Enquiry: What does it take to be a great explorer?

What pupils will know	Historical sources that the pupils will interpret		End Po
 What an explorer does both in the past and in modern times The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time What Christopher Columbus succeeded in doing 	 Photographs Films Paintings Woodcut prints Letters Maps Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of prog Describe what an explorer does bot Describe the achievements of Ranurecognised as the world's greatest I Describe the accomplishments of A Suggest reasons why Amy Johnson' given the expectations of women by Describe some of the achievements Suggest some reasons why Christop Describe who Neil Armstrong was a
 during his expeditions Why Christopher Columbus was able to accomplish what he did Who Neil Armstrong was and what he achieved in 1060 	Recognise Identify Describe	Name and point out who or what something is Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words of	 Recognise and describe some of the explorers to Mars in the future Compare and contrast explorers from the personal qualities they have in operation of the personal qualities they have in operation. Pupils working at greater depth weight the second explain what the 'span's part of the second explain whet the secon
 in 1969 What the 'space race' was during the 1960s The particular challenges that will be faced by explorers to Mars 	Observe	something or someone Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	
 The personal qualities that most explorers must have in order to succeed 	Select Categorise/Classify	Decide upon and choose that information considered most suitable or relevant Arrange information into particular groups according	 Describe and explain what is mean Describe what an empire is
National Curriculum Coverage	Sequence	to shared qualities or characteristics Place a set of related events or things that follow each other into an order	Prior Learning
 Pupils should be taught about: changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. 	Compare and contrast Recall Reason/speculate		 In Nursery and Reception pupils: Were supported to make sense of the Examined and talked about images Examined artefacts from the past of modern day equivalents Heard and discussed accounts of the storytelling and role play Gained first-hand experience throut Were supported to organise events Recognised that things happened be Compare and contrasted character past.
	Summarise Empathise	Outline or sum up briefly the main points about something Placing yourself in another's position to better	
	In line with our school p which are graduated in ' targets, a broad range o	SEND olicy, we ensure inclusion through constructing enquiries bite size' steps allowing for the setting of personalised f learning and teaching strategies including questioning, adults where appropriate and a holistic approach to	

Points of Learning

ogress will:

- both in the past and in modern times
- nulph Fiennes and **suggest reasons** for why he is st living explorer
- Amy Johnson
- on's achievements were particularly remarkable to by society at that time
- nts of Christopher Columbus during his expeditions topher Columbus was able to accomplish so much
- s and what he achieved in 1969
- the particular challenges that will be faced by

from different times in the past and **identify** some of in common

will also:

pace race' was during the 1960s ant by the 'Old World' and 'New World'

f their own life story and of past and present es of familiar situations in the past commenting on similarities and differences to

the past involving people, places and events through

ough visiting places locally of historic importance hts using basic chronology I before they were born ers from stories including important figures from the

	1			
What pupils will know	Historica	l sources that the pupils will interpret	End Poir	
 Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times 	 Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of prog Identify and describe who Guido (G 1605 Suggest reasons why Guy Fawkes an Parliament Describe how this failed attempt is a Suggest reasons why Guy Fawkes ca Suggest reasons why Guy Fawkes ca Oescribe what Malala Yousafzai, Ma O'Malley and Elizabeth I are remem Compare and contrast the accomp 	
 How the accomplishments of these people 		-	• Select in their view the most histori	
compare with each otherWhich they consider having made the most	Recognise Identify	Name and point out who or what something is Distinguish something or someone from others that	choice	
 What perspective means when it comes to 	Describe	may be similar 'Say what you see'. Give an account in words of something or someone	 Pupils working at greater depth w Recognise what perspective means 	
judging people and events in history	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	past	
National Curriculum Coverage	Select	Decide upon and choose that information considered	Prior Learning	
Pupils should be taught about:the lives of significant individuals in the past who	Categorise/Classify	most suitable or relevant Arrange information into particular groups according to shared qualities or characteristics	 Earlier in Key Stage 1 pupils: Investigated a number of historical a achievements 	
have contributed to national and international achievements	Sequence	Place a set of related events or things that follow each other into an order	Were supported to consider the per	
events beyond living memory that are significant	· · · · ·	Find similarities and differences	In Nursery and Reception pupils:	
nationally or globally.	Recall Reason/speculate	Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	 Were introduced to people in storie are remembered today 	
	Summarise	Outline or sum up briefly the main points about something	 Were supported to make sense of the Examined and talked about images 	
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 Examined artefacts from the past comodern day equivalents 	
	which are graduated in ' targets, a broad range o	SEND olicy, we ensure inclusion through constructing enquiries bite size' steps allowing for the setting of personalised f learning and teaching strategies including questioning, adults where appropriate and a holistic approach to	 Heard and discussed accounts of the through storytelling and role play Gained first-hand experience throug Were supported to organise events Recognised that things happened be Compare and contrasted characters the past. 	

