








History - Milestone 1-3

	Milestone 1			Milestone 2			Milestone 3		
Subject	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year A Topics	Aut 1: The Gruffalo	Sp 1: Where in the world are we?	Su 1: Up, Up and Away	Aut 1: Bear Grylls	Sp 1: Tudors	Su 1: Around the World	Aut 1: Island Survival	Sp 1 Greeks	Su 1: Location, Location
	Aut 2: Light and Dark	Sp 2: Toys	Su 2: Chocs Away	Aut 2: Tudors	Sp 2: Around the World	Su 2: Egyptians	Aut 2: Anglo Saxons	Sp 2: Spy School	Su 2: Aztecs
Year B Topics	Aut 1: At the Circus	Sp 1: Dinosaurs	Su:1 At the Seaside	Aut 1: Night at Museum Stone Age	Sp 1: Extreme World	Su:1 Romans	Aut 1: Vikings	Sp 1: Titanic	Su:1 WW2
	Aut 2: Polar Adventures	Sp 2: Fun Food Factory	Su:2 Great Fire of London	Aut 2: Extreme World	Sp 2: Romans	Su:2 Chellaston and Me	Aut 2: Peak Adventures	Sp 2: Titanic	Su:2 Rivers
History	Threshold Concept (SKILL) Understand Chronology – This concept involves an understanding of how to chart the passing of time. This skill will be revisited each time History is taught.								
	Place events and artefacts in order on a timeline. ***** Label timelines with words or phrases such as: past, present, older and newer. ***** Recount changes that have occurred in their own lives. ***** Use dates where appropriate *****			Place events, artefacts and historical figures on a timeline using dates. ***** Understand the concept of change over time, representing this, along with evidence, on a timeline. ***** Use dates and terms to describe events. *****			Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ***** Identify periods of rapid change in history and contrast them with times of relatively little change. ***** Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. *****		
	Threshold Concept (SKILL) Communicate Historically – this concept involves using historical vocab and techniques to convey information about the past. This skill will be revisited each time History is taught.								
	Use words and phrases such as: a long time ago, recently, when my parents/Carers were children, years, decades and centuries to describe the passing of time. ***** Show an understanding of the concept of nation and a nation’s history. ***** Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. *****			Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ***** Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. *****			• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. ***** Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. *****		
	Threshold Concept (SKILL) To investigate and interpret the past- this concept involves understanding that our understanding of the past comes from an interpretation of the available evidence,								
	Threshold Concept (SKILL) To build an overview of world history- this concept involves an appreciations of the characteristic features of the past and that life is different for different sections of...								
Year A	Year A Toys	Year A Chocs Away!	Year A Tudors	Year A Tudors	Year A Egyptians	Year A Britain’s Settlement by Anglo Saxons and Scots	Year A Greeks	Year A Aztecs/Local Study	
Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. To describe historical events, To describe significant people from the past To recognise that there are reasons why people in the past acted as they did.	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. To describe historical events, To describe significant people from the past To recognise that there are reasons why people in the past acted as they did.	To ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. To describe historical events, To describe significant people from the past	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history	Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history	Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
Knowledge Development <i>To know</i> why and how we celebrate Remembrance Day. <i>To know</i> the events that led to the Gunpowder plot occurring and how it is remembered annually.	Knowledge Development <i>To know</i> the first teddy bear was named after Theodore Roosevelt <i>To know</i> the events that led to the first teddy bear being named and constructed. <i>To know</i> how teddy bears have developed since 1902	Knowledge Development <i>To know</i> how aeroplane transport developed and why. <i>To know</i> how aeroplane transport changed how people planned their holidays. <i>To know</i> the first female and African/American woman to fly.  <i>To know</i> that Derby is an engineering city which focusses on the development of aeronautical engineering.	