




Spring Meadow History 2023/2024

 Term and Topic	Nursery		
	Substantive Concepts	Disciplinary Concepts (Skills needed to be a historian)	Key End Points
Autumn Topic A – All about me Topic B – Journeys		Continuity and Change Historical Language	<ul style="list-style-type: none"> • Retell simple events in the correct order • Comment on images of familiar situations in the past
Spring Topic A – Dinosaurs Topic B – Growing and Changing		Historical Language	<ul style="list-style-type: none"> • To know that things came before them (e.g. dinosaurs lived a long time ago). <ul style="list-style-type: none"> • How have I changed
Summer Topic A – Animals and their babies Topic B – Heroes and Adventurers		Continuity and Change Similarities and Differences Historical Language	<ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past • To begin to use tenses more accurately (Although children may continue to have problem with irregular tenses and plurals such as ‘runned’ for ran).

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 Term and Topic	Reception		
	Substantive Concepts	Disciplinary Concepts (Skills needed to be a historian)	Key End Points (Blue end points – ELG)
Autumn Topic A – All about me Topic B – Transport: Past and Present		Continuity and Change Historical Language	<ul style="list-style-type: none"> • To retell own experiences in chronological order • To be able to talk about things that have happened in the past (e.g. When I was a baby’.
Spring Topic A – Space Topic B – Growing and Changing		Historical Language	<ul style="list-style-type: none"> • To use different tenses for things that are happening now and things that have happened in the past. • To talk about an event (e.g. moon landing) that happened in the past.
Summer Topic A – Kings and Queens Topic B – Stories from the past	Monarchy Culture	Continuity and Change Similarities and Differences Historical Language	<ul style="list-style-type: none"> • To use temporal connectives in talk – e.g. ‘First I..... Then I....’ • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling.


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 Term and Topic	Year 1		
	Substantive Concepts	Disciplinary Concepts (Skills needed to be a historian)	Key End Points
Autumn 1 – Discovering History	Ancestry	Historical Significance Sources of Evidence	<ul style="list-style-type: none"> • To know history is the story of the past. • People who study history are called historians. • Historians uses sources to learn about the past. • Archaeologists find out about the past through looking at things found in the ground. • Things found by archaeologists are called artefacts. • Family trees tell us who lived in the past.
<p>Assessment Options: Multiple Choice Quiz: Children could complete a multiple-choice quiz as a class using the IWB or individually on paper.</p> <p>Guided Writing Task: Option A: What is history? Children can look back at the work in their books and answer the question by writing and/or drawing a picture. Option B: How do we know about history? Children can look back at the work in their books and answer the question by writing and/or drawing a picture. Option C: What was the place where we live like a long time ago? Children can look back at the work in their books and answer the question by writing and/or drawing a picture.</p>			
Spring 2 – Kings, Queens and Leaders	Monarchy Law Parliament Religion Civil War Power	Causation Sources of Evidence	<ul style="list-style-type: none"> • England has been ruled by Kings and Queens for a long time. • Her Royal Highness King Charles III is our current king. • King John was forced to sign the Magna Carta by the Barons. • Parliament was set up to make decisions for the country. • There was a time when there was no King of England.

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	<p>Assessment Options:</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children could complete a multiple-choice quiz as a class using the IWB or individually on paper.</p> <p>Writing Task:</p> <p>Option A: Give children images of the people studied in this unit and ask them to write some sentences about them (could be done orally). Can children place the images in chronological order?</p> <p>Option B: England has always had a king. Do you agree or disagree?</p>		
<p>Summer 2 – Parliament and Prime Ministers</p>	<p>Power Parliament Democracy Culture</p>	<p>Historical Significance Continuity and Change</p>	<ul style="list-style-type: none"> • William and Mary signed the Bill of Rights. • Parliament makes decisions about our country. • The Prime Minister is the leader of the government. <ul style="list-style-type: none"> • The Prime Minister leads the country. • Robert Walpole is considered by historians to have been the first Prime Minister. • Adults vote to choose the people who run our country
	<p>Assessment Options:</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback</p> <p>Writing Task:</p> <p>Option A: What do you know about Parliament and Prime Ministers? Give children a structure strip, or writing frame, to support their writing.</p> <p>Option B: What do you know about King James II, William and Mary and our current Prime Minister? (Children could place the images of these individuals on a timeline and write a simple sentence about each person).</p>		