Enquiry: Who is the greatest history maker?

Points of Learning

orogress will:

o (Guy) Fawkes was and what he attempted to do in

es and his conspirators planned to blow up

ot is commemorated each year es can be considered a significant person in history , Margaret Thatcher, Hatshepsut, Marie Curie, Grace nembered in history for as 'history makers' omplishments of these people

torically significant and suggest reasons for their

h will also:

ans when judging the significance of people in the

ical and modern explorers and compared their

e personal qualities required to be a great explorer

tories about the past who did important things and

of their own life story and of past and present ges of familiar situations in the past

st commenting on similarities and differences to

of the past involving people, places and events ay

rough visiting places locally of historic importance ents using basic chronology

ed before they were born

cters from stories including important figures from

Enquiry: Why was Charles sent to prison?

		Enquiry. Why was charles sent to p	
What pupils will know	What pupils will knowHistorical sources that the pupils will interpret		
 When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important 	-		 Pupils making a good level of progress with a light of the second second
 to the Allies during the First World War How horses were used during the First World War and why they were so 	Recognise Identify	Name and point out who or what something is Distinguish something or someone from others that	 Describe and suggest reasons for how he why they were so significant to the ware Describe the ways in which many other a
 significant to the war effort The ways in which many other animals were used as part of the war effort How animals are used in a variety of roles today in the military and in rescue and 	Describe	may be similar 'Say what you see'. Give an account in words of something or someone	Identify and describe how animals are us in rescue and support services
	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Pupils working at greater depth will al
support services	Select	Decide upon and choose that information considered most suitable or relevant	Describe how farmers in Britain coped w
National Curriculum Coverage	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Prior Learning
 events beyond living memory that are significant nationally or globally. 	Sequence	Place a set of related events or things that follow each other into an order	Earlier in Key Stage 1 pupils:
	Compare and contrast Recall	Find similarities and differences Remember and recount something learned	 Learned why some people and events in significant than others
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	In Nursery and Reception pupils:
	Summarise	Outline or sum up briefly the main points about something	Were introduced to people in stories abo remembered today
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 Were supported to make sense of their of Examined and talked about images of far Examined artefacts from the past comment
	which are graduated in ' targets, a broad range of	SEND blicy, we ensure inclusion through constructing enquiries bite size' steps allowing for the setting of personalised learning and teaching strategies including questioning, adults where appropriate and a holistic approach to	 day equivalents Heard and discussed accounts of the past storytelling and role play Gained first-hand experience through vis Were supported to organise events using Recognised that things happened before Compare and contrasted characters from

oints of Learning

ess will:

appened and **describe** where the Western Front was

- at made up the Allies
- at made up the Central Powers
- changed for people living in Britain during the war
- hods of communication in Britain at the time of the pare with today
- messenger pigeons were so important to the Allies irst World War
- ow horses were used during the First World War and war effort
- her animals were used as part of the war effort
- are used in a variety of roles today in the military and

l also:

ed with the loss of horses during the war

ts in history are considered more important or

s about the past who did important things and are

neir own life story and of past and present of familiar situations in the past mmenting on similarities and differences to modern

e past involving people, places and events through

- h visiting places locally of historic importance
- using basic chronology
- fore they were born
- from stories including figures from the past.

