



Broadmayne First School History Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
YR		Traditional tales Create an old fashioned cottage RP Area. Understand that life was different in the past, without plastic and electricity.	What are our favourite celebrations each year? (HA enquiry 3) (Links to Discovery RE Celebrations topic) Make a timeline throughout and reflect on the different events.	Dinosaurs vs dragons - real vs pretend - evidence (fossils)	When we were babies! How have we changed since September?	Enquiry 2: Why do we wear different clothes at different times of the year? (HA enquiry 2)
<p>EYFS_History_focused_scheme_of_work</p> <p>Throughout Reception children will learn from a variety of play based activities and experiences. These carefully crafted opportunities work towards the children's achievement of the following Early Learning Goals which support the history curriculum:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>HA - enquiry 1 How have I changed since I was a baby? This is covered incidentally throughout the year.</p>						



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Y1	<p>Timelines - our lives, within living memory, beyond living memory.</p> <p>To know what history is.</p> <p>To understand what a timeline is.</p> <p>To know how to read a timeline.</p> <p>To know the difference between living memory and beyond living memory.</p> <p>To know that you can find out about the past from various sources.</p> <p>To know some things are the same and some are different when looking at artefacts.</p> <p>Changes within living memory: Toys : How have toys changed over time? Were the toys that our grandparents played with better than our toys?</p> <p>To know how toys have changed over time (to include materials, attitudes, technology and safety)</p>	<p>Significant Individuals and Events:</p> <p>To know about the significance of Guy Fawkes.</p> <p>Beyond living memory - Guy Fawkes, Moina Michael.</p> <p>To know about the significance of Moina Michael.</p>	<p>Significant Individuals and Events:</p> <p>To know what an astronaut is and why the achievements of astronauts such as Neil Armstrong, Tim Peake, and Mae Jemison are significant.</p>		<p>Changes within living memory: Houses and Homes</p> <p>(Local History)</p> <p>To know how and why house building and materials used changed over time. Focusing on Broadmayne Village and surrounding areas.</p> <p>To know how homelife has changed with the availability of technology such as the TV.</p> <p>To find out about the history of Broadmayne School by Interviewing members of staff, To learn what has changed and what has stayed the same.</p>	<p>Significant Individuals and Events:</p> <p>To know about the significance of Nelson Mandela.</p>



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<p>Y2</p>	<p>Significant Individuals and Events</p> <p>To understand the achievements of explorers including Ibn Batutta.</p> <p>To understand how and why Moina Michaels achievements are significant today.</p>	<p>Significant Individuals and Events</p> <p>To understand how and why The GunPowder Plot Events are remembered each year.</p> <p>To understand the significance of Remembrance Day.</p> <p>To understand the important contributions made by the significant individuals David Attenborough and Greta Thunberg.</p>	<p>Great Fire of London</p> <p>To learn the significance of Samuel Pepys' diary in understanding and ordering the events of the Great Fire of London.</p> <p>To understand the importance of the local area in the rebuilding of London.</p> <p>To learn about the changes that were made to both house building and fire fighting after the Great Fire of London.</p> <p>(Local History)</p> <p>To understand the events of the Great Fire of Dorchester (local area) Significant historical events, people and places in their own locality</p>		<p>Seaside holidays</p> <p>(Local History)</p> <p>To understand what Weymouth was like 100 years ago as a seaside resort.</p> <p>To understand why people went on seaside holidays. To learn about seaside holidays and activities 100 years ago. To know how seaside holidays have changed over time.</p> <p>To know and understand how transport including the invention of the railway enabled travel to seaside destinations.</p>	
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KS 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Y3	<p>WW1- What was life like for local people in WW1?</p> <p>To place the time studied on a timeline</p> <p>To order start of the War, Christmas Truce, battles, end of the war, Remembrance Day</p> <p>To find out about change through the lives of significant individuals including Lord Kitchener and Walter Tull.</p> <p>To find out about everyday lives of people in time studied. To compare life on the Home Front with our life today</p> <p>To use a range of sources to find out about a WW1.To evaluate the reliability of different sources to ask and answer questions.</p> <p>To communicate knowledge in a variety of ways including by posters and a museum for the school to visit.</p> <p>(Local History)</p> <p><i>(We visit Bovington Tank Museum for Tommy in the Trenches and looking at the Mark IV tank. We visit the local cenotaph at St Martin's Church and look at who</i></p>		<p>Changes in Britain from the Stone Age to the Iron Age. How did our oldest ancestors live?</p> <p>To know that the Stone Age is split into 3 periods - Paleolithic, Mesolithic, Neolithic to Bronze Age and Iron Age)</p> <p>To place the time studied on a timeline</p> <p>To use a range of sources to find out about The Stone Age to Iron Age period. To evaluate the reliability of different sources to ask and answer questions.</p> <p>To be able to show how tools and dwellings have changed over time and put them into chronological order</p> <p>To find out about everyday lives of people in time studied and compare with our life today (hunter-gatherers to farming. To consider why they lived like this.)</p> <p>(Local History)</p> <p><i>(We study The Broadmayne Beaker which was discovered locally as evidence of the Beaker people and look at the local</i></p>		<p>The Roman Empire and its impact on Britain. Celts/Romans How does the life of a Celt or a Roman compare with life today? Would you rather live like a Celt, a Roman or live now? And Why?</p> <p>To place the time studied on a timeline</p> <p>To find out about everyday lives of Celts and Roman people and compare with our life today.</p> <p>To use a range of sources to find out about The Roman Empire, Celts and Romans.To evaluate the reliability of different sources to ask and answer questions.</p> <p>To communicate knowledge in a variety of ways including by labeled diagrams.</p> <p>(Local History)</p> <p><i>(We study Maiden Castle and the names of towns including Dorchester and look at the old town layout. Depending on times and price etc a poss visit to the County Museum)</i></p>	



