



Curriculum Guidance

History

At Cannon Park, we encourage **excellence and enjoyment** by being our best and caring for all in a safe environment every day!

Teamwork Respect Integrity Enjoyment Discipline



In line with our school vision, at Cannon Park, we aim to offer a broad and balanced curriculum, which enables children to develop in excellence both in skills and knowledge across all areas of the curriculum as well as promoting cultural, social, spiritual and physical development growth. We want children to enjoy their learning, develop a love of learning and leave Cannon Park as life-long learners, ready for their next step in life.

The happiness, well-being and achievement of each child is our main concern and we believe that every child can achieve and succeed in reaching their full potential. We provide a safe, vibrant and energetic environment with very high standards and expectations of conduct and discipline. There is a genuine caring ethos with a focus on our core TRIED values: Teamwork, Respect, Integrity, Enjoyment, Discipline.

Through our engaging values-led curriculum, we strive to deliver the best learning opportunities and challenges that we can, to evoke that love of learning. Our curriculum has been developed with our children in mind, celebrating the best of Coventry as well as developing an understanding of the wider world and our diverse community. Our pupils are delightful, and we encourage them to aim high, achieve excellence through enjoyment.

Values

Teamwork	Together everyone achieves more. We want children to understand the importance of working as part of team. We work in partnership with our community, helping children understand their place in the community.
Respect	Treating others how you would like to be treated. We want children to respect themselves and others as well as learning to respect the environment.
Integrity	Doing the right thing even when no one is looking. Doing the right thing is an important message to teach our children. We want them to learn from positive examples throughout history of figures who have done the right thing, even when it was challenging.
Enjoyment	Having fun, but not at the expense of others. Our children have told us that they learn best when they are enjoying themselves. Parents have told us that their children come home from school talking about new experiences. We want to ensure our curriculum provides children with these opportunities.
Discipline	Doing what needs to be done, even when you don't feel like doing it. Having discipline in learning is essential to progress. We want children to develop discipline across the full curriculum.

At Cannon Park, we aim to provide high quality learning experiences for the children. Across the school, we agree on **three core elements to learning**:

Engage	We provide engaging resources to hook the children into their learning. Links are made to previous learning to ensure the skills and knowledge are connected. Educational trips and visits to enhance the learning. From pupil and parent voice, we know that our children learn best when they are engaged. This makes the learning experience memorable and helps it stay in long term memory.
Apply	Children lead the learning – they 'give it a go' – with personalised learning, which is pitched appropriately to meet the needs of all children. Children are given time to apply their learning. During this time, the teacher supports the learning where necessary while assessing the learning. New learning is presented in small steps. All children have Learning Partners to enable them to support each other in their learning. High quality questioning guides children in their learning, with a focus on process rather than outcome. Children are supported with new vocabulary. EEF research states that effective collaborative learning gains an additional 5 months of learning. EEF research states that thinking skills gains an additional 8 months of learning.
Reflect	Children are given time to reflect on their own learning. Learning Partners feedback during the lesson. We use assessment for learning to celebrate success and move the learning on. We identify who understands the concept and who needs further support. Adults support children to secure their learning at the earliest opportunity to ensure children catch up and keep up with the learning. The next learning steps are informed by the current learning. EEF research states that effective feedback on learning gains an additional 7 months of learning.



