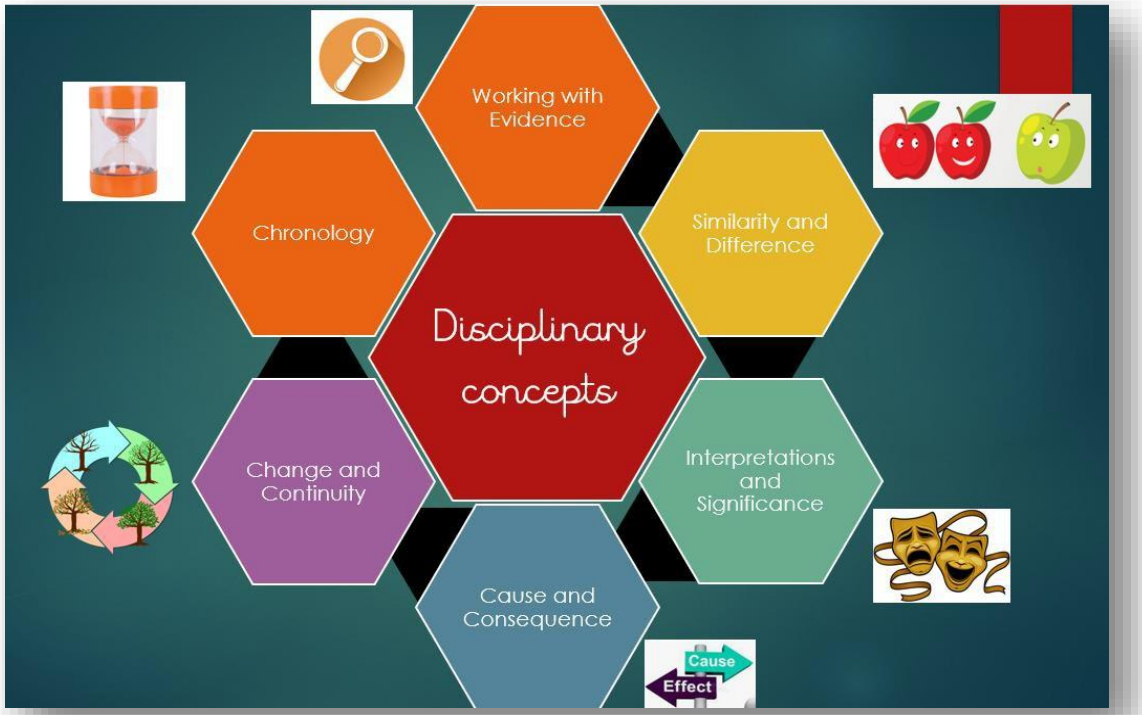
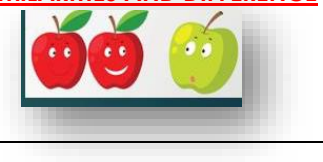
Connor Downs Academy

History: Sequence of Learning



	Autumn		Spring		Summer		Notes
EYFS	**Historical Association Enquiry** What are our favourite celebrations each year?		**Historical Society Enquiry** How has transport changed throughout the years?		**Historical Society Enquiry** Why do we wear different clothes at different times of the year? **Inspiring Individual studies** Who is Stephen Hawkins? Who is Mary Anning? Who is Amelia Earhart?		

Year 1	**Toys Past and Present** Intent question: Do you prefer toys past or present? Why? How have toys changed over time? **Lesson Sequence** 1. **What are the characteristics of a toy?** 2. **What toys did your parents and grandparents play with?** 3. **How can you tell if toys are old or new?** **Historical Enquiry** To know that some objects were different in the past to how they are today. To describe old objects. To identify objects that are old and new. **Historical Understanding** To know that the toys my parents and grandparents are different to today's toys. **Chronological Understanding** To order decades chronologically. **Vocabulary** decade entertainment technology same similar different evidence change clockwork plastic electronic **SIMILARITIES AND DIFFERENCE** 		**Intrepid Explorers** Intent question: Why do we remember these explorers? **Lesson Sequence** 1. **When did Christopher Columbus live and what was he trying to achieve?** 2. **What did Christopher Columbus discover?** 3. **Who was Neil Armstrong and why is he remembered?** 4. **What can you find out about Neil Armstrong's landing?** **Historical Enquiry** To use simple texts to find out about people who lived a long time ago. To pose simple questions to find out about the past. To compare the lives and achievements of two famous historical figures. **Historical Understanding** To know that life was very different in the past to how it is today. To know that people knew less about the world in the past than we know today. To know that some people's achievements and discoveries can change the world. **Chronological Understanding** To distinguish between different periods in time using simple markers, such as inventions. **Vocabulary** exploration transport technology invention		**Castles** Intent question: Why were castles built and what were they like? **Lesson Sequence** 1. **Who built the first castles in the UK and why?** 2. **What UK castles were built by the Normans?** 3. **How were medieval castles built?** 4. **Who lived in medieval castles?** 5. **How were people treated in medieval times?** **Historical Enquiry** To use simple texts to find out about people and events of the past. To use photographs of castles to find out about the past. **Historical Understanding** To know that people fight battles to take control of a country. To know that castles were built as fortresses and can explain why this was necessary. To suggest some actions a new monarch would need to take to make sure his crown was safe. To explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. To explain how uses for castles have changed over time. **Chronological Understanding** To know when the Normans lived. To organise events into a simple timeline. **Vocabulary** Medieval society monarchy rebellion		Penlee Museum. Pendennis Castle.