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 Term and Topic	Year 2		
	Substantive Concepts	Disciplinary Concepts (Skills needed to be a historian)	Key End Points
Autumn 2 – Romans in Britain	Civilisation Empire Invasion Conquer Rebellion Culture	Sources of Evidence <i>(How we know about the Romans from things they left behind)</i> Continuity and Change <i>(How Roman invasion changed Britain)</i>	<ul style="list-style-type: none"> • The Romans were an ancient civilisation that built an empire. • Romans had well-organised large armies with many soldiers. • Romans invaded Britain and Boudicca led a rebellion against the Roman invasion. <ul style="list-style-type: none"> • Romans built towns across Britain. • After the fall of the Roman Empire, many aspects of Roman life remained in Britain. • Romans created written records which is why we know about their history.
<p>Assessment Options:</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ with pictures and mark their own immediately afterwards to provide instant feedback.</p> <p>Diamond 4: What was the best thing the Romans did (Chn could be given ideas or come up with them herself).</p> <p>Extended Writing Task:</p> <p>Option A: Write an essay: How did the Romans change Britain over time? (Disciplinary concept: Continuity & Change). Pupils can include information on the introduction of Roman roads, Roman towns, Roman’s using bricks to build buildings, Roman baths, introducing Latin and teaching people to read and write. They could be provided with sentence stems and planning documents to support them with writing their answers, e.g. Before the Romans came to Britain the people lived in wooden houses. The Romans changed Britain by building houses made from stone bricks.</p> <p>Option B: Write a non-chronological report on the Romans in Britain. Sub-headings could include: Roman Army, Roman Towns, Roman Language.</p> <p>Option C: Create a ‘Knowledge Showcase’ with drawings and text showing everything you have learned about the Romans.</p>			

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<p>Spring 2 – The Tudors</p>	<p>Monarchy Religion Power</p>	<p>Historical Significance</p> <p>Sources of Evidence</p> <p>Similarities and Differences</p>	<ul style="list-style-type: none"> • Life in Tudor England is different to life in modern England. <ul style="list-style-type: none"> • To know Henry VIII was a Tudor king. • To know Henry VIII made himself the head of the Church of England. • To know King Edward VI and Mary I were children of Henry VIII <ul style="list-style-type: none"> • To know Elizabeth I was the last Tudor monarch.
	<p>Assessment Options:</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ with pictures and mark their own immediately afterwards to provide instant feedback.</p> <p>Extended Writing Task:</p> <p>Option A: Create or fill in the gaps on a timeline showing the Tudor monarchs. What do you know about each monarch? (Henry VIII, Edward VI, Mary I, Elizabeth I).</p> <p>Option B: Why do historians study the Tudors/ what makes the Tudors such an interesting family to learn about? (Disciplinary concept: historical significance). Include: Henry VIII and his divorce from Catherine of Aragon and how it changed the religion of England.</p>		
<p>Summer 2 – Powerful Voices</p>	<p>Empire Protest Civil Rights Equality Culture</p>	<p>Sources and Evidence</p> <p>Historical Significance</p> <p>Continuity and Change</p>	<ul style="list-style-type: none"> • Gandhi opposed British rule in India and fought for political freedom. • Rosa Parks and Martin Luther King fought for equal rights for black people in America. <ul style="list-style-type: none"> • Malala Yousafzai fought for all children to have a right to education. • Greta Thunberg is a environmental activist who talks about climate change. • David Attenborough is a broadcaster who makes programs about looking after the planet.

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Assessment Options:

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ with pictures and mark their own immediately afterwards to provide instant feedback.

Extended Writing Task:

Option A: Create a timeline showing the people with 'Powerful Voices' we have studied and explain why each person is important/significant.

Option B: Select an individual covered in this unit. Why is this person historically significant/ why do you think historians will choose to learn about them? What changes did they make? What impact has this had? (Disciplinary concept: historical significance)