Curriculum Guidance		
<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
Children develop socially and emotionally as well as academically.	<ul style="list-style-type: none"> Strong school values of <i>Teamwork, Respect, Integrity, Enjoyment and Discipline</i>, which are embedded in everything we do, are used to help the children grow into well-rounded individuals. Learning Partners are used to encourage children to work collaboratively and support each other in their learning. Strong PSHE curriculum, which is based around the PSHE association, teaches children the skills and knowledge needed to develop socially and emotionally. Highly skilled Learning Mentor able to support children when necessary. Child-independence is developed from Reception to Year 6 	<p>Children develop positive relationships with their peers and with the adults in school. Children are able to communicate clearly their opinions, knowledge and emotions. Pupil Voice shows 92% of children feel happy in school.</p> <p>Behaviour, including learning behaviour, is excellent. Children feel safe and happy in school. All children understand and demonstrate our school values. Pupil Voice shows 90% of children believe children follow our school values and behave well.</p>
Across the curriculum, children learn new skills and acquire knowledge in a progressive manner as they move through the school, building on previous learning.	<ul style="list-style-type: none"> Each curriculum area has a clear skills and knowledge progression document to enable teachers to plan learning which builds on prior knowledge. Children are encouraged to think about what they already know to help them with their current learning. Staff work collaboratively on planning the long term curriculum to ensure year groups or content are not viewed in isolation. Subject leads monitor progress in their subject termly through book looks, learning walks, staff and pupil voice as well as data analysis. 	<p>In each subject, children acquire new knowledge and develop new skills in a progressive manner. Children are able to articulate what they have been learning about and why they have been learning about it. Pupil Voice shows 93% of children believe they make good progress.</p>
All children are included in the learning and provided with appropriate challenge for their abilities and needs.	<ul style="list-style-type: none"> Learning resources are personalised by the teachers for the children in their class. Questions, activities and challenges are planned to include all children, including those with SEND. Lessons are focused on the children with adults facilitating learning. Adults value process over product. 	<p>All children are challenged in every lesson. Children are active learners, keen to find out more. Parent/Carer Voice shows 84% of parents/carers believe their child receives appropriate support. SEND children make comparative or better progress in reading, writing and mathematics than children without SEND.</p>
Children are engaged in and enjoy their learning.	<ul style="list-style-type: none"> Teachers take into account different learning styles of the children in their class and plan a range of activities to engage children. Teachers understand that if children enjoy their learning, they are more likely to be engaged and learn. Lessons reflect this. 	<p>Children show a love of learning. Through a broad and balanced curriculum, children have the opportunity to find where their talents and interests lie. Pupil Voice shows 93% of children enjoy their learning and 95% of children would recommend Cannon Park Primary School to another child.</p>



History		
Intent	Implementation	Impact
Children know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	History has been planned carefully and with care at Cannon Park, to allow the children to go on their own 'historical journey'. From Year 3, topics are taught mainly in chronological order and children plot each of the topic on their class timeline to show context and clear chronology, as well as links between time periods.	We assess the children's learning in a number of ways. Initially, we can see how successful our teaching has been by the children's response, engagement and enjoyment. History is a very popular topic at Cannon Park because the children enjoy learning about, being part of and constructing their own ideas about History.
Children know and understand significant aspects of the history of the wider world, including: <ul style="list-style-type: none"> - the nature of ancient civilisations - the expansion and dissolution of empires - characteristic features of past non-European societies - achievements and follies of mankind 	Each topic starts with a 'Big Question' and each lesson begins with a learning question. This encourages the children to explore and discover for themselves. We focus on seven key areas of disciplinary knowledge, which we link throughout each topic. They ensure that the children are not simply learning facts, but they are developing relevant and useful skills which can be used for future investigation. The concepts are: <ul style="list-style-type: none"> ● Chronology ● Diversity ● Continuity and Change ● Cause and Consequence ● Similarities and Differences ● Significance ● Historical Enquiry 	The ways in which children respond, make links and partake in discussions is identified and used as a way of assessing their progress in History. This can be both in written and oral methods. Children at Cannon Park are very keen Historians who have a good knowledge of local, British and World history. They understand the impact that each part of History has had on today's world and the ways in which we live and they are able to identify key similarities and differences between time periods. Children leave us with a love of their history and a desire to explore further.
Children gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	We have considered knowledge of substantive concepts in each area of history to aid pupils in developing new historical knowledge. It is important that our children have the opportunity to construct their own opinions, arguments and have the ability to balance evidence based on secure knowledge and the ability to research independently.	
Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	As with all other curriculum subjects at Cannon Park, we teach History with our school values of Teamwork, Respect, Integrity, Enjoyment and Discipline in mind.	
Children understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Children learn History through a half term block each term, which involves week lessons during that half term. The curriculum is enriched through educational visits (e.g. Year 4 visit to Lunt Fort), visitors (e.g. Year 3 virtual visit by the Greek Gods) and theme days (e.g. Year 5 Victorian Day).	
Children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		