	WORKING WITH EVIDENCE 		navigate voyage explore discover Christopher Columbus Neil Armstrong Apollo moon landing astronaut New world **INTERPRETATIONS AND SIGNIFICANCE**  **WORKING WITH EVIDENCE** 		Normans castle change defence lord squire cook jester peasant fortress **CHRONOLOGY**  **WORKING WITH EVIDENCE** 	
Year 2	**Famous Queens.** Intent question: Who was Elizabeth II? How has life changed between the reigns of Queen Elizabeth I to Queen Elizabeth II? **Lesson Sequence** **1.What is a monarch and where do they live?** **2.What was different about Tudor life and Queen Elizabeth 1?** **3.Who was Queen Victoria?**		**The Great Fire of London.** Intent Question: How did London change after The Great Fire? **Lesson Sequence** **1) Can you place key historical events in chronological order and identify where on the map they originated from?** **2) Where and when did the Great Fire of London start?** **3) What were the events of the Great Fire of London?** **4) Why did the fire spread so quickly and last so long?**		**Florence Nightingale.** Intent Question: Who are these people and how would their lives be different now? Why are we learning about Florence Nightingale in our History lessons? **Lesson Sequence** 1. **Who is Florence Nightingale and when did she live?** 2. **Why did Florence Nightingale go to Scutari?** 3. **What were hospital conditions like when she got there?**	Lanhydrock House.

	4.What do you know about the Victorian period? **5.Who was Queen Elizabeth II?** **Historical Enquiry** To use photographs and illustrations to help me find out about life in different periods. To use pictures to answer true or false questions about a time period. To match pictures to their correct time periods. **Historical Understanding** To know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married. To know that traditionally the throne passed from father to son. To know some of the features of life in the Tudor period. To explain some of the changes that took place under the rule of Queen Victoria. To compare aspects of British life in the Tudor, Victorian and modern periods. **Chronological Understanding** To identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline. To match dates a monarch reigned to the correct queen. To order dated events on a string timeline. **Vocabulary** monarchy Tudor Victorian reign same		**5) How can we possibly know so much about the Great Fire of London when it happened over 400 years ago?** **Historical Enquiry** To use photographs and illustrations to compare London today with London in 1666. To use maps to explain some of the ways London has changed over time. To know that we can find out about the Great Fire of London from accounts written at the time, such as Samual Pepys' diary. To read extracts from Samuel Pepys diary and explain what they tell us about the fire. To distinguish between objects, writing and pictures as historical sources. **Historical Understanding** To explain some of the ways in which London was different in 1666 to today. To explain the key events of the Great Fire of London. To explain some of the factors that made the Great Fire last so long and be so difficult to put out. **Chronological Understanding** To know that the Great Fire of London took place in the Stuart period. To place the Great Fire of London on a timeline. To organise dated cards into a timeline of British history. **Vocabulary** disaster technology religion monarchy		**4. How did Florence Nightingale improve the conditions in Scutari hospital?** **5. What happened during Florence Nightingales later life?** **Historical Enquiry** To use a photograph to infer facts about a person and time period. To use quotes from historical figures to learn about people and events in the past. **Historical Understanding** To know that rich women in Victorian times did not usually have jobs. To know that men and women had very different roles in Victorian times. To know that medical care was very different in Victorian times to today. To explain how hospitals were different in Victorian times to how they are today, using pictures to help me. To explain why Florence Nightingale is still remembered today. **Chronological Understanding** To know when the Victorian era was. To explain the life and achievements of Florence Nightingale in chronological order. **Vocabulary** contribution founder chronological century pioneer Victorians Nightingale nurse hospital		

