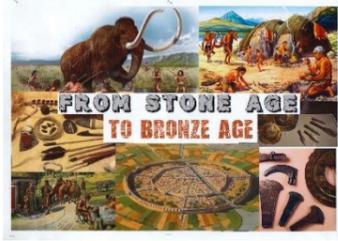


Cycle 3 – The World Has Changed

	Foundation Stage	1	2	3	4	5	6
							
Topic	<p>2FEL: Sequencing</p> <p>Nursery: The passing of time and sequencing</p> <p>Reception: Pre-historic, castles, modern events.</p>	The Seaside through the Ages	1950s Gleadless	The Stone Age to the Bronze Age	The Roman Impact on Britain	Anglo Saxon invasions, settlements and Kingdoms	Viking raids and Invasions
National Curriculum	Refer to EYFS Planning	<p>History:</p> <p>Changes in living memory, revealing aspects of change in national life.</p> <p>Geography:</p> <ul style="list-style-type: none"> (KS1) Skills: world maps Human Geography: (KS2) land use and economic activity 	<p>History:</p> <p>Significant historical events, people and places in their own locality.</p> <p>Geography:</p> <ul style="list-style-type: none"> (KS1) Skills: world maps Human Geography: (KS2) land use, economic activity (decline of the British Empire after WW2) 	<p>History:</p> <p>Changes in Britain from the Stone Age to the Bronze Age (late Neolithic hunter-gatherers and early farmers)</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: types of settlement and land use, distribution of natural resources. 	<p>History:</p> <p>The Roman Empire and its impact on Britain (The 'Romanisation' of Britain: Roman sites and the impact of technology, culture and beliefs including early Christianity)</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: trade links, economic activity, types of settlement and land use, natural resources. Rivers (River Nile) 	<p>History:</p> <p>Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life)</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: types of settlement and land use, natural resources. 	<p>History:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor (Viking raids and invasion)</p> <p>Geography:</p> <ul style="list-style-type: none"> Skills: world and country maps Human Geography: types of settlement and land use, natural resources.
Core Questions		<ul style="list-style-type: none"> What is the seaside? Who visited the seaside? Where did the visitors come from? Why? And what was the impact on those already there? 	<ul style="list-style-type: none"> Who lived in Gleadless in the 1950s? Where did they come from? Why? And what was the impact on those already there? 	<ul style="list-style-type: none"> Who were the late Neolithic hunter-gatherers? Where did they come from? Why? And what was the impact on those already here? 	<ul style="list-style-type: none"> Who were the Romans? Where did they come from? Why? And what was the impact on those already here? 	<ul style="list-style-type: none"> Who were the Anglo-Saxons? Where did they come from? Why? And what was the impact on those already here? 	<ul style="list-style-type: none"> Who were the Vikings? Where did they come from? Why? And what was the impact on those already here?