History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2							
Reception	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for history are taken from the area of learning, Understanding the World, which involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>												
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<p>Through planned activity, stories, discussions and continuous provision, these skills will be regularly revisited</p> <table border="1"> <thead> <tr> <th>Children will:</th> <th>Significant events and people to be taught:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> -talk about who is in their family and what they do together and have done in the past -talk about what has happened in their life, or the lives of others -talk about future events e.g what they want to do in the afternoon, tomorrow or far future -know some things happened before they were born and will talk about their families -talk about how things might change or stay the same -know the difference between real and fictional events and people -talk about past events and significant people -talk about objects from the past -organise events using basic chronology -illustrate and tell their own and familiar stories -know that people at different ages need different things, e.g. a baby compared to a school child. </td> <td> <ul style="list-style-type: none"> - Learn that the poppy is a sign of remembrance - Learn about the Queen Elizabeth II and the Royal Family (Link to Year 6) - Find out about the life of Grace Darling, a Victorian heroine (Link to Year 5) - Children know that transport and vehicles were different in the past (Link to Year 1) - To know some significant explorers (Link to Year 2) </td> </tr> </tbody> </table>							Children will:	Significant events and people to be taught:	<ul style="list-style-type: none"> -talk about who is in their family and what they do together and have done in the past -talk about what has happened in their life, or the lives of others -talk about future events e.g what they want to do in the afternoon, tomorrow or far future -know some things happened before they were born and will talk about their families -talk about how things might change or stay the same -know the difference between real and fictional events and people -talk about past events and significant people -talk about objects from the past -organise events using basic chronology -illustrate and tell their own and familiar stories -know that people at different ages need different things, e.g. a baby compared to a school child. 	<ul style="list-style-type: none"> - Learn that the poppy is a sign of remembrance - Learn about the Queen Elizabeth II and the Royal Family (Link to Year 6) - Find out about the life of Grace Darling, a Victorian heroine (Link to Year 5) - Children know that transport and vehicles were different in the past (Link to Year 1) - To know some significant explorers (Link to Year 2) 			
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Year 1	<p>Geography: Use world maps, atlas and globes to identify the UK and its countries Name and locate and identify characteristics of the four countries and capital cities of the UK and it’s surrounding seas H – Pupils develop an awareness of the past and ways in which it’s similar and different to the present <i>Where are we from?</i></p>	<p>History: Events beyond living memory that are significant nationally or globally <i>What do we remember the fith of November?</i></p>	<p>Geography: Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas in the world <i>Why can’t a meerkat live in the North Pole?</i></p>	<p>History: Changes within living memory revealing aspects of change in national life <i>Why is the Nintendo Switch more fun than Grandad and Grandma’s toys?</i></p>	<p>History: The lives of significant individuals in Britain’s past <i>Why are Christopher Columbus and Sir Frank Whittle famous?</i></p>	<p>Geography: Identify seasonal and daily weather patterns in the UK <i>Why do we love to be beside the seaside?</i></p>							
Year 2	<p>History: Events beyond living memory that are significant nationally or globally <i>Did Zog start the Great Fire of London?</i></p>	<p>Geography: Use simple fieldwork and observational skills to study the geography of Cannon Park and it’s grounds and the key human and physical features of the surrounding area; name and locate the 7 continents and 5 oceans <i>What would you find exciting about Cannon Park?</i></p>	<p>History: Significant historical events, people and places in their own locality <i>What were the people who lived in Coventry like 100 years ago?</i></p>	<p>Geography: Understand geographical similarities and differences through study of human and physical geography of a region of the UK and a non-European country; name and locate the 7 continents and 5 oceans <i>What is the difference between Coventry and the rainforest?</i></p>	<p>Geography: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the World <i>Where would you prefer to live: England or Africa?</i></p>	<p>History: The lives of significant individuals in Britain’s past that have contributed to national and international achievements <i>How have Rosa Parks and Nelson Mandela helped to make the world a better place?</i></p>							



