

Association of *Bedfield* & *Wetheringsett*
C of E Primary Schools







Overview of History Planning

3 Big Ideas:

Chronology: Children understand that historical periods occur over different time frames and that events take place in relation to each other. They locate, order and compare historical events and eras on timelines.

Equality: Children recognise and explain the features and effects of living in different time periods and how different social conditions affect people's lives.

Change: Children trace how and why changes in history happen and the effects of the past on the modern day

(Cycle 1)	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p>Reception</p>	<p>I can talk about me, my life, the lives of people around me and their roles in society.</p> <p>Investigate I can identify different parts of my body and the colour of my hair and eyes</p> <p>Research I can find out about other people in my family and look at their roles in the outside world</p> <p>Record I can name parts of my body. I can show where they are. I can make pictures of different members of my family. I can describe what they do</p> <p>Vocabulary Me My body</p>		<p>I can comment on images of familiar situations in the past. I can look at settings, characters and events in books read in class and story telling</p> <p>Investigate I can learn stories from picture books set the past</p> <p>Research I can look at books with different settings and time periods. I can compare them to my experience</p> <p>Record I can sort pictures then and now. I can comment on what I know. I can comment on what has been read in class</p> <p>Vocabulary Stories Pictures Now</p>		<p>I know some differences between things in the past and now. I can describe my experiences. I can talk about what I have looked at in class.</p> <p>Investigate I can look at objects and pictures of things used by people in the past.</p> <p>Research I can talk about toys used now and then. I can say what is the same. I can say what is different.</p> <p>Record I can pair pictures then and now. I can comment on what I know about things used in the past.. I can comment on what has been seen in class.</p> <p>Vocabulary Toys</p>	

	My family Jobs		Then The past		Past Present Same Different	
KS1	<p>Bonfire Night and The Great Fire of London Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?</p> <p>Chronology I know the Gunpowder plot happened in 1605 I know the Great Fire of London happened between 2nd September - 6th September 1666 I know the plague was 1665 - 1666 I can sequence these events in order on a timeline</p> <p>Equality I know why the Gunpowder Plot happened I know what Guy Fawkes wanted to do and why</p>		<p>The Great Explorers Who were the greatest explorers?</p> <p>Chronology I can place great explorers on a timeline - Captain Cook, Christopher Columbus, Marco Polo and Francis Drake, Isabella Bird, Amelia Earhart, Neil Armstrong I can identify the place they visited</p> <p>Equality I can identify what you might need to become an explorer I can explain how some people could become explorers and other people could not I can look at why it might be hard for women to be explorers</p> <p>Change I can identify how explorers navigated</p>		<p>History Holidays How have holidays changed over time?</p> <p>Chronology I know what time of year people have seaside holiday I can put pictures of seaside holidays from Victorian and Edwardian times to now in order on a timeline I can match dates to them</p> <p>Equality I know not many people had holidays before Victorian times I know that the invention of steam trains made poorer people who lived in cities be able to go to the coast for the first time to enjoy clean air</p> <p>Change I know how going to the seaside has changed over time</p>	

	<p>I can discuss whether we should have bonfire night</p> <p>Change</p> <p>I know how Bonfire Night is linked to the Gunpowder Plot</p> <p>I can explain how the Fire of London happened</p> <p>I can explain how it changed London</p> <p>I know that Samuel Pepys wrote a diary about it which gave us information about what happened</p> <p>Vocabulary</p> <p>Guy Fawkes Plot Bonfire Night Great Fire Pudding Lane London City Streets Samuel Pepys Diary Plague</p>		<p>their journeys over time</p> <p>I can identify and compare the vessels used to make their journeys made by sea and air</p> <p>I can explain why this might have changed from ships to planes and spacecraft over time</p> <p>Vocabulary</p> <p>Explore Explorer Continent Navigate compass Sextan Satellite Navigation Sailor Pilot Astronaut Ship Aeroplane Spacecraft</p>		<p>(clothes, bathing machines, transport, people going for day trips. weekends, holidays)</p> <p>I know people in Victorian times used bathing machines and swam fully clothed</p> <p>I can compare equipment on beaches now and in Victorian times</p> <p>I can say what is different between now and in Victorian times at the seaside</p> <p>Vocabulary</p> <p>Seaside Sand Sea Pier Steam trains Horse and cart Bathing machine Swimming costume</p>	
LKS2	<p>The Stone Age, Bronze Age and Iron Age</p> <p>How did people's</p>		<p>The Ancient Egyptians</p>		<p>The Tudors</p> <p>How did the Tudors change life in Britain?</p>	