	similar different evidence change heir commonwealth jubilee Queen Elizabeth I Queen Victoria Queen Elizabeth II British Empire **CHANGE AND CONTINUITY**  **WORKING WITH EVIDENCE** 		artefact similarities differences evidence modern impact century Stuart plague Pepys River Thames Tower of London Pudding Lane baker King Charles II firefighter Thomas Farriner Monument Source **SIMILARITIES AND DIFFERENCE**  **WORKING WITH EVIDENCE** 		medical **SIMILARITIES AND DIFFERENCE**  **INTERPRETATIONS AND SIGNIFICANCE** 		

Year 3	**Stone Age to Iron Age.** Intent question: How do we know what life was like during the Stone Age? **Lesson Sequence** 1. **Who were the early humans and what was the Palaeolithic period?** 2. **Who lived during the Mesolithic period?** 3. **How did people live in the Neolithic period?** 4. **How did people live in the Bronze Age?** 5. **How did people live in the Iron Age?** **Historical Enquiry** To explain how archaeologists use artefacts to learn about the past. To explain some of the methods archaeologists use to find out about the past. To explain why Star Carr is an important archaeological site. To use a variety of sources to answer questions about the past. **Historical Understanding** To know what the term 'prehistory' means. To know that the Stone Age can be split into three different time periods. To describe the main features and developments of each of the eras of prehistory.		**Invaders and Settlers: Romans.** Intent question: How did the Romans change Britain? **Lesson Sequence** 1. **What do the terms invade and settle mean?** 2. **Why and how did the Romans successfully invade Britain?** 3. **Who was in Britain when the Romans invaded and what was their way of life like?** 4. **Who was Boudica?** 5. **What was life like in Roman Britain?** **Historical Enquiry** To consider different points of view about a historical event. To study different accounts of a historical figure and suggest why they are different. To gather information from books, texts and pictures to find out about aspects of life in Roman Britain. **Historical Understanding** To explain why and how the Romans invaded Britain. To know that Celts were living in Britain at the time of the Roman invasion, To describe what life was like in Celtic Britain. To describe the events surrounding Boudicca's revolt.		**The Railway Revolution.** Intent question: How did the railway change people's lives? **Lesson Sequence** 1. **How did transport change during the Industrial Revolution?** 2. **What transport technological developments were made during the Industrial Revolution?** 3. **How did steam railways develop I Britain?** 4. **How has rail travel changed the lives of people living in Britain since 1830?** 5. **How did the underground railways change the lives of Londoners?** **Historical Enquiry** **To** use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to. To use a graph showing the number of passengers using railways since 1830 to infer understanding. To read a newspaper article from 1863 to find out about the opening of the London Underground. **Historical Understanding** To explain how people travelled before the Industrial Revolution, and some of the challenges this presented. To explain what the Industrial Revolution was and the impact it had on Britain.		Trevor Smitherham. Hayle Heritage Center.

	Chronological Understanding To place the Stone Age, Bronze Age and Iron Age on a timeline. To know that prehistory spans millions of years. **Vocabulary** pre-history archaeology nomadic lifestyle technology trade BC/AD ancient period civilisation timeline achievements bias Stone Age Bronze Age Iron Age Skara Brae survival pelt tools Palaeolithic Mesolithic Neolithic weapons archaeologist  **CHANGE AND CONTINUITY**  **WORKING WITH EVIDENCE**		To describe some of the technological advances that the Romans brought to Britain. To suggest how Britain might be different today if the Romans had never invaded. **Chronological Understanding** To suggest where the Romans would be on a timeline, drawing on my knowledge of the past. To place the Romans on a timeline. To know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. **Vocabulary** empire invasion conquest civilisation trade resources infrastructure settle revolt Emperor Pantheon Barbarian amphitheatre chariot baths gladiator Colosseum Army 'romanisation' Boudicca tribe contro Julius Caesar Emperor Claudius		To know how the Industrial Revolution increased the need for more efficient transportation. To know that iron tracks were first used for horses and carts. To know how developments during the Industrial Revolution allowed trains to develop. To explain how the railway changed people's lives in Britain. To explain when and why the London Underground was built. To explain how the London Underground changed the lives of people in London. To explain how electricity revolutionised Britain's railways. **Chronological Understanding** To know when the Industrial Revolution took place. To explore key events on a timeline of the Industrial Revolution. **Vocabulary** technology industry Industrial Revolution change development underground horses wagonway Robert Stephenson steam engine Rainhill trials 		