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	<i>is remembered from Broadmayne)</i>		<i>landscape for evidence of Bronze Age settlements - Ridgeway, Bincombe Bumps etc).</i>			
Y4	Armistice Day	<p>Britain's settlement by Anglo-Saxons</p> <p>To place the time studied on a timeline</p> <p>To identify where Anglo Saxons are placed within World History.</p> <p>To place Anglo Saxon Kings on timeline and talk about this period using time related vocabulary.</p> <p>To know why the AS came to settle in Britain (Push/Pull factors)</p> <p>To know who Alfred the Great Was and how he influenced Anglo Saxon society.</p> <p>To know the different job roles that Anglo Saxons had and how their society was organised.</p> <p>To give reasons for changes in clothes, beliefs, homes etc by studying daily life in AS times and comparing it to our own lives today.</p> <p>To record learning using pictures, maps, images,</p>				<p>WW2</p> <p>To place the time studied on a timeline.</p> <p>To identify and sequence the order of events leading up to and during WW2. To use dates to show the chronological development of the significant events of WW2.</p> <p>To discuss the reasons why Hitler invaded different countries.</p> <p>To know how and why everyday life was affected by WW2.</p> <p>To know significant information about key players in WW2 including Hitler, Churchill, Anne Frank,</p> <p>To know and describe the experience of an evacuee. To take part in an Evacuee experience.</p> <p>To know the difference between primary and secondary sources and be able to discuss the validity of this.</p>



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		<p>descriptive writing and shared writing.</p> <p>(Local History)</p> <p>To use OS maps to identify local AS settlements by looking at their place names.</p> <p>To know that the school is situated in the AS kingdom of Wessex and that this appears in local business names.</p> <p>To compare and contrast the Roman and AS city of Canterbury.</p> <p>To describe how actions and events affect life today, by identifying places in the UK with Anglo Saxon names.</p>				<p>To ask questions that help us to find out what life was like in WW2 (interview with a relative)</p> <p>To use a variety of resources(including ICT) to find out about life in WW2.</p> <p>To complete a home learning project on a chosen aspect of WW2.</p> <p>(Local History)</p> <p>To know the role played by Dorset in the invasion of Normandy</p> <p>To identify local memorials linked to WW2</p> <p>To find out about the role of Broadmayne in supporting the US military (local base for soldiers)</p> <p>To engage with local residents as part of the Broadmayne WW2 re enactment celebrations</p> <p>To develop and record ideas in a variety of ways including posters, diary entries, letters, pictures, photographs.</p>
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