Year 3	<p>Geography: Understand geographical similarities and differences through study of human and physical geography of a region of the UK and a region in a European country <i>What makes China unique?</i></p>	<p>History: A study of Greek life and achievements and their influence on the western world <i>Why were the Ancient Greeks so impressive?</i></p>	<p>Geography: Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle <i>What makes the Earth angry?</i></p>	<p>History: Local History – a study of taking account of a period of history that shaped the locality <i>Where did all the factories go?</i></p>	<p>History: Stone Age to Iron Age <i>Who first lived in Britain?</i></p>	<p>Geography: Locational knowledge of Arctic and Antarctica; understand the processes that give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time; climate zones. Climate change <i>Where is all the ice going?</i></p>
Year 4	<p>History: Roman Empire and it's impact on Britain <i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p>Geography: Understand geographical similarities and differences through study of human and physical geography of a region of the UK and a region in a European country <i>Would you prefer to live in Barcelona or Coventry?</i></p>	<p>History: Britain's settlements by Anglo-Saxons and Scots <i>Were the Anglo-Saxon's really smashing?</i></p>	<p>Geography: Settlements, land use, economic activity, including national resources <i>Where would you choose to build a city?</i></p>	<p>History: the Viking and Anglo-Saxon struggle for the Kingdom of England <i>Were the Vikings always victorious and vicious?</i></p>	<p>Geography: Name and locate countries, cities of the UK, geographical regions and their identifying human and physical characteristics <i>Why is London such a cool place to live?</i></p>
Year 5	<p>Geography: Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human countries and major cities <i>What's so special about the USA?</i></p>	<p>History: A study of aspect in British History that extends pupils chronology beyond 1066: the Victorians <i>What have the Victorians done for us?</i></p>	<p>Geography: Modern Egypt <i>Why do people visit Egypt?</i></p>	<p>History: Ancient Egypt <i>How can we re-discover the wonders of Ancient Egypt?</i></p>	<p>History: A study of aspect in British History that extends pupils chronology beyond 1066: the Tudors <i>What were the historical implications of Henry VIII's break from the Catholic Church?</i></p>	<p>Geography: Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics <i>Why should the rainforest be important to us all?</i></p>
Year 6	<p>History: A non-European society that provides contrast with British history <i>Why was the Islamic Civilization around AD900 known as the 'Golden Age'?</i></p>	<p>Geography: Use the 8 points of a compass, 4-figure grid reference, symbols and keys to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods <i>I'm a Year 6 pupil, can you get me out of here?</i></p>	<p>History: A study of aspect in British History that extends pupils chronology beyond 1066: Battle of Britain & Hitler's invasion of Europe and the impact on Britain <i>How did the Battle of Britain change World War II? How could Hitler have convinced a nation like Germany to follow him?</i> VE Day 8th May</p>	<p>Geography: Understand the water cycle <i>Will you ever see the water you drink again?</i></p>	<p>History: A study of aspect in British History that extends pupils chronology beyond 1066 <i>Why was the life of Queen Elizabeth II significant?</i></p>	<p>Geography: Human and physical geography <i>What will our world look like in the future?</i></p>