		<p>(Cause and consequence)</p> <ul style="list-style-type: none"> How is the seaside in the past similar and different to today? (Similarity and difference) How did the popularity of the seaside grow and develop? (cause and consequence, time, change and continuity) Did it reach dissolution? If so – why? (Cause and consequence) Why did the tourists come to the seaside? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the era of the seaside? What continued the same? (Time, change and continuity) What is the legacy of the seaside era? (significance) How do we know? (sources) (evidence and interpretation) 	<p>already here? (Cause and consequence)</p> <ul style="list-style-type: none"> How were the occupants of 1950s Gleadless, and Gleadless itself, similar and different to today? (Similarity and difference) How did Gleadless grow and develop? (cause and consequence, time, change and continuity) Did it reach dissolution? If so – why? (Cause and consequence) Why did the occupants come here? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the 1950s Gleadless era? What continued the same? (Time, change and continuity) What is the legacy of the Gleadless housing project? (significance) How do we know? (sources) (evidence and interpretation) 	<p>already here? (Cause and consequence)</p> <ul style="list-style-type: none"> How was the Stone Age civilisation, and the hunter-gatherers themselves, similar and different to today? And the other Stone Age periods: Palaeolithic period and Mesolithic period (Similarity and difference) How did their civilisation develop and grow? (cause and consequence, time, change and continuity) Did their civilisation reach dissolution? If so – why? (Cause and consequence) Why did they come here? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the Stone Age era? What continued the same? (Time, change and continuity) What is the legacy of the Stone Age? Or lasting achievements? (significance) How do we know? (sources) (evidence and interpretation) 	<p>(Cause and consequence)</p> <ul style="list-style-type: none"> How was the Roman civilisation, and the Romans themselves, similar and different to today, the Celts, and the Ancient Greeks? (Similarity and difference) How did their empire develop and grow? (cause and consequence, time, change and continuity) Did it reach dissolution? If so – why? (Cause and consequence) Why did they come here? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the Roman era? What continued the same? (Time, change and continuity) What is their legacy? Or lasting achievements? (significance) How do we know? (sources) (evidence and interpretation) 	<p>already here? (Cause and consequence)</p> <ul style="list-style-type: none"> How was the Anglo-Saxon civilisation, and the Anglo Saxons themselves, similar and different to today, and the Romans? (Similarity and difference) Why did they come here? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the Anglo-Saxon era? What continued the same? (Time, change and continuity) What is their legacy? Or lasting achievements? (significance) How do we know? (sources) (evidence and interpretation) 	<p>already here? (Cause and consequence)</p> <ul style="list-style-type: none"> How was the Viking civilisation, and the Vikings themselves, similar and different to today, and the Romans and Anglo-Saxons? (Similarity and difference) Why did they come here? (Time, change and continuity) Did they leave? If so – why? (Time, change and continuity) What changed through the Viking era? What continued the same? (Time, change and continuity) What is their legacy? Or lasting achievements? (significance) How do we know? (sources) (evidence and interpretation)
Concept Domains		<p>Community and culture:</p> <ul style="list-style-type: none"> Architecture Daily life Communications Economy Leisure Nation 	<p>Community and Culture:</p> <ul style="list-style-type: none"> Architecture Civilization Daily life Economy Inspiration Nation Settlement <p>Hierarchy and Power:</p>	<p>Community and Culture:</p> <ul style="list-style-type: none"> Civilisation Art Daily life Settlement <p>Exploration and Invention</p> <ul style="list-style-type: none"> Discovery 	<p>Community and Culture</p> <ul style="list-style-type: none"> Architecture Art Civilisation Daily life Economy Inspiration Leisure Myth Nation 	<p>Community and Culture:</p> <ul style="list-style-type: none"> Architecture Art Civilisation Daily life Economy Inspiration Leisure Myth 	<p>Community and Culture:</p> <ul style="list-style-type: none"> Architecture Art Civilisation Daily life Economy Inspiration Leisure Myth Nation

