

History Scheme of Work



St. Mary's Church of England Primary School, High Crompton



History Scheme of Work

EYFS - Autumn

History Scheme of Work



Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
All aboard		
<p>Knowledge and Understanding of the World</p> <p>People and Communities:</p> <ul style="list-style-type: none"> We will talk about past and present events in their own lives and know how they are similar and different to others. 	<p>People and Communities:</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families and communities. 	<p>Sequence how I have grown and changed.</p> <p>Sequence how I have grown timeline and talk about how I have changed.</p> <p>Talk about my family and what we like ?</p>
Is there anybody out there ?		
<p>Knowledge and Understanding of the World</p> <p>People and Communities:</p> <ul style="list-style-type: none"> Know that people have differences and there are differences between themselves and others traditions 	<p>People and Communities:</p> <ul style="list-style-type: none"> They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and traditions 	<p>Talk about my families cultures and differences with others Diwali activities - role-play stories, rangoli patterns life in india and celebrations Talk about differences between own and other's cultures, family traditions and celebrations.</p> <p>Christmas nativity</p> <p>Diwali</p>

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EYFS - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Once upon a time		
<p>Knowledge and Understanding of the World</p> <p>People and Communities:</p> <ul style="list-style-type: none"> We will look at similarities and differences between ourselves and other traditions and be sensitive to these traditions. (Chinese New Year) <p>The World:</p> <ul style="list-style-type: none"> We will look at similarities and differences in objects and materials. (Main Focus) 	<p>People and communities</p> <ul style="list-style-type: none"> They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among traditions. <p>The world</p> <ul style="list-style-type: none"> Children know about similarities and differences in objects and materials. 	<p>Chinese New Year</p> <p>Pancake day traditions</p>
Who's afraid of the big bad scarecrow		
<p>Knowledge and Understanding of the World</p> <p>The World:</p> <ul style="list-style-type: none"> We will look at similarities and differences in living things. We will make observations of plants and say why things change and may happen. (Main Focus) 	<p>The world</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to living things. Children make observations of animals and plants and explain why something occur, and talk about changes.. 	<p>Talk about and sequence plant life cycle (including decay)</p>

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EYFS		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Who goes to the ugly bug ball ?		
<p>Knowledge and Understanding of the World</p> <p>The World:</p> <ul style="list-style-type: none"> Learn about location of animals and how features of animals relates to their environment. 	<p>The world</p> <ul style="list-style-type: none"> Know about similarities and differences in relation to living things. Make observations of animals and explain why some things occur, and talk about changes. 	
Where shall we go today?		
<p>Knowledge and Understanding of the World</p> <p>People and Communities:</p> <ul style="list-style-type: none"> We will talk about seashores in the past and know about similarities and differences between communities. <p>The World:</p> <ul style="list-style-type: none"> We will talk about similarities and differences in relation to places and features of their own immediate environment 	<p>People and communities</p> <ul style="list-style-type: none"> Children talk about the past and present events in their own lives and in the lives of family members. (E.g. seashores in the past) They know about similarities and differences between communities. <p>The world</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments may vary from one another. 	<p>See PHSE activities</p> <p>Find out about holidays in the past - video</p> <p>Compare and describe transport from a long time ago</p>

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Year 1 Summer : Significant historical events, people and places in their own locality.		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding:	<p>Can they put up to three objects in chronological order (recent history)?</p> <ul style="list-style-type: none"> •Can they use words and phrases like: old, new and a long time ago? •Can they tell me about things that happened when they were little? •Can you use the words before and after correctly? •Can they explain how they have changed since they were born? 	<p>Significant Local historical place: Cotton/Textile Mills - own locality Elk Mill, Dawn Mill (Asda), wider Salford (Lowry)</p> <p>Time line - BBC Timeline Link</p>
Knowledge and Interpretation	<ul style="list-style-type: none"> •Can you explain differences between past and present in your life and that of others? <p>Can you give examples of things that are different in your life from that of someone in the past?</p> <ul style="list-style-type: none"> •Can they explain how their local area was different in the past? •Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past, such as vinyl records? <p>Can you explain differences between past and present in your life and that of others?</p>	<p>Famous People must include individuals in the past which have contributed to National and International achievements and should compare aspects of life in different periods:</p> <ul style="list-style-type: none"> • Queen Victoria (Year 1) • Sir Winston Churchill • Queen Elizabeth II • LS Lowry <p><i>(Other famous people covered in Year 2)</i></p> <p>Significant Local historical event : St. Mary's School Old and New</p> <p>Project on member of the current Royal Family.</p>
Historical Enquiry	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • Can you answer questions using (sources of information eg artefacts, pictures, stories, Internet and databases)? • Can they ask and answer questions about old and new objects? • Can they give a plausible explanation about what an object was used for in the past? 	<p>Talk to local community members who attended the old St. Mary's : Mrs Roberts, Reverend Dorothy</p> <p>Victorian items</p>