			 **CAUSE AND EFFECT**  **CHANGE AND CONTINUITY**		**CHANGE AND CONTINUITY**  **CHRONOLOGY**		
Year 4	**Anglo-Saxons, Picts and Scots.** Intent question: Who were the Anglo-Saxons? **Lesson Sequence** 1. **What does archaeological evidence at Sutton tell you?** 2. **Who were the Anglo Saxons and where did they come from?** 3. **In what way do you think the lives of the Picts, Scots and Anglo Saxons would have been similar?** 4. **What historical sources can you use to find out about the Anglo Saxons and what do you discover?** 5. **What was Anglo Saxon culture like?**		**Crime and Punishment.** Intent question: How has crime and punishment changed in the 20th century? **Lesson Sequence** 1. **What do you know about crime and punishment during the Roman period?** 2. **Tell me about crime and punishment during the Anglo Saxon and Viking period.** 3. **What was early modern crime and punishment?** 4. **How did crime and punishment change during the Victorian period?** 5. **How does crime and punishment in the past compare to today?** **Historical Enquiry** To use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. **Historical Understanding**		**The Maya.** Intent question: What do we know about The Maya civilisation? **Lesson Sequence** 1. **Where and when were the remains of the of the Mayan civilisation discovered?** 2. **How did the Mayan civilisation develop over time?** 3. **How were the city states of Maya organised?** 4. **What were the religious beliefs of the Mayan people?** 5. **What were Mayan calendars and writing like?** **Historical Enquiry** To generate multiple questions to explore, choosing the ones I most want to investigate. To understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.		

	Historical Enquiry **To** explain some of the ways archaeologists choose which sites to excavate. To know that there are questions about the past that have not yet been decisively answered by historians. To use artefacts to support my ideas about who was buried at Sutton Hoo. To find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. To read the story of Beowulf to find out about life in Anglo-Saxon Britain. To use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian and use this to infer further facts. To know that I need to think critically about a historical source in order to assess its reliability. **Historical Understanding** To know who the Anglo-Saxons were and where in Europe they came from. To know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. To explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. To write my name using the Ogham alphabet. To explain how Christianity came to Britain. **Chronological Understanding** To place the Anglo-Saxons on a timeline. To know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.		To sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. To describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. To describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. **Chronological Understanding** To summarise what I know about different British time periods. To explain how the theme of crime and punishment evolved in Britain chronologically **Vocabulary** crime punishment era modern artefact similarities differences evidence impact transportation Tudor Early modern period Pillory Poacher Highwayman **SIMILARITIES AND DIFFERENCE**		To understand the importance of preserving historical documents and artefacts. To know that knowledge about the past is constantly improving as historians make more discoveries. To make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. **Historical Understanding** To explain how the Mayan ruins were discovered. To know that the Mayans were organised into city states that were controlled by absolute monarchs. To explain the roles and status of different types of people in Mayan society. To describe Mayan religious beliefs, including the need for blood sacrifices. To describe the Mayan number and writing systems, and the Mayan calendar. **Chronological Understanding** To know when the Mayan civilisation was. To organise key events from the Mayan civilisation on a timeline with their AD/BC dates. **Vocabulary** Democracy Absolute monarchy Constitutional monarchy civilisation trade legacy colony society Aztec Conquistador		

	To know when Christianity came to Britain. **Vocabulary** invasion settlement monarchy religion accurate empire change trade artefact conquer kingdom village Anglo-Saxon culture religious converted paganism Christianity runes thatched Sutton Hoo monk nun pagan Picts Scots  **CHANGE AND CONTINUITY**		  **CHANGE AND CONTINUITY**		Maya City state  **CAUSE AND EFFECT**  **CHRONOLOGY**		

