. There are different</p>	<p>The Findings Of Mary Anning (Trip: Charmouth beach) Assessment: Make a judgement - is Anning a significant person in our local and national history?</p> <p><u>What I have learned already:</u></p>	<p>Life At Home During WW2 (Trip: Nothe Fort) Assessment: Explain 2 consequences of WW2.</p> <p><u>What I have learned already:</u> That significant events in the past can have an impact on the way people</p>	<p>Boudicca - the leader Assessment: Make a judgement - was Boudicca a good leader?</p> <p><u>What I have learned already</u> WW2 Roman invasion, withdrawal and Anglo -</p>



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<p>Explain two things I am doing to get ready for “ Big school”</p>	<p>Sources: drawing on my own experiences. Key knowledge: As I grow I can do more things. Some of the things I can do now, I couldn't do before.</p> <p>By the sea Explain that life was different for a pirate and that Harry Paye lived in Dorset.</p> <p>Final assessment piece is to draw a map of the school for the incoming reception children</p> <p>What I have learned already: Some things have already happened and they are in the past.</p> <p>Key vocab: Past and present</p> <p>Key concepts: Chronology: Pirates lived a long time ago. Sources: I can find out about the past through stories and pictures.</p>	<p>sources I can use to find out about the past. Life was different in the past in many ways. There are some things that stay the same throughout history. For example, there are still farmers.</p> <p>Key vocab: Long ago, past, local, national, internationally, global, parliament, protest, rebellion, union, court, punishment, wages, primary sources, secondary sources, local history, national history, statue, remember, celebrate, labourer, land owner, rural, urban, factories, cities, countryside, chain gangs</p> <p>Key concepts: Empathy: Is it good to stand up for what you believe in? Have you done this? Chronology: to plot the event on a timeline. Similarity and difference: Then and now. Sources: I can talk about the past using sources as evidence Key knowledge:</p>	<p>There are significant individuals in our local, national and global history. Some significant individuals were local to me (e.g. Tolpuddle Martyrs) and some significant historic landmarks are local to me (e.g Maumbury Rings). Primary and secondary sources are used to tell the story of the past.</p> <p>Key vocab: fossil - hunter, palaeontology, scientist, fossil, explorer, documents, museum, artefact, Jurassic, cultural, society, archaeology, poverty, plesiosaur, ichthyosaur</p> <p>Key concepts: Empathy: How it felt not being recognised as a Palaeontologist. Chronology/perspective: Place Anning on a timeline and understand the culture at the time.</p>	<p>lived in the past and the present. That we remember those who died (remembrance service in yr 2) and the reason why this is the case.</p> <p>Key vocab: Allies, Axis, Nazi party, atomic bomb, annex, propaganda, active service, evacuation, rationing, weapons.</p> <p>Key concepts: Empathy: what was life like for children in rural and urban areas. Chronology: Place events on a timeline. Similarity and difference: Differences in rural and urban experiences. Find out about every day lives of people in time studied and compare with our lives today Significance/causation/chronology of the war. Identify reasons for and results of people's actions Sources: Distinguish between different sources - compare different versions of the same</p>	<p>Saxon settlers. WW2 with the impact on daily lives. To put historical events into context. To be critical with sources used, particularly secondary sources and that I need to understand where the period of history lies on a timeline. Significant historic events and people could be impacting my life today and that I can impact the present and the future.</p> <p>Key vocab: rebellion, revolt, significance, Romans, Celts, Iceni, tribe, community, battle, defeat, taxes, military, myths and legends, primary sources, secondary sources, evidence, objective, subjective. Key concepts:</p>
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	<p>Similarity and difference: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p> <p>Sources: drawing on my own experiences and what has been read in class;</p> <p>Key knowledge: - I can learn about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>There are similarities and differences between different religious and cultural communities in this country,</p> <p>Q What different ways did they celebrate it in the past? How is it different/the same to today?</p>	<p>There are significant people who are remembered in history as they made a difference to the way I live today. For example, Marie Curie, Martin Luther King, Rosa Parks.