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Year 2: Changes within living memory; events beyond living memory; significant people in the past		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding:	<ul style="list-style-type: none"> Can you use words and phrases like: <i>before I was born, when I was younger?</i> Can you sequence events about own life and/life of a famous person? Can you sequence a set of events/objects in chronological order & give reasons for your order? Can they use phrases and words like: ', 'past', 'present', 'then' and 'now'; in their historical learning? 	Time line - BBC Timeline Link
Knowledge and Interpretation	<ul style="list-style-type: none"> Do they appreciate that some famous people have helped our lives be better today? Can you recount part of a story which tells us about the past? Do they recognise that we celebrate certain events eg Gunpowder plot because of what happened many years ago. Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can you give examples of things that are different in your life from that of someone in the past? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain what is meant by a parliament? Can you explain why someone/a group in the past did... <acted in specific way>? Eg Gunpowder plot 	<p>Famous People must include individuals in the past which have contributed to National and International achievements and should compare aspects of life in different periods:</p> <ul style="list-style-type: none"> Elizabeth 1 Queen Victoria (Year 1) Christopher Columbus Neil Armstrong Rosa Parks Emily Davidson Florence Nightingale Edith Cavell <p>Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none"> Gunpowder plot First Aeroplane Flight Remembrance Day National Royal Celebrations
Historical Enquiry	<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Britain from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? 	

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Year 3: Pre Historic Britain, from Stone Age to Iron Age Including: Hunter gatherers, Early farming, Bronze Age, and Iron Age		
This could include: <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can you describe events and periods using the words: ancient, modern, BC, AD, century and decade? 	Time line - BBC Timeline Link Twinkl- order key events Stone Age- Iron Age Session 1 Stone Age to Bronze Age Resource Pack - time line focus Link to RE scheme- Bible timeline
Knowledge and Understanding	<ul style="list-style-type: none"> Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? 	The Croods DVD. Discuss fact/ fiction. Twinkl Stone Age power point and related comprehension. Research Skara Brae: http://www.bbc.co.uk/scotland/learning/primary/skarabrae Research Iron Age forts. Make model of Iron Age huts. Draw and label an Iron Age fort. Paired presentations to class (i- pads) Stone Age CD rom. Comprehension work. Group cave art. Pop up information books (DT link)
Historical Enquiry	<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping 	<i>Can they, through research, identify similarities and differences between given periods in history?</i> Compare with modern day with life in pre historic Britain

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	<p>us understand more about what happened in the past?</p> <ul style="list-style-type: none">• Can they use various sources of evidence to answer questions?• Can they use various sources to piece together information about a period in history?• Can they use their 'information finding' skills in writing to help them write about historical information?• Can they, through research, identify similarities and differences between given periods in history?• Can you look at two versions of an event and say how they differ?	<p>Compare Stone Age to Iron Age Session 2 Stone Age to Bronze Age Resource Pack Look at photos of artefacts: https://www.flickr.com/search/?q=bronze age http://www.britishmuseum.org/explore/cultures/europe/bronze_age.aspx</p> <p>Session 3 Stone Age to Bronze Age Resource Pack</p> <p>Session 6 Stone Age to Bronze Age Resource Pack</p> <p>Use various texts to make notes and write report on Stone Age, Bronze Age and Iron Age, Research Stonehenge</p> <p>Manchester Museum Visit "Dig It. The Mystery of the Thunderstone"</p>
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Year 3 – Ancient Egypt

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, **Ancient Egypt**, The Shang Dynasty of Ancient China

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? • Can you describe events and periods using the words: ancient, modern, BC, AD, century and decade? 	<p>Events: eg Hieroglyphics, 1st Pyramid, Pyramid of Giza, Tutankhamun, Cleopatra dies - plot key events onto a timeline. Discovery of Tutankhamen's tomb. Howard Carter.</p> <p>Work out time intervals using counting on and back.</p> <p>Order events to make time lines. Powerpoint topic intro:</p> <p>http://www.twinkl.co.uk/resource/t2-h-4342-ancient-egyptian-starter-lesson-teaching-pack</p> <p>Order events to make time lines (Twinkl website).</p>
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<p>Examine artefacts and pictures to deduce what they show us about life (Homes, food, work, entertainment) in ancient Egypt. Manchester/ Bolton Museum visit.</p> <p>Compare houses and lifestyle of rich and poor Egyptians. (Ancient Egypt Pelican Big Book) Draw houses of rich and poor.</p> <p>Find out about pharaohs.(Ancient Egypt Big Book)</p>