	<p>lives change between the Stone Age, Bronze Age and Iron Age?</p> <p>Chronology I understand the term prehistoric Britain I know prehistoric Britain ended with the Roman invasion in 43AD and that during this period people were known as Celts. I know the Stone Age was BC I know the difference between BC/BCE and AD/CE I know the three eras of the Stone Age and their dates: Paleolithic Period (5300-1000 BC) The Mesolithic Period (1000 - 6500 BC) The Neolithic Period (6500-4000 BC) I know the Bronze Age (2,300 BC) and Iron Age (1,200BC) followed the Stone Age</p>		<p>How much did the Ancient Egyptians achieve?</p> <p>Chronology I know the Ancient Egyptian civilisation began around 3100 BC and ended around 332 BC I know that Ancient Egypt is one of the world's earliest civilisations I can identify and order key events in Ancient Egyptian history - settlement along the River Nile, eg the building of the Valley of the Kings, Tutankhamun's death, Roman invasion I can place key events on a timeline I can place the Ancient Egyptian era on a timeline together with the Stone Age and other Ancient civilisations</p> <p>Equality I can name and explain the social order of people during Ancient</p>		<p>Chronology I can place the Tudor era in chronological order on a timeline compared to other periods of British history I can place key events and the reigns of the Tudor monarchs on a timeline I can sequence the marriages of Henry VIII in order</p> <p>Equality I can use a range of historical sources and evidence to understand and describe daily life for the rich and poor I can explain the reasons for the fate of Henry VIII's wives</p> <p>Change I can explore the cause and effect of the battle of Bosworth on the Tudor era I can identify the similarities and different religious beliefs of successive Tudor</p>	
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	<p>I can show and order them on a time- line</p> <p>Equality</p> <p>I can describe roles of men and women during the Stone Age</p> <p>I can describe how roles changed during different eras</p> <p>I can describe the jobs needed by Stone Age Society (hunting, gathering, farming, fishing, weaving)</p> <p>Change</p> <p>I can explain how life changed for people during the different eras of the Stone Age</p> <p>I can explain how we know this from archeological finds of tools and weapons and Ancient sites</p> <p>I know that people were nomads and later became hunter gathers, then farmers</p> <p>Vocabulary BC/AD BCE/CE</p>		<p>Egyptian times (slave, farmer, soldier, craftsmen, scribes, doctors, priest)</p> <p>I can explain how and why Pharaohs were treated differently from other people</p> <p>I can explain how we know about Tutankhamun from artefacts found in his tomb</p> <p>Change</p> <p>I can explain how the archaeologist Howard Carter changed our understanding of life in Ancient Egypt</p> <p>I can describe Ancient Egyptian beliefs about Gods and creation have changed</p> <p>Vocabulary Civilisation hierarchy hieroglyphics Pyramids Valley of the Kings Pharaoh Embalm Mummification Priest High priest</p>		<p>monarchs from Henry VII - Elizabeth !</p> <p>I can explain how the Henry VIII's marriages and the Reformation impacted on the church and the way we live now</p> <p>Vocabulary Monarchy Reign Succession Throne Marriage Divorce Reformation Church of England Catholic Protestant</p>	
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	<p>Paleolithic, Mesolithic Neolithic period Era Nomad Hunter gatherer smelt Flint Fossil</p>		<p>River Nile archaeologist</p>			
<p>UKS2</p>	<p>The Anglo Saxons Was the Anglo-Saxon period really a Dark Age? Chronology I can place the Anglo Saxon period in chronological order on a timeline of British History (410 - 1066 AD) I can compare this era to other time periods I know both Ancient and more recent I can trace when the Anglo Saxons came from other countries I can sequence key events in Anglo Saxon History and explain how they</p>		<p>The Ancient Greeks What did the Greeks do for us? Chronology I can relate the Ancient Greek period in chronological order with other periods of History I have learnt (Stone Age-Bronze Age, Ancient Egypt and Rome, Anglo Saxons, Tudors, Victorians) I can explore and understand why the Ancient Greeks were able to document their myths, the origin of the Olympics and Olympic events</p>		<p>Local Study Chronology (Wetheringsett) I can find out the historical origins of Wetheringsett cum Brockford All Saints Church -date and circumstances of its creation, changes made since culminating in the installation of new stained glass windows. I can find out the story of Richard Hakluyt, the Geographer and former rector, who inspired their creation. (Bedfield) I can find out about the historical origins of St Nicholas' Church Bedfield,</p>	