Enquiry: Why do we know so much about where Sappho used to live?

What pupils will know	Historical so	urces that the pupils will interpret	End Poin
 Where the remains of the ancient Roman city of Pompeii can be found today What the Roman empire was and the lands it once covered Why the Romans built a huge empire Why the city of Pompeii was important to the Romans What an archaeologist does Some important artefacts that have been discovered at Pompeii by archaeologists What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people Why the city of Pompeii was destroyed in AD 79 	 Photographs Paintings Sculptures Maps Frescos Drawings Mosaics Animated films Artistic reconstructions Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of progress Identify and locate where the remains of th Describe what an empire is and identify and Suggest reasons why the Romans wanted su Suggest reasons why the city of Pompeii wa Explain what an archaeologist does Describe and compare and contrast some in Pompeii by archaeologists Describe what these artefacts suggest about Empire for both rich and poor people Describe the difference between primary and
• The difference between primary and secondary sources of	Recognise	Name and point out who or what something is	Describe how archaeologists and artists hav
 evidence of this event How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was 	Identify	Distinguish something or someone from others that may be similar	 before it was destroyed Suggest reasons why the bodies of many petthey have since been restored
 Why the bodies of many people who died at Pompeii were 	Describe	'Say what you see'. Give an account in words of something or someone	Pupils working at greater depth will a
preserved and how they have since been restored National Curriculum Coverage	Observe Select	Identify and distinguish with a degree of analysissome things that may potentially be morenoteworthy or important than othersDecide upon and choose that information	 Explain why some evidence about what occ there is more trustworthy and reliable than
 events beyond living memory that are significant nationally or globally. 	Categorise/Classify	considered most suitable or relevant Arrange information into particular groups	Prior Learning
nationally of globally.	Sequence	according to shared qualities or characteristicsPlace a set of related events or things thatfollow each other into an order	Earlier in Key Stage 1 pupils:
	Compare and contrast	Find similarities and differences	
	Recall	Remember and recount something learned	 Learned why some people and events in his others – e.g., Marie Curie and the First Worl
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	In Nursery and Reception pupils:
	Summarise	Outline or sum up briefly the main points about something	Were introduced to people in stories about
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 remembered today Examined and talked about images of famili Examined artefacts from the past commention
	enquiries which are gradu personalised targets, a br	SEND licy, we ensure inclusion through constructing lated in 'bite size' steps allowing for the setting of oad range of learning and teaching strategies irking with additional adults where appropriate and a ssing achievement.	 equivalents Heard and discussed accounts of the past in and role play Gained first-hand experience through visitin Were supported to organise events using base Recognised that things happened before the

oints of Learning

ess will:

f the ancient Roman city of Pompeii can be found today and locate the lands once covered by the Roman empire d such a huge empire

was important to the Romans

e important artefacts that have been discovered at

out what life was like in Pompeii during the Roman

e city of Pompeii was destroyed in AD 79 and secondary sources of evidence of this event have gone about reconstructing what Pompeii looked like

people who died at Pompeii were preserved and how

l also:

occurred at Pompeii and the life of the people who lived an others

history are considered more important or significant than /orld War

out the past who did important things and are

niliar situations in the past enting on similarities and differences to modern day