Knowledge Development <i>To know</i> how to use historical sources to give more understanding of history. Henry Line up Henry artwork and how he was portrayed. <i>To know</i> and describe different accounts of a historical event including the Battle of Bosworth, Anne Boleyn, Elizabeth I, Mary Queen of Scots and the Spanish Armada DRAMA SESSIONS? – re-enacting some key events <i>To know</i> causes and consequences of Henry’s reign and the main events (religion, children, wives)	Knowledge Development <i>To know</i> what the Mayan’s Civilisation is and compare to Tudors. <i>To know</i> the characteristic features of the past, including ideas, beliefs, attitudes and experiences and past times of men, women and children in Tudor Britain (social, ethical and religion)	Knowledge Development Egyptians (who/what/when-Acquiring) Egyptian artefact sessions where artefacts are explored and researched. <i>To know</i> how to ask appropriate questions about the past. <i>To know</i> how to use more than one source of evidence for historical enquiry including artefacts such as canopic jars Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Link to Howard Carter	Knowledge Development – <i>To know</i> and Identify where the Saxons came from and the reasons for invading and settling in Britain; <i>To know</i> Saxon customs, social organisations, food and clothing – making comparisons with modern Britain.	Knowledge Development <i>To know</i> <i>Who were the Ancient Greeks</i> <i>Who were the ancient Greek Gods and heroes?</i> Enquiry Question <i>Why are the ancient Greeks still important today?</i> <i>What were the most important achievements of the ancient Greeks?</i>	Knowledge Development <i>To know</i> when and where the Aztecs were powerful civilisation? <i>To know</i> how Aztec civilisation has influenced the modern world. <i>To know and understand</i> the culture and religion of The Aztecs Enquiry Question Were the Aztecs right to use sacrifice in the religious practices. What was life for an ordinary Aztec citizen?	

				LEGACY/BECAUSE OF THE TUDORS lesson/theme					
	<p>Year B Circus Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p>	<p>Year B Dinosaurs Describe significant people from the past. Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p>	<p>Year B Great Fire of London/Sense of place Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did Ask questions such as: What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p>	<p>Year B Stone Age Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Year B Romans Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history</p>	<p>Year B Romans Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Year B Vikings Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p>	<p>Year B Titanic Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p>	<p>Year B WW2 Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p>
	<p>Knowledge Development - Circus <i>To know</i> how/when/where the circus began. <i>To know</i> what life at the circus was like. <i>To know</i> and discuss the changes that have taken place in the history of the circus e.g. animals Vs no animals <i>To know</i> and talk about the timeline of the history of the circus. Enquiry Question- P4C- Should animals be used in the circus? Explore reasoning- think about interpretations.</p>	<p>Knowledge Development Year B Dinosaurs <i>To know</i> about dinosaurs /names/types/characteristics via Purple Mash BBC Dinosaurs (Andy) <i>To know</i> how to "be" a palaeontologist and dig for dinosaur fossils. <i>To know</i> who Mary Anning was and what she did (Fossil Hunter)   <i>To know</i> what happened to the dinosaurs – extinction. <i>To know</i> that different dinosaurs lived during periods of time (chronology of dinosaurs) - <i>Triassic – Jurassic – Cretaceous – Cenozoic</i></p>	<p>Knowledge Development- Fire of London <i>To know</i> how/when/where/why the Great Fire of London happened. <i>To know</i> who/what the key people and events were <i>To know</i> and talk about the timeline of the Great Fire of London Enquiry Question Should Thomas Farriner have been punished? <i>To know</i> that asking questions makes a "good" history detective.</p>	<p>Knowledge Development Stone Age <i>To know</i> when Stone Age was in the timeline of history and the changes in Britain from the Stone Age to the Iron Age. <i>To know</i> what life was like in the Stone Age <i>To know</i> how we know Stone Age people existed. <i>To explore reasons why Stonehenge was built.</i></p>	<p>Knowledge Development Romans (who/what/when- Acquiring) <i>To know when the Roman period was in history.</i> <i>To know</i> how the Roman army grew and became so powerful. <i>To know</i> about Roman soldiers and the training regimes/why they were so impressive. Who Were the Romans and How Did They Build Their Empire? What Was life like in a Roman Villa? What was life like as a Roman Did the Romans Invade Britain?