

This is the day that the Lord has made; let us rejoice and be glad in it. Psalm 118



How do we Grow Finchampstead Historians?

Autumn Even

Spring Odd

Summer Odd

Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory Say why people may have acted the way they did.

Historical enquiry Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.

Chronological understanding Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.

Organisation and communication Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Historical interpretation Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Cycle A

Rosefinch Y1
Bullfinch Y1/2



Toys

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Toys present- thinking about evidencing the past
- Family favourites-parents and grandparents
- Early 20th century
- Victorian toys
- Important changes in toys

Explorers: Robert Falcon Scott and Sir Ernest Shackleton

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

- Ernest Shackleton- timeline of events. Why is he famous? What did he do?
- Explore one expedition in greater depth
- Robert Falcon Scott- Timeline of events. Why is he famous? What did he do?
- Similarities between the two explorers.
- Differences between the two explorers.

Events beyond Living Memory

Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).

- What happened in 1665/1666?
- What happened preceding the great fire of London? Role play and drama - the plague, The great fire
- Timeline of events in 1666. Who was Samuel Pepys? Character profile and Diary entries
- How did London recover from the fire?
- Compare past and present London. How is it different? How is it the same?

Cycle B

Rosefinch Y1
Bullfinch Y1/2



Autumn Odd

Spring Even

Summer Even

Significant individuals

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

- Florence Nightingale. Who is she? What did she do? Mary Seacole. Who is she? What did she do?
- Similarities and differences

How has Finchampstead changed?

Use St James Church and our school to find out about how the village has changed and what it was like in the past.

History of the seaside holiday

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- The seaside 100 years ago- photographic artefacts
- Comparing the seaside to present day- Similarities and differences.
- Imagine a day at the seaside now. Descriptive writing and role play.

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How do we Grow Finchampstead Historians?

Cycle A (Autumn Even Year)

Autumn Even

Spring Odd

Summer Odd

Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.

Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.

Knowledge and understanding of events, people and changes in the past Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past

Historical interpretation Explore the idea that there are different accounts of history.

Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

**Cycle A
Chaffinch
Y3/4**



The Roman Legacy

The Roman Empire and its impact on Britain

- To understand Timeline and chronological fit.
- Who they were, and where they came from.
- Invasions, Army formation and weapons
- Everyday life including food, clothing etc.
- Culture & beliefs
- Transport and roads.

Ancient Egyptians

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient Egypt. • Chronological fit • Locality • Climate and landscape • Way of Life • Impact on and comparison with today's civilizations.

GEOGRAPHY taught this term

**Cycle B
Chaffinch
Y3/4**



Autumn Odd

Spring Even

Summer Even

GEOGRAPHY taught this term

Vikings and Anglo Saxons

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasion • Viking way of life • Viking settlements • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066

GEOGRAPHY taught this term

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How do we Grow Finchampstead Historians?

Autumn Even

Spring Odd

Summer Odd

Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, talk by visitors, to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.

Knowledge and understanding of events, people and changes in the past Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.

Historical interpretation Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.

GEOGRAPHY taught this term

The Maya

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

- Explain different ritual elements of the ancient Maya religion and describe some of the main gods. Re-tell the Mayan story of creation in the format of a codex.
- Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.
- Understand the Maya social system, including the different roles of a noble.
- Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.
- Consider what caused the Maya civilisation to disappear.

GEOGRAPHY taught this term

Cycle A
Goldfinch
Y5/6



Cycle B
Goldfinch
Y5/6



Autumn Odd

It's All Greek to Me!

a study of Greek life and achievements and their influence on the western world

- Use historical sources to infer information about the past
- Locate Greece on a globe and a map of Europe.
- Order a timeline of the key events from the Ancient Greek civilisation.
- Compare the Ancient Greek Olympics with modern day Olympics and explore the balance of religious, social and sporting activities.
- Compare similarities and differences in education, life style, cultures, entertainment, sport etc of the city states.
- Understand the importance of the Greek Gods.
- Understand why Alexander the Great was a significant figure.
- Know some of the reasons the Greeks won the battle of Marathon and discuss which were most important.
- Investigate the Great Philosophers
- Name and rank legacies left by the Ancient Greeks

Spring Even

GEOGRAPHY taught this term

Summer Even

Stone Age to Iron Age

changes in Britain from the Stone Age to the Iron Age

- Can place the time periods; stone age, bronze age and iron age on a timeline correctly
- Explain how tools changed during the stone age to make hunting more successful and use this knowledge to create a persuasive advert for a bow and arrow.
- Create questions and hypotheses about Skara Brae and research the answers using a given website.
- Describe different theories about the function of Stonehenge.
- Build a model of Stonehenge and name the different types of 'stones' used.
- Explain why copper mining was important to the people of the Bronze age
- Understand that artefacts left by druids are a source of knowledge for archaeologists and recognise the importance of Druids during the Iron age.
- Describe weapons and battle strategies used in the iron age.