t involving people, places and events through storytelling

iting places locally of historic importance basic chronology they were born

E	Enquiry: <i>How do ou</i>	r toys and games compare with those	e of children in the 1960s?	
What pupils will know	Historical so	urces that the pupils will interpret	End Poi	
 Some of the ways in which historians divide up time Why dividing up time into periods helps in the study of History How to construct a simple timeline of significant events in British history Some of the important events which occurred during the decade of the 1960s How to construct a timeline of the main events of the 1960s Why some of these events were of great significance 	 Photographs Music Toys Games Films Oral histories Television shows Disciplinary thinking skills the pupils will use to understand what they know 		 Pupils making a good level of progr Identify and describe some of the watering of the some of the some of the important event of the important event of the some of the important event of the some of the some of these of the some of the some of the some of these of the some of these of the some of these of the some of the some of these of the some of these of the some of the	
 Which were the most popular games and toys of the 1960s How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences they observe How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games 	Recognise Identify Describe Observe	Name and point out who or what something isDistinguish something or someone from othersthat may be similar'Say what you see'. Give an account in wordsof something or someoneIdentify and distinguish with a degree ofanalysis some things that may potentially bemore noteworthy or important than others	 Describe what Tim Berners-Lee invert Explain why this invention led to a gr Describe what the term 'continuity a Describe some of the significant mention interviewed about their experiences Pupils working at greater depth will 	
 What the term 'continuity and change' means in history Some of the significant memories and experiences of adults alive today who lived through the 1960s National Curriculum Coverage 	Select Categorise/Classify Sequence	Decide upon and choose that information considered most suitable or relevant Arrange information into particular groups according to shared qualities or characteristics Place a set of related events or things that follow each other into an order	 Describe and explain some other wa 'smart connectivity' has changed peo Prior Learning Earlier in Key Stage 1 pupils: 	
 changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements 	Compare and contrast Recall Reason/speculate Summarise	Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points	 Studied people and events that lived Ancient Egypt and AD e.g., Pompeii a Learned why some people and event significant than others – e.g., Marie C 	
	Empathise	about something Placing yourself in another's position to better understand their motives, decisions and actions SEND olicy, we ensure inclusion through constructing	 In Nursery and Reception pupils: Created their own personal timeline Were introduced to people in stories remembered today Examined and talked about images o Examined artefacts from the past cor 	
	enquiries which are grac of personalised targets, including questioning, w	luated in 'bite size' steps allowing for the setting a broad range of learning and teaching strategies orking with additional adults where appropriate to assessing achievement.	 modern day equivalents Heard and discussed accounts of the storytelling and role play Were supported to organise events u Recognised that things happened before 	

• Recognised that things happened before they were born

Points of Learning

gress will:

ways in which historians divide up time me into periods helps in the study of History meline of significant events in British history vents which occurred during the decade of the 1960s of the main events of the 1960s e events were of great significance most popular games and toys of the 1960s and games with popular toys and games of today and differences observed vented in 1989 great change in toys and games and change' means in history emories and experiences of adults that they have es of the 1960s

will also:

ways in which the invention of the internet, wi-fi and eople's lives since the 1960s

ed and occurred in prehistoric periods (BC) e.g., and the First World War nts in history are considered more important or Curie and the First World War

ne for their lives so far es about the past who did important things and are

of familiar situations in the past commenting on similarities and differences to

ne past involving people, places and events through

Were supported to organise events using basic chronology

Enquiry: Why is the history of my locality significant?