History Progression Map

Year 1	What do we remember the fifth of November? History: Events beyond living memory that are significant nationally or globally		Why is the Nintendo Switch more fun than Grandad and Grandma's toys? Changes within living memory revealing aspects of change in national life Pupils develop an awareness of the past and ways in which it's similar and different to the present	Why are Christopher Columbus and Sir Frank Whittle famous? The lives of significant individuals in Britain's past
	Learning Questions	WOW: Show video of fireworks. 1. Who was the king of England in 1605? 2. Who was Robert Catesby? 3. Why did Robert Catesby want to blow up the Houses of Parliament? 4. Why is Guy Fawkes famous? 5. Why do we still celebrate the Gunpowder Plot today?	WOW: Children bring their favourite toy into school and share them with each other 1. How can we ask and answer questions about toys? 2. Do you prefer your toys or your grandparents toys? Include what toys are made from and where we buy them from 3. What toys are still popular today? 4. How can I put toys on a timeline? 5. How can I use photographs to inform my opinion?	WOW: Have a spaceman and a pirate appear in the classroom and the children could prepare questions to ask them 1. Who was Christopher Columbus and what can we find out about him? 2. How was the Santa Maria different to modern day boats? 3. Who was Sir Frank Whittle and what can we find out about him? 4. What is the history of aeroplane travel? Timeline events and reflect 5. How did Christopher Columbus and Sir Frank Whittle make our world a better place?
Historical Concepts	<i>Monarchy, Parliament, King, Religion</i>		<i>Generation</i>	<i>Voyage</i>
Sticky Knowledge	I know the King was James I in 1605. I know that Robert Catesby plotted to kill the King. I know that Guy Fawkes tried to blow up the Houses of Parliament I know why Robert Catesby wanted to kill the king. I know why we celebrate the 5 th of November.		I know the meaning of the word past and present. I know that toys have changed over time. I know that materials have changed over time. I know that how we buy toys has changed.	I know that Cristopher Columbus was an explorer I know these significant individuals are from the past. I know Sir Frank Whittle was from Coventry and created the jet engine.
Big Ideas	Chronology	Understand the present and the past, including living memory and beyond living memory.		
	Diversity (cultural, religious and ethnic)	Understand and celebrate that we are all different.		
	Continuity and Change	Understand that some things change and some things remain the same.		
	Cause and consequence	Know one reason for an event in history.		
	Similarities and Differences	Understand the idea of 'same' and 'different'		
	Significance	State an important fact from a period in history.		
History Enquiry	Ask a simple question about an event in history.			



Year 2	Did Zog start the Great Fire of London? Events beyond living memory that are significant nationally or globally		How have Rosa Parks and Nelson Mandela helped to make the world a better place? The lives of significant individuals in Britain's past that have contributed to national and international achievements	What were the people who lived in Coventry like 100 years ago? Significant historical events, people and places in their own locality
Learning Questions	WOW: Go to collect the children dressed as a dragon. 1. When was the Great Fire of London? 2. How did the fire start? 3. Why did the fire spread so quickly? 4. Would London burn today? (LOTC) 5. Did they call 999? 6. How would Samuel Pepys record his diaries if he was alive today? 7. Reflection: What have you learnt about the Great Fire of London?		WOW: Teacher to deliberately discriminate in favour of children with blue eyes without letting anyone know that they are doing so before getting children to discuss how they felt. 1. What are our differences and how do we celebrate them? 2. What do you understand by the word 'discrimination'? 3. Who was Rosa Parks and why should we be proud of her? 4. Who was Nelson Mandela and why should we be proud of him? 5. What do we know about William Wilberforce? 6. What can you find out about the American President Obama?	WOW: Take a planned walk around the locality and decide what was and was not there 100 years ago (LOTC) 1. What can your grandparents tell you? 2. What can we learn about the past by looking at photographs and artefacts? 3. What would it have been like to have gone to school 100 years ago? 4. What do you think you would have been doing on Saturdays and Sundays 100 years ago? 5. Can you create a game that you may have played 100 years ago? 6. Are there any famous people who lived in Coventry? (Transport)
Historical Concepts	<i>Capital City</i>		<i>Democracy, Discrimination</i>	<i>Generation</i>
Sticky Knowledge	I know the Great Fire of London started in 1666. I know the fire started on Puddling Lane in a bakery. I know the fire was put out by blowing up buildings. I know 6 people died. I know the travelled 1.5 miles.		I know what discrimination means. I know why Rosa Parks is famous. I know who Nelson Mandela was. I know what William Wilberforce is well-known for.	I know what new buildings have been built in Coventry in the past 100 years. I know how school would have been different 100 years ago. I know why James Starley is famous. I know why David Moorcroft is famous. I know why Sir Frank Whittle is famous.
Big Ideas	Chronology	Use appropriate dates when ordering events in the past.		
	Diversity (cultural, religious and ethnic)	Understand that the people in places change over time. Understand that people of colour have been treated differently in the past. Able to explain discrimination.		
	Continuity and Change	Explain how Coventry has changed over the past 100 years.		
	Cause and consequence	Understand the impact of significant events and people in history.		
	Similarities and Differences	State what is the same and what is different.		
	Significance	Understand and describe key events in history.		
History Enquiry	Ask a question and research an answer to an event in history.			