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	<ul style="list-style-type: none"> Do they appreciate that wealthy people would have had a very different way of living from the poor. 	<p>Research ancient Egyptian beliefs about gods and the afterlife. Egyptian gods powerpoint. Playscript : "The Golden Goose" Write instructions for making a mummy.</p> <p>Espresso > Egyptians> Life</p> <p>Espresso > Egyptians> People Importance of the Nile for farming. Make farming seasons wheel. Espresso > Egyptians> The Nile</p>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history? Can you look at two versions of an event and say how they differ? 	<p><i>Can they, through research, identify similarities and differences between given periods in history?</i></p> <p>Compare different aspects of life in ancient Egypt with Pre historic Britain (Autumn Term) and life today. Who was Howard Carter? Discovery of Tutankhamun's tomb. You Tube video. Museum visit. Examine evidence from tomb paintings ,photos, artefacts Espresso > Egyptians> Evidence</p> <p>Compare opinions on Howard Carter's decision to remove objects from the tomb. Understand the difference between fact and opinion in relation to the tomb discovery.</p> <p>Write recount of the tomb discovery.</p> <p>Write a non-chronological report about different aspects of life in ancient Egypt.</p>

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Year 4: The Roman Empire and its impact on Britain, with an in depth local study		
This could include: <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries and showing periods of time? <i>(Can they use their mathematical skills to round up time differences into centuries and decades?)</i> 	BBC timeline. Draw timeline and place this period of history in the context of previous historical topics taught: Stone age, bronze age, iron age,.
Knowledge and Interpretation	<ul style="list-style-type: none"> Can they explain how events from the past have helped shape our lives? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can you identify similarities and differences between periods in history? Can you give more than one reason to support an historical argument? 	Legacy of the Romans: What have the Romans ever done for us? <ul style="list-style-type: none"> Architecture Art Literature Language (Latin) Sanitation(sewage) Aqueducts Education Irrigation(water supply) The calendar Coins Cement and bricks Public heated baths Paved streets and pavements Roads Street Cleaners Public order Firemen and Police Parks Public libraries Public notices and advertisements

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<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research a specific event from the past? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can you use various sources to piece together information about a period in history? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	
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<p>Year 4 Britain's Settlement by Anglo-Saxons and Scots</p>		
<p>This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 		
<p>Programme of Study</p>	<p>Knowledge, Skills and Understanding</p>	<p>Activity/ Link to scheme of work</p>
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries and showing periods of time? • <i>(Can they use their mathematical skills to round up time differences into centuries and decades?)</i> 	<p>BBC timeline. Draw timeline and place this period of history in the context of previous historical topics taught: Stone age, bronze age, iron age, and Romans</p>
<p>Knowledge and Interpretation</p>	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they recognise that Britain has been invaded by several different groups over time? 	<p>Legacy of the Anglo Saxons:</p> <ul style="list-style-type: none"> • This includes the language, culture, and politics of the land. Many of the shires established by the Saxons are still used as boundaries today.

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	<ul style="list-style-type: none"> • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can you identify similarities and differences between periods in history? • Can you give more than one reason to support an historical argument? 	<ul style="list-style-type: none"> • The 'shires' links with Geography and Counties in Spring Term
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research a specific event from the past? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can you use various sources to piece together information about a period in history? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	

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Year 5

The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can you place a specific event on a timeline by decade? • (Can they use their mathematical skills to work out exact time scales and differences as need be?) 	BBC Timeline - put in context this period of history with previous history taught: Victorians, Significant events and famous people (Yr 2), Pre historic Britain, Romans.
Knowledge and Interpretation	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Do they appreciate that significant events in history have helped shape the country we have today? 	between historical periods: Pre historic, Romans, Anglo's, Vikings
Historical Enquiry	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	