	<p>impacted on what came after I can trace the sequence of events that led to the discovery of the treasures at Sutton Hoo</p> <p>Equality I can explain the different classes in Anglo Saxon society I can describe the lives of some male and female Anglo Saxon rulers like Ethelred and Aethelflaed</p> <p>Change I can explore why Edith Pretty and Basil Brown challenged conventional ideas about archeology I can explore how Basil Brown's finds at Sutton Hoo changed our understanding of the the Anglo Saxon crafts and beliefs I can explain how the Anglo Saxons established early county borders and place names</p>		<p>Equality I can explain how the social structure of Athens worked in its four classes - the upper class, the lower/middle class of freedmen and the slave class I can explore the different roles people had in society - farmers, soldiers, scholars, artists</p> <p>Change I can explore the foundation of Athens in Ancient times and study its legacy I can compare and contrast what it was like to live in Ancient Greece and the legacy it has left on modern life (sports, architecture, philosophy, education) I can compare the religious beliefs of the Ancient Greece compared to now I can compare Ancient Greece to other ancient civilisations I know</p>		<p>the timeline of changes made to the building and the people involved. I can find out about former parishioners, including those who fought in the World Wars.</p> <p>Equality I can study the wider history of the village and what life was like for different members of the locality I can find out about families who have contributed to the parish and the legacy of different family members</p> <p>Change I can use a range of historical sources and evidence to identify the changes that have taken place in local life since the church was built I can link some key events to changes that were taking place nationally during those times I can identify how those historical</p>	
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	<p>I can understand the role Anglo Saxon rulers had in shaping Britain I can explain how some Saints made Anglo Saxons convert from paganism to Christianity</p> <p>Vocabulary Invasion Settlement Society Class system counties Paganism Christianity Boundaries Archeologist</p>		<p>to establish similarities and differences</p> <p>Vocabulary Athens Athena Acropolis Pantheon Architecture Column Olympics Olympia Scholar Philosophy City state</p>		<p>changes have linked to life now</p> <p>Vocabulary Parish Parishioner Clergy Reverend Rector Village Agriculture Geographer Explorer Adventurer Legacy</p>	
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Overview of History Planning

<u>(Cycle 2)</u>	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p>Reception</p>	<p>I can talk about me, my life, the lives of people around me and their roles in society.</p> <p>Investigate I can identify different parts of my body and the colour of my hair and eyes</p> <p>Research I can find out about other people in my family and look at their roles in the outside world</p> <p>Record I can name parts of my body. I can show where they are. I can make pictures of different members of my family. I can describe what they do</p>		<p>I can comment on images of familiar situations in the past. I can look at settings, characters and events in books read in class and storytelling</p> <p>Investigate I can learn stories from picture books set the past</p> <p>Research I can look at books with different settings and time periods. I can compare them to my experience</p> <p>Record I can sort pictures then and now. I can comment on what I know. I can comment on what has been read in class</p> <p>Vocabulary Stories</p>		<p>I know some differences between things in the past and now. I can describe my experiences. I can talk about what I have looked at in class.</p> <p>Investigate I can look at objects and pictures of things used by people in the past.</p> <p>Research I can talk about toys used now and then. I can say what is the same. I can say what is different.</p> <p>Record I can pair pictures then and now. I can comment on what I know about things used in the past.. I can comment on what has been seen in class.</p>	