Year 3	Why has Greece always been in the news? A study of Greek life and achievements and their influence on the western world	Where did all the factories go? Local History – a study of taking account of a period of history that shaped the locality	Who first lived in Britain? Stone Age to Iron Age
Learning Questions	<p>WOW: <i>Visit from a Greek warrior, dressed accordingly, with expectation that children already have questions ready of him (or Virtual Schools visit)</i></p> <ol style="list-style-type: none"> 1. What were the greatest achievements of the Ancient Greeks? 2. Would you rather be an Athenian or a Spartan? 3. Who were the Ancient Greek Gods? 4. What happened at the Battle of Marathon? 5. What famous Greeks do you know? 	<p>WOW: Children to go on a bus ride around Coventry / trip to Herbert Art Gallery</p> <ol style="list-style-type: none"> 1. What is Coventry famous for? 2. What brought people to live in Coventry in the first place? 3. How has Coventry changed since your grandparents were little? 4. What changes do you know about that are happening now? 5. Is Coventry a better place to live now or in the 1900s? 	<p>WOW: <i>Share a presentation about the artefacts found related to the Ancient Britons and consider their purposes. Visit to an archaeologist site (if possible).</i></p> <ol style="list-style-type: none"> 1. How long ago was the Stone Age? 2. What do archaeologists do? 3. What was life like in the Stone Age? 6 key areas 4. What was life like in the Bronze Age? 6 key areas LOTC (make roundhouse) 5. What was life like in the Iron Age? 6 key areas 6. What types of artwork did Early Britons make?
Historical Concepts	<i>Democracy, Empire, War, Civilisation, Ruler</i>	<i>Trade</i>	<i>Settlement</i>
Sticky Knowledge	<p>Children know that the Ancient Greeks lived over 3000 years ago. Children know that the Olympic games, democracy and mathematics originated in Ancient Greece. Children know that boys were allowed to go to school in Athens and girls were not. Children know that boys and girls had to train to be fighters in Sparta. Children know that the Athenians won the Battle of Marathon.</p>	<p>Children know that Coventry is famous for Lady Godiva, the Coventry Transport Museum and Coventry Cathedral. Children know that Coventry was famous for transport, textile, bike and clock manufacture. Children know why the number of factories declined in Coventry.</p>	<p>Children know that archaeologists help us learn about life in the past. Children know that the Stone Age was over 2.5 million years ago. Children know that flint was shaped and used as tools and weapons in the Stone Age. Children know that In the Bronze Age, people lived in roundhouses. Children know that people in the Iron Age used a process of smelting.</p>
Big Ideas	Chronology	Demonstrate a developing understanding the magnitude of time periods (including BC/AD and BCE/CE).	
	Diversity (cultural, religious and ethnic)	Understand how life was different for men and women in Stone Age/Ancient Greece.	
	Continuity and Change	Understand and explain significant changes across periods of history (e.g. Stone Age to Iron Age).	
	Cause and consequence	Apply understanding from ancient civilisations and recent history in terms of cause and consequence.	
	Similarities and Differences	Demonstrate and understanding of similarities and differences within a period of history.	
	Significance	Compare significant events in history.	
	History Enquiry	Pose questions and use multiple sources to research.	