</p> <p>A group of six men, now named The Tolpuddle Martyrs, lived in Tolpuddle, a village near Dorchester. When they were alive at the beginning of the 19th Century, land was owned by a small number of rich people and any common land where local villagers had grown vegetables or kept pigs was taken away. Villagers needed to work on this land in order to feed themselves and their families, but the rich landowners decided how much to pay them which was only enough to buy one loaf of bread a week. There was no money left for candles, soap, wood or rent. The wages then went down even more and people began to starve. The rural poor suffered greatly.</p> <p>These six men decided to work together to talk to their landowner Frampton and together, as a union of</p>	<p>Similarity and difference: differences in society <i>Significance/causation/Change/continuity:</i> Archaeological digs and findings still continue across the globe. There is a change in the way women are now celebrated for their achievements and recognised as professional archeologists and paleontologists.</p> <p>Key knowledge: Mary Anning was a local palaeontologist. That Mary Anning was not celebrated when she was alive. That historians can identify differences between ways of life at different times That some historical accounts are more reliable than others That fossils can tell us about the past</p> <p>Q Who is Mary Anning and why is she special? How effective are sources we use?E..g Why did experts not take Mary seriously?What can an old</p>	<p>story .Use a range of sources to find out about a period</p> <p>Key knowledge:</p> <p>Before the war began, Germany was ruled by a man called Adolf Hitler. Together with the Nazi Party, he wanted Germany to rule Europe.</p> <p>To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany. This was the start of World War 2</p> <p>World War 2 (WW2) was a battle between two groups of countries - the Allies and the Axis. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.</p> <p>Everyday life was different during the wartime,</p>	<p>Empathy: The Romans were enforcing laws that the ancient britons did not agree with.</p> <p>Chronology: Place events on a timeline. Understand more complex terms eg BC/AD.Develop a broad understanding of ancient civilisations.</p> <p>Similarity & difference: community differences Significance and continuity of war. Sources: analysing available evidence.Look at the evidence available and begin to evaluate the usefulness of different sources</p> <p>Key knowledge: The story of Boudica's revolt, AD 60, exemplifies how different types of power came together to defeat Britons. Boudica led the Iceni tribe. The Iceni tribe is a tribe of British Celts who lived in the area of modern Norfolk and</p>
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		<p>people, to ask for a reasonable wage. Frampton had them arrested and lowered the wage even further for his labourers.</p> <p>At the Shire Hall court in Dorchester in March 1834, the six men were found guilty of having had secret meetings (unions were not allowed) and they were sent away to the other side of the world on a prison ship to work on the chain gangs.</p> <p>They were pardoned in 1836 after mass protests by sympathisers and support from Lord John Russell and returned to England between 1837 and 1839. The creation of trade unions, and the protection of employees' rights followed</p> <p>The Shire Hall in Dorchester is where the court case took place. (A trip to Shire Hall)</p>	<p>fossil teach us? Can we stop pollution? Do we use our water well worldwide? What and where did she make the discoveries? What and where did she make the discoveries?</p>	<p>particularly for Jews. Children were evacuated from urban areas into rural areas to keep safe and rationing began. Dig for victory started.</p> <p>In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. The Germans surrendered on 8th May 1945. The war ended on this date. Approximately 64 million people died in the war (Approximately 56 million people live in England today).</p> <p>Q What triggered the war? What was life like for children during the war? Was it the same for all children across the country How did the war end ? How and why we remember the war today. What was life like for children in World War 2? What impact did the war have</p>	<p>north-west Suffolk. Boudica has a place in history because it revealed the tension between the Romans and the Ancient Britons. Boudicca led a rebellion against the Romans. Historians analyse available evidence to draw conclusions.</p> <p>Q Where is the evidence and is it objective? Which ways can we present our findings?</p>
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		<p>Q What is a martyr? Who were the Tolpuddle Martyrs? Do you think life was fair for the Tolpuddle Martyrs and why? How did these people change our future? Why do we still remember them ?</p> <p>..</p>			
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