	Vocabulary Me My body My family Jobs		Pictures Now Then The past		Vocabulary Toys Past Present Same Different	
KS1	My Family History What was life like when our grandparents were children? Chronology I know that my grandparents were/are my parents' parents and that they were born in a different time in the past I can show where the lives of my grandparents fit on a timeline (1950s - 1970s) Equality I can identify the impact of different life experiences on people born in the past I can identify the impact of different life experiences on people born overseas		Great Inventions Transport How did the first flight change the world? Why were the Rainhill Trials important? Chronology I can sequence people and events in history on a timeline - the Rainhill Trials of Stevenson's rocket and the first aeroplane flights of the Wright Brothers Equality I can identify how the ability to travel affects people's lives I know reasons why some people were unable to travel in the past, but now more people can		Our Local Heroes Who are our local heroes? (Richard, Newson, Elizabeth and Millicent Garrett/Thomas Gainsborough, John Constable, Benjamin Britten) Chronology I can trace the dates of the achievements of local heroes on a timeline I can sequence their achievements in chronological order Equality I can use different sources to study the different roles people had in society (including the Garretts' Snape portraits) I can identify Millicent Garrett	

	<p>Change I can identify similarities differences in the time my grandparents compared to now I can identify different ways changes in the past are shown</p> <p>Vocabulary Oral history Living memory Parent Grandparent Eyewitness Overseas Bungalow Semi-detached Parade of shops Grocer Delivery van Rationing Punishment</p>		<p>Change I can identify how the invention of steam power and flight changed people's lives in the past I can identify the impact of these events in history on life today</p> <p>Vocabulary Inventor Invented Steam locomotive Railway Freight Aviation Transport Travel Journey Engine</p>		<p>Fawcett's beliefs about opportunities for women Change I can identify how these local people changed other people's lives I can identify why these people are called local heroes</p> <p>Vocabulary Local Victorian Portrait Artist Composer Business Machinery Suffragette Statue Photograph Image Document</p>	
LKS2	<p>Roman Britain Was the Roman invasion good or bad for Britain?</p> <p>Chronology I know the Roman Empire was founded in 753 BC and ended with the</p>		<p>Local History Why is local history important? Chronology (Wetheringsett) I can place the date of the first British passenger carrying railway line on a timeline (1825)</p>		<p>The Windrush Who are the Windrush generation?</p> <p>Chronology I can plot key events in the history of immigration from the West Indies to</p>	

