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| Intent | <p style="text-align: center;"> <i>"The important thing is to not stop questioning, curiosity has its own reason for existing." (Albert Einstein)</i> <i>"Always, remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." (Harriet Tubman)</i> <i>"Those who do not learn history are doomed to repeat it." (George Santayana)</i> <i>"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future." (Robert Penn Warren)</i> </p> <p>As Historians at Talavera, all children will be inspired to develop a natural curiosity and fascination about Britain's past and that of the wider world. Through an engaging range of topics, our children will develop their knowledge about the history of Britain and how it has influenced and been influenced by the wider world. They will also research and analyse significant aspects of the history of the wider world, such as ancient civilisations and empires. Throughout their primary experience, they will investigate historical changes in their own living memory and beyond and interpret and reflect on the lives of significant people of the past. As well as gaining critical knowledge, the children will also explore and develop methods of historical enquiry, such as: how to ask and answer perceptive questions; how to think critically by analysing and evaluating evidence; and how to develop their own judgements. Children in all year groups will develop a love for history through both their experiences in the classroom and via the use of visitors and external visits. Through these experiences, Talavera children will learn lessons from history to influence the decisions they make in their lives in the future.</p> | | |
| | Autumn term | Spring term | Summer term |
| Year 3 | <p>Would you prefer to live in the Stone, Bronze or Iron Age? Why? Characteristic Features: I can compare time periods and talk about key features from that time (eg: houses, clothing, food). To identify the main features of the Stone Age, Bronze Age and Iron Age. To describe some similarities and differences in people's lives over the period. To use period specific language. To begin to compare and evaluate the key aspects of each time period (Lesson 6). Chronology: I can order events in a visual timeline of Britain To order events and place pre-history in a visual timeline of prehistoric Britain To explain the meaning of the term 'pre-history'. Continuity and Change: I can investigate what has changed and what has stayed the same over a period of time. To describe and evaluate some changes between this time period and modern Britain. To describe and evaluate aspects of life which has stayed the same. Historical Interpretation: I can explain why events in history may be interpreted differently. To examine a range of sources. To explain why there may be many versions or descriptions of life in Stone Age Britain.</p> <p>Stone Age Boy - Stone Age The First Drawing - Stone Age Butser trip - Stone Age</p> | <p>What did the Romans leave behind? Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg: Emperor Claudius). To discuss how history has influenced different religions and social diversity in modern Britain. To identify how and why significance reveals something about lifestyles from history or contemporary life. Chronology: I can use more precise vocabulary to describe the passing of time. To understand that historical periods overlap each other and vary in length. Characteristic features: I can compare time periods and talk about characters from that time. To compare and explain the similarities and differences between ways of life in Roman and modern Britain. Historical Enquiry: I can use a range of historical sources to answer questions. To describe and question the origins and purposes of sources using knowledge of time periods and civilisations. To ask perceptive questions. To select suitable information and sources to formulate and investigate key historical questions. Trip to Natural History Museum</p> | <p>How long ago were the earliest civilisations? Which Pharaoh was the most significant to the people of Egypt and our lives today? Chronology: I can order events which may overlap in history. To develop an understanding of chronology. To place ancient civilisations in a visual timetable of world history. To compare time periods on a timeline. To use dates to order events. To use vocabulary to describe the passing of time. Historical Significance: I can evaluate and explain how and why a particular Pharaoh had a significant impact in their time period. To use the 3 Rs (Results in Change, Remarkable and Remembered) to describe how a Pharaoh was significant. To ask valid questions about people, places and events. Characteristic features: I can identify and describe key aspects of life in Ancient Egypt. To use and understand the terminology related to the structure of Ancient Egyptian society. Historical Interpretation: I can use a range of sources to talk about how a person has contributed to a period of time. To understand what primary and secondary source are and how they differ. To discuss the reliability of primary and secondary sources. To begin to recognise differences between versions of the same event (ie: a Pharaoh's death ceremony) To begin to explain why there may be more than one interpretation of events. Historical Enquiry: I can use a range of sources and artefacts to answer questions To describe (in simple terms) how sources reveal important information about the past. To give reasons why events in history happened and why they were important.</p> <p>Cinderella of the Nile Letter from the British Museum - our suggestions for updating their Ancient Egypt display about the Pharaohs.</p> |



| | Autumn term | Spring term | Summer term |
