

# LADYWOOD PRIMARY SCHOOL HISTORY INTENT FOR THE AUTUMN TERM

HISTORY	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical perspective skills</b>	<i>Growth and Change</i>	<i>Change</i>  <i>Similarity and difference</i>	<i>Continuity and change</i>  <i>Similarity and difference</i>  <i>Cause and consequence</i>	<i>Cause and consequence</i>  <i>Significant events</i>	<i>Change</i>  <i>Significant event</i>  <i>Cause and consequences</i>  <i>Similarity and difference</i>	<i>Cause and consequence</i>  <i>Interpretation of historical sites</i>	<i>Comparing and contrasting</i>
<b>Composite – sticky knowledge</b>	<u>All About Me</u>  I know how I have changed from a baby, to a toddler to now	<u>Toys</u>  I know that toys have changed over time and how they have changed.	<u>Children in Mining</u>  I know that in the past children worked in mines with their families in our local area.	<u>World War II</u>  I know some of the ways World War II impacted upon the lives of people living in England.	<u>Victorians</u>  I know that Queen Victoria was the queen during the Industrial Revolution, a period of time which shaped modern Britain.	<u>Vikings</u>  I know that Vikings came to Britain from Scandinavia and the impact they had on the British landscape.	<u>Maya Civilisation</u>  I know that the ancient Maya civilisation developed advanced writing and mathematical systems and were important in developing the construction of cities.
<b>Components</b>	<p>To know that we grow and change over time</p> <p>What did we look like as a baby? What things could we do as a baby/toddler/ child at school? How have we grown and changed over time?</p> <p>To know that we can sequence photographs in a time order to show growth and change</p> <p>Sequence own photos to show a time line from baby to toddler to now</p> <p>To know that family members are older and some are younger</p> <p>Create a family tree to show members in age sequence.</p>	<p>To know what toys are like today.</p> <p>What do they do? How do they work? What are they made of?</p> <p>To know that our parent's and grandparent's toys were different to toys today.</p> <p>What do they do? How do they work? What are they made of?</p> <p>To know how to compare toys today with toys our parents and grandparents played with.</p> <p>Identify similarities and differences.</p>	<p>To know that there used to be a coal mine (pit) in Grimethorpe. What is a coal mine? Why are coal mines important in Grimethorpe? Where was Grimethorpe Colliery? Research with family members.</p> <p>To know that the pit employed lots of men, women and children from Grimethorpe to mine coal. Share some of the roles that men, women and children performed underground. Discuss the long hours and conditions that families worked in.</p> <p>To know that coal was used to heat people's homes and for cooking. Model making a fire (but don't light it). Discuss what it feels like when you stand</p>	<p>To know when and why World War II started.</p> <p>Share information about the start of World War II.</p> <p>To know why children were evacuated from cities and towns to the countryside.</p> <p>Share photographs of children being evacuated.</p> <p>Why do they think children were moving out of towns and cities?</p> <p>How do you think the children felt?</p> <p>Why did their parents stay behind? How did they stay safe during</p>	<p>To recap on the Industrial Revolution from Year 3.</p> <p>People moved from countryside to towns due to work available in factories as Britain made goods for trade in the wider world.</p> <p>To know that Queen Victoria was Queen of the British Empire where British goods were sold.</p> <p>The British Empire was countries abroad that were ruled by England. How did England become ruler of other countries? England, under previous monarchs, had explored the world and taken over other less developed countries. Goods produced in factories in England</p>	<p>To know that Vikings came to Britain from Scandinavia because of the lack of farmland in their own country.</p> <p>Discuss how originally the Vikings raided England to steal treasure and take slaves, and later settled in Britain because it had a better landscape with more space to grow crops and rear animals. Explore features of Viking longboats, which were used to travel to England.</p> <p>To know about the Viking way of life by studying the settlement of Jorvik the Viking capital.</p> <p>Study features of the Viking village of Jorvik</p>	<p>I know where and when the Maya civilisation began.</p> <p>Share map of Mexico and central America to indicate where the Mayan civilisation began in 2000BC. Watch What was the Maya Civilisation? - watch BBC bitesize video clip.</p> <p>Compare different Mayan cities being ruled by different kings and queens to Anglo-Saxon kings ruling different kingdoms.</p> <p>To know that the Mayan people developed a writing system made up of</p>