Year 4	Why were the Romans so powerful and what did we learn from them? Roman Empire and it's impact on Britain		Were the Anglo-Saxon's really smashing? Britain's settlements by Anglo-Saxons and Scots	Were the Vikings always victorious and vicious? the Viking and Anglo-Saxon struggle for the Kingdom of England
Learning Questions	1. Who were the Romans and why did they come to Britain? 2. Would you prefer to be a Gladiator or a Premiership footballer? 3. What did the Romans do for us? 4. Why did the Romans need to build forts? 5. What was life like for Roman children?		1. Who were the Anglo-Saxons and how did they influence our life today? 2. How did the Anglo-Saxons bring law and order to Britain? 3. What evidence do we have today that the Anglo-Saxons were ever here in the first place? 4. What were the religious beliefs of the Anglo-Saxons? 5. Who were the famous Anglo-Saxons and why was Alfred so 'great'?	1. Who were the Vikings and did they get along with the Anglo-Saxons? Challenge What did the Brits learn from the Vikings? 2. Why did the Vikings come to Britain and how did they make the journey? 3. What was life like for a 11-year-old (boy/ girl) Viking? 4. How did the Vikings live when they came to Britain? 5. What did the Vikings eat and could you recreate a Viking meal?
Historical Concepts	<i>Democracy, Empire, War, Civilisation, Voyage, Ruler (Emperor)</i>		<i>Monarchy, King, Religion, Settlement</i>	<i>King, Religion, War, Settlement, Voyage</i>
Sticky Knowledge	Children know that the Romans had a large empire. Children know that the Roman Army were very organised and well trained, this was why they were so powerful. Children know that the Romans left behind a legacy of many things we still use today, including straight roads, central heating and the calendar.		Children know that many Anglo-Saxon laws are still relevant today. Children know that the Anglo Saxons came from Germany, Denmark and The Netherlands. Children know that Alfred the Great and William the Conqueror were famous Anglo-Saxon kings.	Children know that the Vikings came from Scandinavia (Denmark, Sweden and Norway). Children know that the Vikings were also peaceful people, many were farmers. Children know that Vikings travelled to Britain in longboats.
Big Ideas	Chronology	Secure understanding of how to order events		
	Diversity (cultural, religious and ethnic)	Explain how Britain's religious identity has been formed.		
	Continuity and Change	Analyse how and why Britain changed up to 1066.		
	Cause and consequence	Analyse the reasons and effects of invasion and settling on British history pre-1066.		
	Similarities and Differences	Demonstrate and understanding of similarities and differences within and across periods of history.		
	History Enquiry	Compare two sources of information to research.		



Year 5	What have the Victorians done for us? A study of aspect in British History that extends pupils chronology beyond 1066: the Victorians		How can we re-discover the wonders of Ancient Egypt? Ancient Egyptians	What were the historical implications of Henry VIII's break from the Catholic Church? A study of aspect in British History that extends pupils chronology beyond 1066: the Tudors
Learning Questions	WOW: Play clip about Victorian inventions 1. Who was Queen Victoria? 2. Which famous inventions came from the Victorians? 3. What was the industrial revolution? 4. What was crime and punishment like in the Victorian era? 5. What books do we read today from the Victorian era? 6. What was life like for children in the Victoria era?		WOW: Pupils research 10 facts that they believe to be true about Ancient Egypt 1. What is an archaeologist and how have they helped us find out about the past? 2. Where are the ancient Egyptians on our historical timeline? 3. How were the pyramids built and what were they used for? 4. Why did the Egyptians mummify their Pharaohs? 5. Who was Tutankhamun, and why were they very important?	WOW: Watch TV extracts from 'The Terrible Tudors' from the Horrible Histories and receive a visit from Henry VIII. 1. Who were the Tudor Monarchs? 2. What was life like for a Tudor Coventrian? (Entertainment, housing, clothing, food) 3. Who was Henry VII? Who did he marry? 4. Which important events took place during the reign of Elizabeth I? 5. Why was the Tudor period often known as the age of 'The Discoveries'? 6. What was life like as a poor or a wealthy Tudor?
Historical Concepts	<i>Monarchy, Queen, Empire, Industrial Revolution, Workhouse</i>		<i>Civilisation, Ruler (Pharaoh), Trade</i>	<i>Monarchy, Parliament, King, Religion, War</i>
Sticky Knowledge	Queen Victoria was the queen. The industrial revolution led to many changes in Britain (inventions) Poor children had jobs such as chimney sweeps. Reforms for working conditions Poor children went to school, education reform.		Archaeologists have found primary sources to tell us about the Ancient Egyptians. Tutankhamun's tomb was discovered by Howard Carter. The Egyptians believed in mummifying pharaohs and burying them with their belongings so they could live on in the after life.	The battle of Bosworth was the beginning of the Tudor monarchy Henry VIII had 6 wives Henry VIII changed the religion to Church of England Elizabeth I (Henry's daughter) became queen of England
Big Ideas	Chronology	Organise events on a timeline considering how they sit in wider history.		
	Diversity (cultural, religious and ethnic)	Explain Henry VIII's impact on British religion.		
	Continuity and Change	Evaluate why some things have remained the same and some things have changed.		
	Cause and consequence	Evaluate why our modern life is still affected by the past.		
	Similarities and Differences	Compare and contrast similarities and differences within and across periods of history.		
	Significance	Analyse the impact of significant events in history.		
History Enquiry	Consider the validity of sources and how evidence is used rigorously to make historical claims.			