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| Year 4 | <p>What did the Greeks do for us? Why aren't the Greeks the most significant civilisation? Historical Interpretation: I can investigate and evaluate the legacy of the Greeks to life in modern Britain. <i>To describe how different interpretations may arise about the same event/artefact.</i> <i>To understand and explain how historical understanding is continuously being revised and why.</i> <i>To begin to evaluate how to potentially rewrite the past, should new evidence be found.</i> Change and continuity: I can describe, using examples, how life has changed in the UK since the Ancient Greek time period. <i>To explain why and how changes in different places may be connected.</i> Characteristic features: I can explain how people lived in the past. <i>To compare artefacts and explain how they were used in the past and how they may be used in modern times.</i> <i>To compare the similarities and differences between ways of life in Ancient Greece and modern Britain.</i> <i>To consistently use period specific language in explanations.</i> Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time <i>To give reasons why events in history happened and their significance.</i> <i>To compare time periods and discuss characters from that era.</i> Chronology: I can begin to understand how historical periods overlap each other and vary in length. <i>To order events in a visual timeline and discuss what happened in key events</i> <i>To compare time periods and talk about characters from that time.</i> <i>To use more precise chronological vocabulary.</i></p> <p>History box and launch day (Greek Olympics focussing on comparing modern Olympics to first Olympics). Ancient Greece (Let the Games begin) Greek Day, including our own mini Olympic Games.</p> | <p>Anglo-saxons and Scots: Were the Anglo-Saxons the ruin of Britain? Cause and consequence: I can identify causes and consequences or events. I can explain consequences in terms of immediate and long term. <i>To identify and explain which groups of Anglo-Saxons came to Britain; including why they came and where they came from.</i> <i>To describe how their arrival and eventual dominance affected Britain.</i> <i>To identify what changed as the Saxons became established in Britain.</i> Chronology: I can begin to understand how historical periods overlap each other and vary in length. <i>To order events in a visual timeline and discuss what happened in key events</i> <i>To compare time periods and talk about characters from that time.</i> <i>To use more precise chronological vocabulary.</i> Change and continuity: I can describe, using examples, how life has changed in the UK since the Saxons time period. <i>To explain why and how changes in different places may be connected.</i> Historical Interpretation: I can investigate and evaluate the legacy of the Anglo-Saxons to life in modern Britain. I can understand that different accounts of the past emerge for different reasons. <i>To describe how different interpretations may arise about the same event/artefact.</i> <i>To understand and explain how historical understanding is continuously being revised and why.</i> <i>To begin to evaluate how to potentially rewrite the past, should new evidence be found.</i> <i>To analyse and explain why different people may give a different emphasis to a historical event.</i> <i>To understand and evaluate that some interpretatins may be more reliable than others.</i> Saxons (History Loan Box)</p> | <p>Why is Aldershot known as the 'home of the army'?</p> |



| | Autumn term | Spring term | Spring 2 | Summer term |
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| Year 5 | <p>Was King Alfred really great? Historical Significance: I can investigate the impact of King Alfred as historical leader. To explore and provide valid reasons for the impact of King Alfred as a significant leader. To predict, reason and pose questions about a significant person in history. To develop and use criteria to make judgements about the significance of people within a particular historical narrative. Chronology: I can order events in a visual timeline of Britain, including the Viking invasions. To develop an understanding of chronology. To use dates to order events. To use and understand the terms AD/BC and BCE (Before the Common Era/CE (Common Era) Characteristic features: I can compare and explain aspects of Anglo Saxon life. To understand and explain that some past civilisations in different parts of the world have important similarities. To identify and make links between significant characteristics of a civilisation and others studied (eg: the Vikings). Continuity and Change: I can give simple explanations (with simple examples) of why changes happened during Anglo Saxon times. To understand there are usually a combination of reasons for change. To understand that changes do not impact everyone in the same way or at the same time. Historical Interpretation: I can re-tell historical events from different view points (attack of Lindisfarne from Anglo-Saxon and Viking perspectives). To recognise differences between versions of the same event. To give a simple explanation of why there may be more than one version. Historical Enquiry: I can explain, using evidence, why a source may be unreliable. To construct reasoned arguments about aspects of events and periods studied. To understand that some interpretations are more reliable than others.</p> <p>Anglo Saxons and Vikings (History Loan Box)</p> | <p>What impact did the Victorians have on children's lives in Aldershot? Change and continuity: I can investigate what life was like for a local child in Victorian times. To predict, reason and pose valid questions about a period in time, or about a significant event/person in history. To give explanations about why changes happened (eg: The Education Act of 1870). To understand the variety of reasons for those changes. To understand that those changes may not have impacted everyone (in Aldershot) in the same way or at the same time. Chronology: I can order and describe a timeline of the British monarchy. To understand the chronology and relationships of people within the British monarchy. Historical significance: I discuss and review who was the most significant monarch. To question, investigate and give valid judgements as to the significance of key people. Historical interpretation: I can research, analyse and evaluate how children's lives in Aldershot have changed since Victorian times. To understand that different accounts of the past emerge for various reasons and different people/sources might give a different emphasis. To understand that some interpretations are more reliable than others.