What pupils will know	Historical sou	urces that the pupils will interpret	End Poin	
 An historically significant place: Who Britain was fighting during the Napoleonic War 1803-1815 What happened at the Battle of Trafalgar in 1805 The achievements of Lord Horatio Nelson Why Dartmoor Prison was built during the Napoleonic wars The living conditions of the men who were imprisoned there 	 Photographs Paintings and portraits Statues Letters Artefacts Maps Propaganda posters Film Disciplinary thinking skills the pupils will use to understand what they know		Pupils making a good level of progress v An historically significant place: Describe why Britain went to war with Napoleo Describe what happened at the Battle of Trafa Explain why Lord Horatio Nelson became a nat Describe what happened at the Battle of Wate Explain why the Duke of Wellington became a Explain why Dartmoor Prison was built during Describe the living conditions of the men who An historically significant event:	
 What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927 	Recognise	Name and point out who or what something is	 Describe what was discovered by archaeologist in 1927 	
 Why this artefact is so important Who Neanderthals were 	Identify Describe	Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words of	 Explain why this artefact is so important Describe who Neanderthals were Describe and suggest reasons for the kind of lit 	
 What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago 	Observe	something or someone Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	 40,000 years ago An historically significant person Describe why Francis Drake was very importan 	
 An historically significant person Why Francis Drake was very important to Queen 	Select Categorise/Classify	Decide upon and choose that information considered most suitable or relevant Arrange information into particular groups	 Describe how Francis Drake managed to circun Explain why King Phillip of Spain sent the Spani Describe the actions that Francis Drake took th 	
 Elizabeth I How Francis Drake managed to circumnavigate the world 1577-1580 	Sequence	according to shared qualities or characteristics Place a set of related events or things that	Pupils working at greater depth will also	
 Why King Phillip of Spain sent the Spanish Armada to invade England in 1588 	Compare and contrast Recall	follow each other into an orderFind similarities and differencesRemember and recount something learned	• Understand the historical concept of significan events they have studied are so important to the studied are so important to	
 The actions that Francis Drake took that contributed to defeating the Spanish Armada 	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Prior Learning Earlier in Key Stage 1 pupils:	
National Curriculum Coverage	Summarise Empathise	Outline or sum up briefly the main points about something Placing yourself in another's position to better	 Learned what becoming a 'history maker' invol Learned about the achievements of some great 	
 events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have 		understand their motives, decisions and actions	 Learned why Pompeii is such an important arch Learned why Britain fought the First World Wa 	
 the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. 	enquiries which are gradu personalised targets, a br	SEND licy, we ensure inclusion through constructing nated in 'bite size' steps allowing for the setting of oad range of learning and teaching strategies rking with additional adults where appropriate and a sing achievement.	 In Nursery and Reception pupils: Were introduced to people in stories about the Examined and talked about images of familiar s Examined artefacts from the past commenting equivalents Heard and discussed accounts of the past invol role play Were supported to organise events using basic Recognised that things happened before they were supported to account and the past of the past invol role play 	

ints of Learning

will:

- oleon 1 in 1803 afalgar in 1805 national hero after the battle aterloo in 1815 e a national hero after the battle ng the Napoleonic wars no were imprisoned there
- gist Arthur Ogilvy in Kents Cavern in Torquay
- life Neanderthals would have lived around Kents Cavern
- tant to Queen Elizabeth I
- cumnavigate the world 1577-1580
- anish Armada to invade England in 1588
- that contributed to defeating the Spanish Armada

lso:

- cance and **explain** why each of the places, individuals and o the local area
- volves eat explorers in the past archaeological site
- War and how this affected people
- the past who did important things ar situations in the past ing on similarities and differences to modern day
- volving people, places and events through storytelling and
- sic chronology ey were born

Key Stage 1 History

Enquiry: How did people enjoy themselves at London frost fairs?

What pupils will know	Histori	ical sources that the pupils will interpret	
 That funfairs have been part of the life of Britain for 800 years How people enjoy themselves at modern funfairs How Charles Dickens enjoyed visiting Victorian funfairs such as the one each year at Greenwich Why Londoners were able to organise frost fairs on the River Thames on fourteen occasions between 1608 and 1814 What made the London Frost Fair of 1684 very special The kind of activities that were organised on the ice 	 Paintings and portraits Drawings Diaries Maps Etchings Engravings Posters Tickets Disciplinary thinking skills the pupils will use to		 Pupils making a good Recall that funfairs h Describe and explain Describe how Charle the one each year at Describe why London Thames on fourteen Describe what made Recall that Charles II Identify, observe and
during London frost fairs		understand what they know	 organised on the ice Suggest reasons to h people lived in Britain Compare similarities fairs and those at model Pupils working at greated Identify and described England were and exection Explain why there wated Explain why there wated Prior Learning Earlier in Key Stage 1 pupe Have studied the Greated the element of King Charles Have studied the element of King at the element of K
 during London frost fairs What these activities tell us about how people lived in Britain at the time How these activities compare with those at modern fun fairs National Curriculum Coverage events beyond living memory that are significant nationally or globally 	are graduated in 'bite size broad range of learning	Name and point out who or what something is Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words of something or someone Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Decide upon and choose that information considered most suitable or relevant Arrange information into particular groups according to shared qualities or characteristics Place a set of related events or things that follow each other into an order Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something Placing yourself in another's position to better understand their motives, decisions and actions SEND olicy, we ensure inclusion through constructing enquiries which ze' steps allowing for the setting of personalised targets, a and teaching strategies including questioning, working with appropriate and a holistic approach to assessing achievement.	