	 **WORKING WITH EVIDENCE**						
Year 5	**Who were the Ancient Greeks?** Intent question: How did the Greek civilisation influence society today? **Lesson Sequence** 1. **Who were the Ancient Greeks and when was their civilisation?** 2. **What different types of government were there in Ancient Greece?** 3. **What is the same and different about the two city states of Athens and Sparta?** 4. **What can you find out about daily life in Ancient Greece using a range of sources?** 5. **Who were the Ancient Greek scholars and philosophers?** **Historical Enquiry Historical** To infer information about daily life in ancient Greece by studying ancient Greek artefacts. To identify the difference between primary and secondary sources of information. To use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. **Understanding Chronological**		**Vikings vs Anglo-Saxons.** Intent question: Were the Vikings raiders or traders? **Lesson Sequence** 1. **What was Britain like before the first Viking invasions?** 2. **What happened when the Vikings invaded Britain?** 3. **How did the Viking settlement of Britain affect the Anglo Saxons?** 4. **Why was King Alfred dubbed 'King Alfred the Great' ?** 5. **What was life like for Vikings living in Britain?** **Historical Enquiry** To use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. To read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. To find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. **Historical Understanding**		**Local Study.** Intent question: What was it like to work in the Cornish mines? How did mining change my local area? **Lesson Sequence** **1. What is Cornwall's mining history? Understand that Cornwall has a mining history. Outreach visit form Geevor mine examining mining equipment, clothes and conditions in local mines.** **2. What were conditions like for miners? Educational Visits to Geevor and Levant mines.** **3. Where are the Cornish mines? What was it like to work in Cornish mines? Educational visit to Crown's Engine House, Botallack.** **4. What impact did Richard Trevithick have on mining?** **Historical Enquiry** To understand that Cornwall has a mining history. To locate mines in our local area. **Historical Understanding** To know what conditions were like for miners. To know and explore the clothing worn by miners. **Chronological Understanding** To describe what Cornwall was like before and after mining.		Geevor Mine. National Trust, Pool. Minack Theatre.

	To describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. To know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. To consider the advantages and disadvantages of a monarchy, oligarchy and democracy. To compare and contrast the city states of Athens and Sparta. To name some of the major ancient Greek gods and explain each one's characteristics. To know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. To name some famous ancient Greek philosophers and explain why they are remembered today. explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. **Understanding** To arrange key civilisations in world history chronologically. To name the periods in the ancient Greek civilisation and order them on a timeline. **Vocabulary** civilisation democracy empire legacy impact significance		To know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. To describe the reasons and events surrounding the Viking invasions. To describe what the Danelaw was. To know who King Alfred was and why he was dubbed 'the Great'. To compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. To explain in detail the events surrounding the Battle of Hastings in 1066. To have an increasing understanding of the struggle for power and how this changed England. To explain how England became a unified country. **Chronological Understanding** To describe what Britain was like before the arrival of the Vikings. To use dates with increasing fluency to describe historical events and eras. **Vocabulary** invasion settlement trade transport monarchy kingdom reputation excavations civilisation empire consequence Bayeux tapestry		To describe the impact Sir Humphrey Davey and Richard Trevithick on mining. **Vocabulary** industry trade mining disasters legacy pioneer mine ore tin borer smelting ventilation detonator dynamite carbide lamp Sir Humphry Davy Richard Trevithick Geevor  **CHANGE AND CONTINUITY**  **CAUSE AND EFFECT**		

	compare impact motivation Primary source Secondary source philosopher Ancient Greece civilisation culture architecture Minoan age Mycenaean age Dark age Archaic period Peloponnesian Hellenistic period Polis (city states) Oligarchy Olympia Olympians  **SIMILARITIES AND DIFFERENCE**  **INTERPRETATIONS AND SIGNIFICANCE**		Alfred the Great Vikings navigate travelled violence brutality control Edward the Confessor reign Danelaw Wessex York long boat Peace treaty  **INTERPRETATIONS AND SIGNIFICANCE**  **CAUSE AND EFFECT**				

