

Church Walk CE Primary School History Scheme of Work

Topic	Guy Fawkes and the Gunpowder Plot (Event beyond living memory of national significance)	When Gran was a Lass and Grandad was a Lad(1960s) (changes within living memory revealing changes in national life, Yuri Gagarin)	<u>Famous People</u> Sir John Barrow (significant person linked to locality) (significant person who has contributed to national & international achievements)	<u>Key Assessment criteria</u> A year 2 historian
Chronology	Sequence major historical events children are aware of for large class timeline	Sequence photos / artefacts from different periods of own lives or relevant to own lives Sequence artefacts closer together in time (eg toys, furniture, phones linked to 1960s)	Sequence famous individuals we have heard of / are learning about on class timeline	• I know about an event that happened before my grandparents • I recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place • I recount the life of someone famous who lived / worked outside Britain and explain why he / she was famous • I know about a famous person from the past because I know how to research • I know how to use books and the Internet to find out more information about the past • I know how to find out things about the past by talking to an older person • I know how things were different when my grandparents were children
Range and depth of historical knowledge	Find out about people and events in other times (very long ago) Drama to develop empathy and understanding (Guy Fawkes, the plotters, King James)	Find out about people and events in other times (long ago) Collections of artefacts, confidently describing similarities and differences	Find out about people and events in other times (long ago) Drama to develop empathy and understanding	
Historical Enquiry	Use sources (and artefacts)- why, what, who, how, where to ask questions and find answers (including ICT) Photos on GF's lamp, paintings and sketches by	Use a range of sources (and artefacts)- why, what, who, how, where to ask questions and find answers (including ICT)	Use a range of sources (and artefacts) - why, what, who, how, where to ask questions and find answers Using local experts (eg Hoad National Monument team)	

	contemporary artists and their limitations)	Using photographs, TV adverts, asking questions of 'real' people Using local people from the era as a first hand source e.g. grandparents	Discuss effectiveness of sources. Why does Ulverston have evidence / sources for SJB that other towns may not	• I know what certain objects from the past might have been used for • I know about someone famous who was born or lived near our town • I know why there is a monument to a famous person or event in our town
Evidence and interpretation	Timelines (3D with objects / sequential pictures with children labelling Drawing Role play / drama Writing recounts;writing in role ICT (BBC Bitesize) Class museum with labels written by children Annotated photographs Diary entries			
Vocabulary An awareness of the past using common words and phrases relating to the passing of time				