			<ul style="list-style-type: none"> Country Equality Government Law Politics Poverty 	<ul style="list-style-type: none"> Migration Progress Tools 	<ul style="list-style-type: none"> Religion Settlement Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Parliament Peasantry Politics Slavery Poverty Tyranny 	<ul style="list-style-type: none"> Nation Religion Settlement Story Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Poverty <p>Conflict and Disaster</p> <ul style="list-style-type: none"> Conquest Occupation Peace Surrender 	<ul style="list-style-type: none"> Religion Settlement Story Trade <p>Hierarchy and Power:</p> <ul style="list-style-type: none"> Country Democracy Empire Equality Government Law Monarchy Parliament Peasantry Politics Slavery Poverty <p>Conflict and Disaster</p> <ul style="list-style-type: none"> Conquest Occupation Peace Surrender
<p>Compare and contrast with...</p> 		<p>Local and National:</p> <p>Today (cultural, economic, social)</p> <p>National and International:</p> <p>Year 1: Nurses from History (the Victorian era)</p>	<p>Local and National:</p> <p>Today (cultural, economic, political, social)</p> <p>National and International:</p> <p>Year 2: Queens of England (and developments during the 1950s)</p>	<p>Local and National:</p> <p>Today (cultural, social)</p> <p>Year 2: Buiding Gleadless (needs of a community)</p> <p>International: Y3: Ancient Egypt – early civilisations</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political)</p> <p>International: Year 4</p> <p>Ancient Greece (cultural, economic, social, political, religious)</p> <p>Year 3: Ancient Egypt</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political)</p> <p>International:</p> <p>Year 4: The Roman Invasion of Britain and settlements.</p>	<p>Local and National:</p> <p>Today (cultural, economic, social, political, military, social)</p> <p>International:</p> <p>Year 4 and 5: Invasions of Britain (Roman and Anglo Saxon)</p>
<p>Grand Narratives versus Local Stories</p>		<p>Grand Narrative: the Industrial revolution and the move to cities. Changes to leisure time since the Victorian era.</p> <p>Local Stories: a Victorian mill worker, and a 1950s child visiting the seaside.</p>	<p>Grand Narrative: Post-war Britain rebuilding the nation.</p> <p>Local Stories: a resident of a slum house, moved to a Gleadless house.</p>	<p>Grand Narrative: The earliest humans, early farming and the Ice Age</p> <p>Local Stories: A hunter gatherer compared with an early farmer</p>	<p>Grand Narrative:</p> <p>The Roman Empire</p> <p>Local stories: A Celt family and a Roman family.</p>	<p>Grand Narrative: The Anglo Saxon invasion of Britain (and other invasions of Britain over time)</p> <p>Local stories: Anglo Saxon children</p>	<p>Grand Narrative: The Viking invasion of Britain (and other invasions of Britain over time)</p> <p>Local Stories: A monk facing Viking raids</p>

<p>Knowledge of Chronology</p>		<p>Pupils can:</p> <p>Sort old (past) and new (present) objects and sources.</p> <p>Sequence events about their own life, and family members' lives.</p>	<p>Pupils can:</p> <p>Sequence a set of events or artifacts into chronological order and give reasons for their order.</p>	<p>Pupils can:</p> <p>Make comparisons between different historical periods explaining things that have changed, and things that have stayed the same.</p>	<p>Pupils can:</p> <p>Place a specific event on a timeline by a decade.</p> <p>Begin to sequence the British and world historical periods and events they have learned about.</p>	<p>Pupils can:</p> <p>Construct, or draw, a timeline with different time periods and say where a period of history fits on it.</p> <p>Sequence, and begin to plot with more accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge.</p>	<p>Pupils can:</p> <p>Plot, with accuracy, the British and world historical periods and events they have learned about, including previous accumulated knowledge.</p>
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Historical Vocabulary

	2FEL	Nur	Rec	1	2	3	4	5	6
				Seaside through the Ages	1950s Gleadless	The Stone Age to the Iron Age	The Romanisation of Britain	Anglo-Saxon Invasions and settlements	Viking Invasions of Britain
Chronological words and phrases	<i>Understands some talk about immediate past and future:</i>	<i>Understand and consolidate use of everyday language related to time</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>	<i>All previous, plus:</i>
	before later soon	before later soon tomorrow	Last week Next week Yesterday Before I was born When my ___ (Dad) was a little boy...	___ years ago A long time a ago In the past Long ago Many years ago In modern times	Before... After... In 1867 Recently In the last ...	During (the time of...) Since...	Between ___ and ___ Just after... Just before...	Throughout the (Mayan period) Towards the end of (the Roman Empire) Around... ___AD ___BC The turn of the Century	Pre-1066, ... Preceding the... Following the... Around the time of... At a similar time..
Historical and abstract language				Decade Century Victorian Post-war Oral History Same Different Change Continuing Industrial Revolution	Decade Century Millenium Nation National Parliament similarity difference change continuity	artefact archaeology Millennium discovery early farming hunter gathering communities (early) civilisation (early) survival sustain Similarity and Difference cause effect Impact Mesolithic Neolithic Paleolithic Pre-history	Empower Empire (Roman) ancient Civilisation Revolt (Boudicca) Invasion Artefact Primary source Secondary source Diversity Peasantry Parliament Similarity and Difference Continuity Change Cause and consequence expansion dissolution	Invasion Settlement Primary evidence Secondary sources Artefact Middle Ages Dark Ages Early Medieval Collapse of Roman Empire Peasantry Parliament (first) Similarity and Difference Cause and Consequence	Empire (British) Explorers Local Primary evidence Secondary sources artefact Causation Change continuity cause consequence Significance Impact similarity difference