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Year 6 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<ul style="list-style-type: none"> • Can they place features of historical events and people from past societies and periods in a chronological framework? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<p>Locate Baghdad in atlases, Discuss geographical features - Round city - Caliph Al-Mansur's Speech Write a speech for Caliph Al-Mansur describing his plans, hopes and dreams for the city of Baghdad. Explain why the city has been designed in a round shape and describe what it might look like when it has been built. (Core Knowledge Pack)</p> <p>Design an advertisement or prospectus for the House of Wisdom explaining all the things people can learn there. Include information about the library and the translation work. (Core Knowledge Pack)</p>
Knowledge and Interpretation	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? 	<p>The Mongols attacked Baghdad in 1258 - Record key facts - an explanation of how ` Baghdad and Abbasid Dynasty came to an end.</p> <p>Genghis Khan - factfile?</p> <p>Children could write some accounts of the attack from different perspectives, for example from a Mongol tribesman, from a trader who escaped the invasion, or from a child living in Baghdad at the time who escaped during the invasion.</p>

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	<ul style="list-style-type: none"> • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<p>Research some of the great achievements of early Islamic Society.</p> <p>http://www.1001inventions.com/1001/1001_Y5_10pp-BW.pdf</p> <p>Great thinkers - powerpoint and research (Twinkl)</p> <p>Ibn al-Haytham -</p> <p>Ibn Sina "Father of Early Modern Medicine"</p> <p>Al-Khwarizimi Mathematician (? - Jam Sandwich algorithm -</p>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can you pose and answer your own historical questions? • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? 	<p>Great Thinkers - above</p>

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Year 6

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 AND Ancient Greece – a study of Greek life and achievements and their influence on the western world.

This could include:

The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Chronological Understanding	<ul style="list-style-type: none"> • Can they place features of historical events and people from past societies and periods in a chronological framework? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<p>Place this final History topic in the context of all other periods covered. Complete a timeline to include events children are already aware of - add events specific to the period now being studied.</p> <p>Comparison of Ancient Greek village and Ancient Britain village c500BC (activity sheet)</p> <p>Investigation of Greek scientists, mathematicians, thinkers? (e.g. Euclid, Archimedes, Pythagoras, Plato, Aristotle, Hippocrates etc.).</p>
Knowledge and Interpretation	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? 	<p>key events: eg City states were run differently along different rules and laws - Athens (Athenian Democracy) V Sparta where would you rather live?</p> <p>Big battles e.g. - Marathon, Thermopylae & Salamis How do we know about soldiers and war? Work of archeologists - piecing together evidence from various sources- (Jigsaw of plate) How were soldiers (e.g. hoplites) and enemies (e.g. Persians) attired and prepared for war. Fighting boats (e.g.) a Greek Trireme</p>

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	<ul style="list-style-type: none"> • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? • Can they suggest relationships between causes in history? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? 	<p>Write a newspaper article detailing the Battle of Marathon or Imagine you are a spy working for King Darius. Write a report pointing out the strengths and weaknesses of the Greek army.</p> <p>Record the events at Thermopylae in picture form or Imagine you are the traitor who showed Xerxes the secret path. Record his thoughts before, during and after the betrayal as you watch events unfold.</p> <p>Battle of Salamis - The benefit of A Good Night Sleep - report</p> <p>Comparison of Ancient Olympic games 776 BC and Modern Olympic Games</p> <p>Aspects of life in Ancient Greece e.g. growing up, religion, children's lives, architecture, theatre</p> <p>Legacy: The influence of the Ancient Greeks are still felt by us today. The major impact in our lives today are in the arts, in philosophy, and in science, math, literature and politics.</p> <p>Dictionary work e.g. greek roots anti (against) - dia (through, across) - peri (round) poly (many) tele (far off)</p> <p>A Sense of History folder - pg 153</p> <p>Find out how many shapes derive from greek names</p> <p>A Sense of History folder - pg 146</p> <p>See above</p>
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		<p>Find out about the modern Olympic games including the rings and the motto A Sense of History folder - pg 147</p> <p>Democracy in Britain http://www.parliament.uk/education/teaching-resources-lesson-plans/universal-suffrage-timeline/</p> <p>Women and voting in Britain</p> <p>Possible comparison to role of women in Ancient Greece</p>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can you pose and answer your own historical questions? • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? 	<p>E.g. Comparison of battle accounts</p> <p>E.g. posters recruiting soldiers to army</p> <p>The strong-minded Athenians, though lacking such tools as the newspaper, the radio, and the movies, could use other powerful engines of propaganda to shape attitudes and opinions. The Greeks had games, the theatre, the assembly, the law courts, and religious festivals, and these gave opportunity for propagandizing ideas and beliefs. The Greek playwrights made use of the drama for their political, social, and moral teachings. Another effective instrument for putting forward points of view was oratory, in which the Greeks excelled. And though there were no printing presses, handwritten books were circulated in the Greek world in efforts to shape and control the opinions of men.</p> <p>http://www.bbc.co.uk/schools/0/ww1/25356306</p>