End Points of Learning

d level of progress will:

s have been part of the life of Britain for 800 years **ain** how people enjoy themselves at modern funfairs rles Dickens enjoyed visiting Victorian funfairs such at Greenwich

doners were able to organise frost fairs on the River en occasions between 1608 and 1814

de the London Frost Fair of 1684 very special I was of the royal house of Stuart

- and describe the kind of activities that were ce during London frost fairs
- b help explain what these activities tell us about how tain at the time
- ies and differences between the activities at frost modern fun fairs

reater depth will also:

ibe who the other Stuart kings and queens ofexplain how they were related to Charles IIwas no king of queen of England between 1649 and 1660

upils:

Great Fire of London which also occurred during the es II

- elements of weather in Geography
- ce between weather and climate
- chievements of some individuals, places and events idered more significant than others
- It significant people, places and events in their

ion pupils learned:

nts in stories about the past and to people who did morable things e.g., Winston Churchill ns and the crown jewels and what happens at a

ens wear crowns

- are kept at the Tower of London
- nd how it is different from ordinary homes

		ney stage I mistory	
Enqu	iry: How do we kn	ow so much about what happened i	n the Great Fire of London?
What pupils will know	Historical so	urces that the pupils will interpret	End Poin
 The probable cause of the Great Fire of London in 1666 What living conditions in London were like for most people in 1666 How these conditions enabled the fire to spread so quickly Some of the main events that occurred during the fire The main effects of the fire on the city The distinction between primary and secondary sources of evidence of the fire Why some sources of evidence of the fire are more reliable and trustworthy than others Who Samuel Pepys was and why his diary is an 	graphic nove Disciplinary t	erpretations of events such as animations and	 Pupils making a good level of progre Identify and describe the probable ca Describe what living conditions in Lor Suggest reasons why these condition Describe and sequence some of the r Describe the main effects of the fire of Describe the distinction between printire Suggest reasons why some sources of trustworthy than others Describe who Samuel Pepys was and evidence of the fire
 important source of primary evidence of the fire The main actions that were taken to control the fire Why the fire took so long to extinguish What might have been done to control the fire earlier 	Recognise Identify	Name and point out who or what something is Distinguish something or someone from others that may be similar	 Describe the main actions that were a Suggest reasons why the fire took so Suggest reasons as to what might have
National Curriculum Coverage	Describe Observe	 'Say what you see'. Give an account in words of something or someone Identify and distinguish with a degree of analysis some things that may potentially be more 	 Pupils working at greater depth will Explain why even though Samuel Pep
 events beyond living memory that are significant nationally or globally 	Select	noteworthy or important than others Decide upon and choose that information considered most suitable or relevant	 might not be entirely trustworthy or in Explain why King Charles II may have
	Categorise/Classify Sequence	 Arrange information into particular groups according to shared qualities or characteristics Place a set of related events or things that 	demolishing many properties in front Prior Learning
	Compare and contrast	follow each other into an order Find similarities and differences	
	Recall Reason/speculate	Remember and recount something learnedThinking and forming ideas about somethingwithout necessarily firm evidence yet to back itup - conjecture, supposition	 Earlier in Key Stage 1 pupils: Have explored the concept of historic Learned that the achievements of sor
	Summarise	Outline or sum up briefly the main points about something	considered more significant than otheHave learned about significant people
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	In Nursery and Reception pupils:
	enquiries which are gradu personalised targets, a br	SEND licy, we ensure inclusion through constructing lated in 'bite size' steps allowing for the setting of oad range of learning and teaching strategies wrking with additional adults where appropriate and a sing achievement.	 Were introduced to people in stories memorable things Examined and talked about images of Examined artefacts from the past Heard and discussed accounts of the reading stories such as 'Toby and the Explored through discussion and role