							legacy		
Tier 3				Leisure Holidays Seaside Pastimes Railways Entertainment Tourists Visit Coast	Housing 1950s Project Slum housing Victorian Post-war National Health Service NHS Estate Council Streets Avenues Roads Materials Conditions Standard of living	Acheulean Agriculture Ancestors Antler Anvils Archeology Arrow heads Bone Bows Cave art Evolution Excavations Farming Fire Glaciers Homo sapiens Homo neanderthalensis Hunter-gatherers Ice-age Nomadic Pottery Primitive Settlements Stone age Tools	Gods/Goddesses Myths/Legends Army Military Christianity Alphabet Architecture Viaduct Aquaduct Sanitation Baths villa Roman Forum Colosseum Plebians Emporer Republic Politics	Villages Climate change Invaders Settlers Kingdoms: <i>Kent</i> <i>Mercia</i> <i>Northumbria</i> <i>East Anglia</i> <i>Wessex</i> <i>Sussex</i> <i>Essex</i> Sutton Hoo Burial Beowulf Danelaw Vikings Alfred the Great Farming Houses Heathens Christianity Monastic life Chronicle English	Anvil Attack Barbarian Blunder Decendents Destroy Europe Invader Invasion Longship Loot Monestry Pillage Raid Valhalla Viking Voyage warrior

Historical Artefacts and Sources

		Florence Nightingale	Queens of England	Ancient Egypt and Cleopatra	Ancient Greece and women of Sparta	Mayan female Rulers and Civilisation	WW2 'Sheffield Women of Steel'
Using Historical Sources and artefacts		Pupils can: Put objects in order of age and give reasons for their order Ask and answer questions about old and new objects. Explain how and why objects were different in the past? Use the words ' past ' and ' present ' correctly?	Pupils can: Sequence artefacts closer together in time, and describe their similarities and differences. Use a source to ask and answer who, why, what, where and how questions Say which source they think is the most useful to find out about the past. Explain why eye witness accounts may differ about the same events.	Pupils can: Distinguish between sources and prioritise their usefulness	Pupils can: Use research about the past to work out how historically accurate events and people have been represented. Look at two versions of an event and say how they differ.	Pupils can Routinely check the accuracy of the source against their own knowledge. Suggest why a particular historical source may present an event in a different light, depending on the creator or author .	Pupils can: Understand bias and propaganda and the reasons why sources like this can be more or less reliable. Suggest why there may be different interpretations of events
					Pupils can: Use several artefacts to piece together information to answer an investigation question. Say why one source is more useful than another to learn about the past and give specific reasons why.		
Choosing Historical Sources and artefacts			Primary: <ul style="list-style-type: none"> • Photos of Gleadless and the slum housing in Park Hill • Quotes Secondary	Primary: Secondary: Eye-witness:	Primary: <ul style="list-style-type: none"> • The Vindolanda Tablets near Hadrian's wall (Roman Britain) Secondary: Eye-witness:	Primary: Bede's chronicals (a historian and Monk) Anglo-Saxon storytelling Secondary: Eye-witness:	Primary: Secondary: Eye-witness:

			Eye Witness: Original resident of 1950s Gleadless				
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The history of the world in 100 objects (The British Museum)

<http://teachinghistory100.org/>