Year 6	Why was the Islamic Civilization around AD900 known as the 'Golden Age'? A non-European society that provides contrast with British history		How did the Battle of Britain change World War II? A study of aspect in British History that extends pupils chronology beyond 1066: Battle of Britain How could Hitler have convinced a nation like Germany to follow him? A study of aspect in British History that extends pupils chronology beyond 1066: Hitler's invasion of Europe and the impact on Britain	Why was the life of Queen Elizabeth so significant? A study of aspect in British History that extends pupils chronology beyond 1066
	Learning Questions	WOW: Get children to try and communicate without using pen and paper as they would have done pre the Golden Age. 1. What was Baghdad like 1000 years ago? 2. Who is the Prophet Muhammad and how was he associated with the Golden Age? 3. What can you find out about the 'House of Wisdom'? 4. What part did the 'Golden Age' have in improving health care? 5. What can you discover about the art and culture of the 'Golden Age'? 6. Why did the 'Golden Age' come to an end?	WOW: Start by recreating the warning of the sound of a siren going off. 1. How was Coventry affected during the Battle of Britain? 2. Which nations and cities were involved in the Battle of Britain? 3. Who were the key figures during WW2? 4. Why was the Spitfire such a successful aeroplane? 5. What did the people of Coventry do during the Blitz? 6. How were children protected during the war?	WOW: Watch a clip of the Queen's coronation and of her funeral. 1. Who was Queen Elizabeth II and why was she a significant figure in Britain? 2. what did Britain change after the Queen took to the throne? 3. How was Great Britain in the 1960s different to today? 4. Can Britain be described as a multi-cultural society? 5. Why was Edward Colston's statue pulled down in Bristol? 6. What was the most significant decade during Queen Elizabeth II's reign?
Historical Concepts	<i>Civilisation</i>		<i>Parliament, Democracy</i>	<i>Monarchy, Queen/King</i>
Sticky Knowledge	The House of Wisdom could be compared to modern day institutions, such as libraries and universities Advances in civilisation was not chronological Algebra was invented during the Golden Age	Coventry Cathedral was bombed but its remains still stand. The Battle of Britain was won despite lower number of planes thanks to radar. Children were evacuated to the countryside during the war. I can name Churchill, Hitler, Stalin and Roosevelt. I know that WWII started in 1939 and ended in 1945.	The Queen was the world's longest reigning monarch I know the seven commonwealth countries the Queen was also ruler of. I can make comparisons with how the world was when The Queen was coronated to now. The UK has become more multi-cultural since The Queen's reign in 1952.	
Big Ideas	Chronology	Create timelines of events considering where they sit in relation to recent events, other key time periods and relevant dates.		
	Diversity (cultural, religious and ethnic)	Able to explain discrimination, prejudice, racism.		
	Continuity and Change	Evaluate how change and continuity affect modern day life in Britain.		
	Cause and consequence	Examine how events in the past have impacted Britain and the wider world.		
	Similarities and Differences	Evaluate the most significant similarities and differences within and across periods of history.		
	Significance	Evaluate the impact of significant events within and across periods of history.		
History Enquiry	Discern how and why contrasting arguments and interpretations of the past have been constructed.			