	<p>fall of Rome in 476 AD I can identify key events during the Roman invasion of Britain and the wider world and sequence them on a timeline</p> <p>Equality I can explain how the Roman Republic governed Ancient Rome I can identify roles in the Republic and how this led to modern democracies</p> <p>Change I can identify key factors that made the Roman army so successful in invading other countries I can explore what life was like for Roman citizens (religion, beliefs, clothing, food, lifestyle, entertainment) I can identify the legacy the Romans left behind and how this impacts on life now in Britain</p>		<p>during the Edwardian period I can place the date the Mid-Suffolk Light Railway was opened to allow travel to and from an agricultural areas (1908) and closed in 1952 I can add significant events in the development of the railway to my timeline (Bedfield) I can trace the date my school was built (1864) onto a timeline during the Victorian period I can add key dates my school building was developed</p> <p>Equality I can explain how George Stevenson developed the first passenger steam locomotive on rail tracks which replaced horse drawn carts and enabled more people to travel</p> <p>Change (Wetheringsett) I can identify the changes which</p>		<p>Britain on a timeline after World War II I can identify key dates affecting the Windrush generation, including the Windrush Scandal</p> <p>Equality I can identify reasons for immigration to Britain after World War II I can describe the experiences of the Windrush generation when they came to Britain</p> <p>Change I can identify changes in Britain after the Second World War that led to immigration from the Commonwealth I can identify the contribution of the Windrush generation to life in Britain today</p> <p>Vocabulary Immigration Commonwealth Post-War Generation Caribbean Diverse</p>	
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	<p>Vocabulary Emperor Senate Centurion Democracy Invasion Settlement Colosseum Aqueduct Bathhouse Mosaic Roads</p>		<p>have occurred to the local and national railways I can explain that the birth of the British railways has changed the way people travel around the world. I can explain how the invention of the railways enabled goods to be transported more widely and new economic opportunities were developed. (Bedfiled) I can explain the changes that have occurred in teaching between Victorian times to now I can identify how going to school has changed for me compared to other children in Victorian times</p> <p>Vocabulary (Wetheringsett) Railway Railway line Gauge railway National Rail</p>		<p>Multicultural Tilbury Docks Passenger</p>	
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			<p>George Stephenson The Rocket Light Railway transport Goods Economy</p> <p>Bedfield (Bedfield) School house Extension School mistress Victorian Drill Slates Cane Agriculture Labourer</p>			
UKS2	<p>The Maya Civilisation Why should we remember the Maya? Chronology I know the Ancient Mayan civilisation began in 1800 BC and ended in 250 AD I know there are three main Ancient Mayan periods which are pre-classic (prior to</p>		<p>The Vikings Chronology I can relate the Viking period in chronological order and in relation to other historical periods I have studied, both Ancient and in more recent history I can place key events in the Viking conquest on a timeline</p>		<p>The Impact of War Did WWI or WWII have the biggest impact on our locality? Chronology I know the dates of key events in the start of World War I - the assassination of Franz Ferdinand leading to war being declared I know the dates of events leading to</p>	

	<p>1000 BC), the classic (1000-400 BC) and post classic (400 BC - 250AD)</p> <p>I know where the Ancient Mayan era was compared to other civilisations I know</p> <p>I can identify where these periods are different and where they overlap</p> <p>I can show this on a timeline</p> <p>Equality</p> <p>I know that the the highest ancient Mayan social class included a single centralized leader known as the king(K'uhul ajaw), who was most often a man but sometimes a woman. Power derived from religion and control over resources, and this power was reinforced by other elites, including merchants.</p> <p>Change</p> <p>I can describe life in Ancient Mayan times and compare it to life now,</p>		<p>I can study Viking artefacts and estimate when they were used on a timeline, explaining the reasons for the positions in time</p> <p>Equality</p> <p>I can explore the positions of men and women in Viking Society</p> <p>I can compare their roles</p> <p>I can compare the ambitions for the Vikings and Anglo Saxons in their struggle for the Kingdom of England</p> <p>Change</p> <p>I can explain the impact of Viking invasion on British life</p> <p>I can identify some of the changes that took place that impact on life now</p> <p>I can explain why the Vikings left their countries of origin</p> <p>I can explain the impact of Viking runes and transport</p> <p>Vocabulary</p> <p>Invasion</p>		<p>the involvement of other countries around the world</p> <p>I know the date of Armistice and subsequent Remembrance Sundays (11th day, 11th month - November 1918)</p> <p>I know key events from World War II and can sequence them with dates (When Neville Chamberlain declared War on Germany, dates other countries joined the War and events which preceded this, the Battle of Britain, VE Day on 8/5/1945)</p> <p>Equality</p> <p>I know about circumstances relating to enlistment, and which soldiers were in the trenches/on the front line</p> <p>I know about people who were persecuted by Adolf Hitler</p> <p>I know about evacuation and why</p>	
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	<p>identifying traditions that have remained the same (weaving, farming, producing and cooking with chocolate) and those that have changed I can describe and use their symbols for number and writing and the influence of the Spanish invasion</p> <p>Vocabulary High priest Chichen Itza Palenque Spanish invasion Pok - a -Tok Mexica Belilize Copan Guatemala Chocolate The Hero Twins</p>		<p>Invaders Settlement Long boats Runes Legacy Trade Culture</p>		<p>some people had to leave their homes I know about the changing role of women after World War II Change I know about and can describe changes that have occurred in Britain between and after the Wars</p> <p>Vocabulary Remembrance Armistice Evacuation Persecution Assassination VE Day trenches Trench warfare conflict</p>	
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