</p> <p>Victorians/Local Area study Walk around Aldershot Farnham Museum visit tbc Visit from Aldershot Historical Society tbc this one probably won't happen</p> | <p>Science focus: Space Race Which country was the real winner in the Space Race? Cause and Consequence: I can explain consequences in terms of immediate and longer term. To understand that people may have been affected by changes throughout a specific period and their consequences differently. To begin to link causes and consequences. To explain how causes may link, making an event much more likely to happen. Chronology: To discuss when events occurred using a visual timeline Use historical knowledge to unpick the place in time Further develop understanding of a timeline Understand how previous events impact the future Change and Continuity: I can give simple explanations about how life changed for Black women in the USA during the Space Race. To understand and explain the variety of reasons for those changes. To understand and explain that changes do not impact everyone in the same way or at the same time.</p> <p>Space Race and Black History (via English - Hidden Figures)</p> <p>External science project and trip to Winchester Science Museum (this will link to the history)</p> | <p>Overview of earliest civilisations: Characteristic Features: I can compare, contrast and make links between time periods and talk about key features from that time (eg: houses, clothing, food). To identify the main features of the earliest civilisations. To give reasoned explanations about the similarities and differences between ways of life in different civilisations. To use period specific language. To compare and evaluate the key aspects of each time period Chronology: I can order civilisations in a visual timeline of the world Use historical knowledge to unpick the place in time Further develop understanding of a timeline Understand how previous events impact the future Historical Significance: I can make judgements about the significance of the earliest civilisations To set and use criteria to make judgements about the significant events or actions taken during a time period. To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance). Historical Enquiry: I can interpret sources and judge their reliability. To construct reasoned arguments about historical events.</p> |



| | Autumn term | Spring term | Summer term |
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| Year 6 | <p>Without the Titanic, would Southampton be the city it is today? Historical Enquiry: I can predict, reason and pose valid questions about a period in time, event or significant person in history (The Titanic) To create a character profile based on what I know about an era, social class and circumstances, and compare it to modern Britain. To pose questions to deepen my understanding of a key events or person's actions in history. To construct reasoned arguments about events and civilisations. To question source reliability with reference to the civilisation, considering why different sources may give conflicting information. Chronology: I can accurately place key dates and events in chronological order. To use prior knowledge of key dates to make connections between events and time periods. To understand that some dates and time periods may overlap in duration. Continuity and Change: I can identify links between WW1 and WW2. To understand that changes in different periods of history can be connected. To begin to interpret the issues which impact on history. To begin to understand how these impacts may be continuous through time and significant. Characteristic features: I can contrast and make links between a settlement over time. To give reasoned explanations about the similarities and differences between ways of life over time.</p> <p>Geography focus: Seven Seas (UK study - Belfast in Northern Ireland)</p> | <p>Wars don't affect us because we are an island. If Germany hadn't been so severely punished after WW1, do you think WW2 would have occurred? Causes and Consequences: I can identify the causes and consequences of events. To investigate, analyse and explain the causes and consequences of complex events. To suggest how these causes and consequences link. Continuity and Change: I can identify links between WW1 and WW2. To understand that changes in different periods of history can be connected. To begin to interpret the issues which impact on history. To begin to understand how these impacts may be continuous through time and significant. Chronology: I can accurately place key dates and events in chronological order. To use prior knowledge of key dates to make connections between events and time periods. To understand that some dates and time periods may overlap in duration, and what happened in the intervals in between. Historical Enquiry: I can interpret sources and judge their reliability. To construct reasoned arguments about historical events. To questions source reliability with reference to the time period. To consider why different sources may give conflicting information and offer reasons for this. Historical Significance: I can make judgements about the significance of WW2 and measures taken during it (eg: to protect the public). To set and use criteria to make judgements about the significant events or actions taken during a time period. To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).</p> <p>One World (World War 2) Drama Workshop at school</p> | <p>Was the Early Islamic civilisation: 'A beacon of light in the dark ages?' Causes and Consequences: I can identify the causes and consequences of events. To investigate, analyse and explain the causes and consequences of complex events. To suggest how these causes and consequences link. Historical Significance: I can make judgements about the significance of scholars and innovations To set and use criteria to make judgements about the significant events or actions taken during a time period. To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance). Characteristic features: I can contrast and make links between civilisations. To give reasoned explanations about the similarities and differences between ways of life in different civilisations. Chronology: I can accurately identify and place civilisations in chronological order. To explain, using specific vocabulary, indicators used to help and to show the passing of time. Historical Enquiry: I can interpret sources and judge their reliability. To construct reasoned arguments about historical events. To questions source reliability with reference to the time period. To consider why different sources may give conflicting information and offer reasons for this.</p> <p>Production/RE focus: All the World's a Stage!</p> |