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			<p>near a fire to illustrate the heat provided by a open fire. Look at fire lit cooking ranges. Compare cooking and heating with present day counterparts.</p> <p><b>To know some of the jobs that children did in the pit.</b> Educational visit follow up. How does this compare to their childhood's.</p> <p><b>To know what conditions were like for children working in the pit underground.</b> Educational visit follow up.</p>	<p>air raids – link to DT Anderson Shelters.</p> <p><b>To know that many miners did not go to war and why.</b></p> <p>Discuss why miners were crucial to the war effort to provide fuel for homes, factories, railways, shipping etc</p> <p><b>To know why rationing was introduced.</b></p> <p>Share that there was a lack of farm workers for producing food and it was difficult to import food supplies. Why was this?</p> <p>Rationing was introduced and people were encouraged to grow their own food 'Dig for Victory'.</p> <p><b>To know when World War II ended.</b></p> <p>Share information about the end of World War II, and how we show respect and celebrate this day today. (Remembrance)</p>	<p>were sold abroad. What is the legacy of the British Empire? The current Queen of England is the monarch of the Commonwealth, countries previously in the British Empire, but she does not rule them.</p> <p><b>To know that many important inventions took place during Victoria's reign that shaped the modern world.</b></p> <p>Research telegraph, telephone, bicycle, cars, light bulb, toilets, radio, postage stamps etc. Consider the importance of all these inventions and the impact they had on everyday life then and now.</p> <p><b>To know that the police force was created during Victoria's reign.</b></p> <p>Watch Oliver clip. Discuss why people might be picking pockets and relate back to social conditions and poverty. As people moved to towns and they became over-crowded incidents of crime increased dramatically. Share that Robert Peel set up the police force in London and this became successful so it was set up across the country. Discuss that police are</p>	<p>and understand the importance of archaeological digs to inform us about life in Viking times. Including homes, clothing, crafting and trade. Archaeology is a major source of evidence of Viking times.</p> <p><b>To know that the Vikings battled through Northern England taking control of Northumbria, East Anglia and Mercia.</b></p> <p>Wessex, which was ruled by Alfred the Great did not fall to the Vikings but Alfred did not drive the Vikings out of Britain. After years of fighting the Vikings and Alfred made a peace agreement and an imaginary dividing line was agreed to run across England from London in the south to Chester in the North west. The Viking lands, known as Danelaw were to the east of the imaginary line.</p> <p><b>To know that many towns and cities in Britain were founded by the Vikings.</b></p> <p>Places that end in -by, -thorpe or -ay were almost certainly Viking towns.</p>	<p><b>800 symbols called glyphs.</b></p> <p>Some glyphs were logograms representing a whole word, and some were syllabograms, representing units of sounds. Compare with phonics. Mayan writing is phonetic and shows you how to pronounce the words you are reading, see online link. Writing was carved into stone buildings and monuments and painted onto pottery. Mayan scribes also wrote books made from the bark of fig trees.</p> <p><b>To know that the Mayan people were advanced mathematicians and astronomers that developed the calendar.</b></p> <p>Share that time was extremely important to the Mayan people, they made elaborate and accurate calendars by charting the movements of the sun, moon, stars and planets. The Maya used what is known as the Long Count Calendar, which is made up of three interlocking cycles, a cycle of 20 names, a cycle of 13 numbers and a 365 day solar calendar.</p>
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					<p>often referred to as 'Bobbies' because of Robert Peel.</p> <p><b>To know that a law was passed in 1891 so that every child from 5-13 could go to school for a free education.</b></p> <p>Compare and contrast Victorian schools to schools now.</p>	<p><b>To know that many Viking words have become part of the English language.</b></p> <p>Steak, egg, law, die, bead??, much and scrawny.</p>	<p>Compare to today's annual calendar.</p> <p><b>To know that the Mayan people calculated in base 20 and used the digit zero.</b></p> <p>Share that Mayans used three symbols in their number system. It is thought that they used shells, pebbles and sticks to count. Mayans were the first civilization to document zero as a place holder, for example 203.</p> <p>Develop understanding of Mayan numerals by adding and subtracting with Mayan numeral symbols.</p> <p><b>To know that the Mayan people built elaborate cities with temples, pyramids and roads and that religion was important to them.</b></p> <p>Look at the 'Ruins of Tikal' - see webpage link - and look at the temple, burial stone, ancient ball court, central Acropolis, cemetery. Compare to modern cities.</p> <p>Share that Mayans worshipped many gods which could change themselves into human and animal forms. The</p>
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							Maya thought that the world was divided into three parts, the heavens, the earth and the underworld, which were linked together by a giant world tree - Why do you think they believed this? (The location of the Mayan civilisation within the rainforest links to nature/animals).
<b>Vocabulary</b>  <u>Key</u>  <b>Time vocab</b>  <b>Known vocab</b>  <b>New historical vocab</b>	<b>Past, present, future, next, before, after, order, time line</b>  Photographs, baby, toddler, child  younger, older, grown, changed, sequence, order, family history,	<b>Past, Present</b>  Wood, Metal, Plastic, Windup, Electronic  <b>Artefacts</b>	<b>In the past</b>  Fire, Heat, Flame, Fuel  Mine, Miner, mining, Underground, Pit, Coal, Colliery, Shaft, Pick, Cart (corves)	<b>20<sup>th</sup> century, 1939 to 1944</b>  war  Evacuee, evacuated, rationing, ration book, Anderson Shelter, air raids, Remembrance	<b>19<sup>th</sup> Century, 1800s</b>  Police force,  Reign, British Empire, Commonwealth, Monarch, Industrial Revolution, Inventions, Telegraph, Victorians, Law	<b>800-1150 AD</b>  Farmland,  Viking, Scandinavia, Archaeologist, longboats, slaves, Jorvik, Danelaw	<b>2000BC - 1502 AD</b>  Phonics, religion, heaven, calendar  Ancient, Civilisation, Mayan, Underworld, Acropolis, Burial stone, Base 20, Rainforest
<b>Books links</b>	My History	Ways into history - Toys and Games			V&A introduces: Queen Victoria		Explore Mayan Civilisation by Izzi Howell
<b>Artefacts and resources</b>	Own family photographs  Examples of family trees - starting with grandparents	New plastic toys  Old wooden toys	School coal cart.  Miner's helmet  Miners lamp  Images of Grimethorpe Colliery	'Dig for Victory' posters.  Evacuee tag and identify card  Ration book  Suitcase	Video clip  <a href="#">Oliver you have got to pick a pocket</a>	Viking Longship model	<b>BBC Bitesize</b>  <a href="#">What was the Maya Civilisation?</a>  Ruins of Tikal and  Examples of Mayan writing <a href="#">Mayan writing and maths symbols</a>
<b>Educational visits</b>			National Coal Mining Museum - to look at some of the jobs children did underground. Primary historical resource.	WW2 Evacuee experience - provider to be confirmed.	Bradford Industrial Museum to look at a Victorian classroom, working conditions in a factory and developments to transport.	Jorvik and the archaeological dig in York	