Year 6	**What was it like for children in WW2?** Intent question: What was life like during the Blitz? **Lesson Sequence** 1. **What was WW2 and where and when did it take place?** 2. **What was the Blitz, which areas were affected and what were the effects of air raids and the causes of evacuation?** 3. **What were the experiences and feelings of evacuees?** 4. **What was rationing, why was it necessary and how did it impact people's lives?** 5. **What were the experiences of Jewish children during the war?** **Historical Enquiry** **To** use what I already know about WW2 to generate questions I want to find the answers to. To use photographs to suggest what has happened. To use photographs to infer understanding about what WW2 was like. To use propaganda to find out about life during the war. To read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war. **Historical Understanding** **To** explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place,		**The Kingdom of Benin.** Intent question: What do we know about the kingdom of Benin? **Lesson Sequence** 1. **Where was the kingdom of Benin?** 2. **How do we know about the kingdom of Benin?** 3. **Who were the leaders of the kingdom of Benin?** 4. **What was life like for the people of Benin?** 5. **What happened to cause the decline of the Benin Empire?** **Historical Enquiry** **To** know that oral histories can be corrupted over time and that they are not always objective. To know that historians do not always agree on what an artefact was used for. To read oral histories to explore the Kingdom of Benin. To critically analyse oral histories about the Kingdom of Benin. To use increasingly complex historical texts to find out about the past. To be aware that historical sources should be analysed for their trustworthiness. To use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin. **Historical Understanding** To know that very few artefacts survived from the Kingdom of Benin. To know that most of what historians know about the Kingdom of Benin derives from stories.		**How has life changed in Britain since 1948?** Intent question: What is the story of Windrush? Why does it matter? **Lesson Sequence** 1. **What are some of the main changes in Britain since 1948?** 2. **What are the similarities and differences between sources available in different periods?** 3. **What are the main events of 1950's and 1960's?** 4. **What are the main events of 1970's and 1980's?** 5. **What was life like in Britain in the 1990's?** **Historical Enquiry** To suggest which decade a photo was taken in using historical clues. To know the difference between a primary and a secondary source. To suggest which sources I would need to consult to research different eras in British history. To identify whether a source is a primary or secondary source. To use primary and secondary sources to research different decades. **Historical Understanding** To describe some of the features of life in Britain for each decade from the 1950s to the 1990s. To suggest which changes have had the biggest impact in Britain since 1948. To summarise the changes in Britain since 1948. **Chronological Understanding** To describe changes in Britain since 1948 chronologically **Vocabulary** bias		Ivor to visit. Trevor Smitherham, Hayle Heritage Center. Mr Gallagher to visit.

	To explain what the Blitz was, why it happened and what Britain did to defend itself. To know what evacuation was and can explain some of the arguments for and against it. To know what rationing was, why it was necessary and how it impacted people's lives. To identify foods that would and wouldn't have been available during WW2. To know what the Holocaust was and who was targeted by the Nazis. To know the story of Anne Frank. To suggest what life was like for ordinary people in Britain during WW2. **Chronological Understanding** To know when the World Wars took place. To place both World Wars on a timeline. **Vocabulary** invasion conquest dictatorship democracy propaganda causes relationship changes pre post cause decade World War I World War II		To name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. To describe some of the features of everyday life in the Kingdom of Benin. To know that the slave trade was an important part of the economy in the Kingdom of Benin. To name some of the commodities that were imported and exported from the Kingdom of Benin. To explain how the Benin army played an important part in the growth and development of the empire. To explain reasons why the Kingdom of Benin declined. **Chronological Understanding** To place the Kingdom of Benin on a timeline. To place the different eras of the Kingdom of Benin on a timeline. To match the Kingdom of Benin to events happening in Britain at the same time. To know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers. **Vocabulary** empire monarchy civilisation trade religion legacy society culture achievements political		Windrush mass-migration chronology Primary source Secondary source summarise migration political resources artefact similarities differences evidence impact **CHRONOLOGY**   **CHANGE AND CONTINUITY**		

	politician victory Luftwaffe The Battle of Britain Home Front Blitz bombing blackouts evacuation rationing Germany war thwart D-day VE-day VJ- day Winston Churchill Adolf Hitler air raid Anderson shelter evacuee Holocaust Anne Frank nazi  **CAUSE AND EFFECT**  **WORKING WITH EVIDENCE**		spiritual colonialism colonise oral history African Obas Benin 'bronzes' Nigeria decline Igodomigodo Oracle Edo Era Slavery Golden Age Civil war Punitive Expedition **CHRONOLOGY**   **WORKING WITH EVIDENCE**				

Main points:

- Aim for **lessons** to answer the key opening question.
- First lesson is a HOOK lesson, to include a historical, critical thinking question.
- SEE, THINK, WONDER vital, reinforcing to the children that they are thinking like an historian.
- Format of a term's history across all year groups: **Lesson 1**- Hook. **Middle Lessons** substantive, disciplinary. **Final Lesson,** Fabulous Finish, assessment lesson with opening intent question answered.
- KS1- individuals. KS2 key periods.
- Add explicit period/timeline reflection. Class timelines to reflect year coverage.
- Substantive. disciplinary knowledge running throughout. It's the knowledge.