Compared this with modern fire visited the school

oints of Learning

gress will:

le cause of the Great Fire of London in 1666 n London were like for most people in 1666 itions enabled the fire to spread so quickly the main events that occurred during the fire fire on the city

primary and secondary sources of evidence of the

es of evidence of the fire are more reliable and

and why his diary is an important source of primary

ere taken to control the fire k so long to extinguish t have been done to control the fire earlier

vill also:

Pepys was an eyewitness to the fire what he wrote or reliable

ave not wanted to create large firebreaks by ront of the fire

torical significance

f some individuals, places and events in history are others

eople, places and events in their locality

ries about the past who did important and

es of familiar situations in the past

the past involving people, places and events through the Great Fire of London'

• Explored through discussion and role play how people in tried to put out the fire

Compared this with modern fire engines and firefighters when the local fire brigade

Key Stage 1 History

Enquiry: Why did Delia buy a new hat?

What pupils will know	Historica	I sources that the pupils will interpret	End Poir	
 What pupils will know When the Edwardian period of British history was and who was the monarch at the time That there were extremes of wealth and poverty in Britain during the Edwardian era Who people referred to as aristocracy were in Edwardian Britain How life for the aristocracy compared with people in the working classes Who emigrants were Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times Why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912 What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 The difference between primary and secondary accounts of what occurred How to create timeline with an equidistant scale of the events of the last 24 hours of the Titanic Which event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why 	 Paintings and por Drawings Monuments Diaries Artefacts Maps Etchings Modern interpret graphic novel pan 	traits Tr	 Find Point Pupils making a good level of progress Recall that the Edwardian period of Britis was King Edward VII Identify and describe the extremes of wee Identify and describe who people referred Compare and contrast the life of the ariss Describe who an emigrant is compared wee Explain why so many working class emigred USA during Edwardian times Explain why there were so many emigrant 1912 Describe what occurred on the Titanic due Describe the difference between primary Sequence events along a timeline with art the Titanic Select the event along the timeline which eventual sinking of the Titanic and sugges Pupils working at greater depth will at the village of Addergoole in Ireland Prior Learning 	
events beyond living memory that are significant nationally or globally	are graduated in 'bite size broad range of learning a	shared qualities or characteristics Place a set of related events or things that follow each other into an order Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something Placing yourself in another's position to better understand their motives, decisions and actions SEND licy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a nd teaching strategies including questioning, working with ppropriate and a holistic approach to assessing achievement.	 Earlier in Key Stage 1 pupils: Have explored the concept of historical si Have constructed a timeline Learned that the achievements of some in more significant than others Have learned about significant people, plate In Nursery and Reception pupils: Were introduced to people in stories abo Examined artefacts from the past Heard and discussed accounts of the past stories 	

oints of Learning

ress will:

ritish history was between 1901-1910 and the monarch

- wealth and poverty in Britain during Edwardian times erred to as aristocracy were
- aristocracy with people in the working classes
- ed with an immigrant
- nigrants left Britain and Ireland to begin a new life in the

grants on the Titanic on its maiden voyage to New York in

- c during the final 24 hours of its voyage on April 15th 1912 hary and secondary accounts of what occurred
- h an equidistant scale of the events of the last 24 hours of
- hich they feel was of the greatest significance in the ggest reasons why

ill also:

ch the sinking of the Titanic had such a huge impact on

al significance

ne individuals, places and events in history are considered

, places and events in their locality

about the past who did important and memorable things

past involving people, places and events through reading