

		Autumn	Spring	Summer
<p>Understand and Use Historical Language: Throughout their historical studies children should be encouraged to develop understanding and use of Historical Language: Key Stage 1: Before, after, a long time ago, past, present, ancient, modern, object,</p>				
N		<p><b>You and Me</b> <i>How can we show and tell?</i></p> <p>Family members come in to school to talk about objects which are special to them. Children use photographs to create their time line. <i>(Changes within and beyond living memory.)</i></p>	<p><b>Me and My School</b> <i>How can we organize a parade for our families around our school?</i></p> <p>Children explore and discuss national celebrations; and how they were celebrated in the past and now.</p>	<p><b>Me and my Friends</b> <i>How can we make some friends that are further away?</i></p> <p>Children will talk about past events in a personal context. <i>(Changes within living memory.)</i></p>
	R	<p><b>The Big Adventure</b> <i>How can we share our Big Adventure?</i></p> <p>Children will research and understand the importance of key events, dates, time periods and famous people related to the study of an area of exploration, adventure or transportation.</p> <p>They will cover at the appropriate levels historical enquiry skills, chronology, interpretation of history and communicate their findings to an audience through the production of a resource pack <i>(Local History, Events, People and Places.)</i></p>	<p><b>A New Adventure</b> <i>How can we tell a story?</i></p> <p>History of Pantomimes and the Theatre <i>(Changes beyond living memory.)</i></p>	<p><b>A Real World</b> <i>How can we recognise those that help us?</i></p> <p>Children learn to explore our local community and cultures through looking at local history. They use talk to organise and sequence events. <i>(Local History)</i></p>
1		<p><b>Comics Can...</b> <i>Publish a comic book celebrating heroes and villains from different times and places</i></p> <p>Children focus on historical people considered heroes or villains and historical events in people's lives to help their enquiry, including research skills. They recognise why people did things, why events happened and what happened as a result. <i>(Significant People and Events - Mary Seacole, Florence Nightingale)</i></p>	<p><b>Far Far Away</b> <i>Challenge: How can we produce a soundtrack for a traditional tale?</i></p> <p>Children use stories to distinguish between fact and fiction, focusing on traditional tales <i>(Changes within living memory.)</i></p>	<p><b>Buckets and Spades</b> <i>Plan and design a gallery that brings the seaside to the city</i></p> <p>Children will learn about different localities, seaside past and present and the experience of a trip to the seaside.</p> <p>They will use objects and artefacts to understand the period of time, matching these to ages. They will recognise the difference of the past to the time that we live in now. <i>(Changes within and beyond living memory.)</i></p>
2		<p><b>Sparks will Fly</b> <i>How can we tell the story of fire creatively?</i></p> <p>Children will study the key period of history that was the Great Fire of London, and use the key events that took place to compare and contrast to the difference in life now and in the future.</p> <p>They will compare different recounts of events and the sources that allow us to know what happened in the past. They will creatively communicate their understanding of this period of time and that since. <i>(Changes beyond living memory.)</i></p>	<p><b>Up, Up and Away</b> <i>How can we make something fly?</i></p> <p>Children will explore in outline some aspects of the History of Aviation.</p> <p>They will work as Historical enquirers to research and use different methods and resources to complete this task. <i>(Events beyond living memory - The First Aeroplane Flight, Space and Moon landing. Significant individuals who have flown such as Neil Armstrong.)</i></p>	<p><b>The Really Rural Show</b> <i>How can we recreate the countryside in our city environment?</i></p>

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Understand and Use Historical Language: Throughout their historical studies children should be encouraged to develop understanding and use of Historical Language: Lower KS 2 Vocabulary: Source, artefact, evidence, empire, nation, conquest, invasion, peasantry, chronology, century, decade. Upper Key Stage 2 Vocabulary: Civilization, parliament, democracy, primary and secondary sources, interpretation.				
3	<b>A Big Adventure</b> <i>How can we create a resource pack to tell someone everything they need to know about our big adventure?</i>  Children will research and understand the importance of key events, dates, time periods and famous people related to the study of an area of exploration, adventure or transportation.	<b>Around the World in 80 Beats</b> <i>Compose an album of songs of the world</i>	<b>A Day at the Museum</b> <i>How can we run our own pop-up museum?</i>  Children will explore a variety of information sources and develop new skills as they plan and develop a pop up museum, featuring Ancient Greek artefacts, Natural History, Toys and Fashion.  They will focus on a number of historical skills including understanding and presenting timelines to communicate with an audience; and a large focus on historical artefacts. They will also connect to the role of museums in society. <b>(Ancient Greece and their influence in the Modern World)</b>	<b>Dinosaur Stomp!</b> <i>How can we bring dinosaurs back to life through dance?</i>  Children will creatively investigate a period of history before mankind; the time of the Dinosaurs. They will investigate what can be known and found out about this period, supported by a Paleontologist. They will look at the time up to Stone Age times.  They will use first and second hand sources to conduct their research and begin to present their findings through different methods of communication. <b>(Stone Age Man)</b>
	<b>4</b>  They will cover at the appropriate levels historical enquiry skills, chronology, interpretation of history and communicate their findings to an audience through the production of a resource pack	<b>Bolts n' Bones</b> <i>How can we design a fitness program?</i>	<b>Time Traveller</b> <i>How can you produce a short movie on the history of the world?</i>  Throughout the spring term, children will learn about different periods of time (Ancient Egyptians and Vikings) and compare them. They will use their understanding of these periods to present key findings in the form of a short movie to share with an audience. <b>(Achievements of an early civilization in Depth - Ancient Egypt The Vikings and Anglo Saxon struggle for the kingdom of England)</b>	<b>Crazy Contraptions</b> <i>Can we design and make a product which solves a problem?</i>  Children will investigate the development of a variety of products including the development of computers, the internet and transport. They will enquire into these developments and use chronology as a way of understanding the process. Their findings of developments will help them shape ideas for the future.
	<b>5</b>	<b>Space - Infinity</b> <i>How can we produce a Space game?</i>  Children will investigate space. They will also research astronauts and scientists from different time periods and cultures. They will use different sources and test their reliability when recounting the key events from the past in the discovery of space. <b>(Aspect of British History beyond 1066)</b>	<b>Changemakers</b> <i>How can we celebrate our diverse community?</i>  Children will investigate different communities so that can create an effective community day, including the growth and development of Smethwick. <b>(Local History)</b>	<b>Castle Attack!</b> <i>How can you re-enact a Castle attack?</i>  Children will investigate castles and their locations. They will have the opportunity to explore Ludlow Castle as a key case study.  They will explore in an in-depth way the period of history associated with Castles and the way of life that would have been undertaken by people living at that time. <b>(Aspect of British History beyond 1066)</b>
<b>6</b>  Year 6 Big Adventure is linked to WW2 <b>(Aspect of British History beyond 1066)</b>	<b>Ballot Street</b> <i>Challenge: Produce and launch the next Ballot Street Product</i>  Children will look at the history of product development from times of the past or the development of the transport of spices leading trade.	<b>Goblins and Ghouls</b> <i>Create our own chronicles</i>	<b>The Final Countdown</b> <i>How can we set up a VPA events promotion company?</i>  Children will study Islam and the civilization that formed the religion and will create an event to share their learning with other children  <b>(A non-European society that provides contrasts with British history Baghdad c. AD 900)</b>	