</p>	<p>Knowledge Development <i>To know</i> about Roman past times and the Roman lifestyle <i>To know</i> the legacy of the Romans on Britain now <i>To know</i> who Boudicca was and what impact she had. Enquiry Question (Advancing/Deep) Why Did the Romans Build New Roads and Towns? Who Was Boudicca and Why did She Lead a Rebellion?</p>	<p>Knowledge Development – <i>To know</i> who the Vikings were and where they originated from. <i>To know</i> The importance of the first raid at Lindisfarne. <i>To know</i> about the different Norse gods and their importance in the Viking culture. <i>To know</i> the reasons why Viking raiders/invaders became Viking settlers.</p>	<p>Knowledge Development <i>To know</i> when the event of the Titanic took place. <i>To know</i> how to debate using knowledge found from evidence. <i>"Who was responsible for the sinking of the Titanic"</i> Act out a court case.</p>	<p>Knowledge Development – <i>To know</i> the reasons why Britain went to war in 1939; <i>To know</i> why evacuation took place and why the evacuation rate changed throughout the war; <i>To know</i> how to analyse historical sources to see how bias affects the way we view the past. <i>To know</i> that propaganda was used to influence people's opinions and moral during the war. <i>To know</i> about rationing and how it affected people's lives</p>
Significant individuals	<p>Year A - Guy Fawkes Year B (through Geog- Aut 2) <i>To know</i> about the achievements of Robert Scott</p>	<p>Year a – Theodore Roosevelt Year B Dinosaurs Mary Anning-(gender)</p>	<p>Year A Amelia Earheart Year B Samuel Pepys</p>	<p>Year A Henry 8th</p>		<p>Year A Howard Carter Year B Boudicca </p>	<p>Year B Famous Astronauts- first landings -US and beyond Female astronauts Buzz Aldrin Neil Armstrong  Katherine Johnson</p>	<p>Year B Captain Smith</p>	<p>Look at the diversity of the "soldiers' story" Neville Chamberlain</p>
Significant Events/Places	<p><i>To know</i> and understand what Remembrance Day is and why this takes place every year. Year A and B <i>To know</i> and understand what The Gunpowder Plot was and why this is remembered every year. Year A and B <i>To know</i> why the London Hippodrome/Circus Maximus were significant places.</p>	<p>Jurassic coast line – Dorset coast</p>	<p>Year A <i>To know</i> – Who Amelia Earheart is and why her first female solo flight across the Atlantic is remembered today. <i>To know</i> that Bessie Coleman is the First African/American woman to fly.  Year B <i>To know</i> how the great fire of London began and the events that happened thereafter. <i>To know</i> that there is a monument in London</p>	<p>Year B Stone Henge <i>To know</i> and understand what Remembrance is and why this takes place every year Year A and B</p>	<p>Year B Roman Invasion/conquest</p>	<p>Rome British Roman cities</p>	<p><i>To know</i> and understand what Remembrance is and why this takes place every year Year A and B</p>	<p>Launching of Titanic- Southampton Sinking of Titanic -North Atlantic</p>	<p>Year B World War 2 The Battle of Britain The Blitz</p>

			dedicated to the Great Fire						
Enrichment Homefields Heart	Harvest Festival - Yearly celebration. Talk about the history of the celebration and the interpretation of this today- School donate to Padley Centre.	Dinosaur Exhibition - to share their knowledge of dinosaurs with their family.	Sense of place week – Year B Our Locality Open evening to share Great Fire of London work.  Woodland Warriors – Fire to burn their houses. Re-enactment of putting out the fire by passing buckets along the line	Harvest Festival - Yearly celebration. Talk about the history of the celebration and the interpretation of this today- School donate to Padley Centre	Year A – Tudor Day Year B – Roman Day STEM – Roman Invention event	SENSE OF PLACE WEEK	Harvest Festival - Yearly celebration. Talk about the history of the celebration and the interpretation of this today- School donate to Padley Centre		SENSE OF PLACE WEEK
POP Tasks	Year A – News report of events Year B - KWL grid	Year A – Toys Presentation Year B – Dinosaur Exhibition	Year A - Diamond 9 Year B – Chocs away quiz	Year A - Legacy of the Tudors Year B - Write 5 questions for stone age	Year A - Sentence complete activity Tudors Year B - Write about if they could have lived in the Roman period of time	Year A - Quadrant Egyptian task – tic tac toe Year B - Post it note Roman KWL	Year A – Non-chronological report on aspect of saxon life. Year B – Norse gods and their impact on Viking life report.	Year A – independent research project – pupil choice Year B – Titanic court case discussion writing (deduction through evidence.	Year A – Why did the Aztec Empire fail? Debate write up Year B – Propaganda posters investigation identifying bias