



History at Lodge Farm

Year 2	<p>Changes within living memory</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality</p>	<p>Hospitals- creation of the NHS -How hospitals have changed over time and why. -Where these changes occur in history. -What impact this has had on our current lives.</p> <p>The Great Fire of London -Why the event is significant in history. -Where the event fits chronologically in history and understanding the chronology of events.</p> <p>Places to visit – Museum of London (Free workshops)</p> <p>Florence Nightingale/Mary Seacole The chronology of these significant people in history. -Why they are they and their achievements are significant. -How one influenced the other.</p> <p>Joseph Lister – founder of Antiseptic and Lister Hospital named after him -The chronology of these significant people in history. -Why they are they and their achievements are significant. -How is this important to our locality.</p>	<p>Use common words and phrases relating to the passing of time (e.g. then and now) and begin to build a vocabulary of everyday historical terms (see example of vocab below)</p> <p>To know where the people and events they study fit within a chronological framework.</p> <p>Begin to describe similarities and differences between ways of life in different periods.</p> <p>Use a variety of source and understand different way in which we can find out about the past.</p> <p>Begin to discuss the effectiveness of sources.</p> <p>Ask and answer questions related to different sources, objects and people.</p> <p>Choose and use parts of stories and sources to show they understand key features of events.</p> <p>Identify different way we can find out about the past and different ways which it is represented.</p>
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Year 5	<p>A study of and aspect of theme in British History that extends the pupils Chronological knowledge beyond 1066- The changing power of Monarchs: The Tudors</p>	<ul style="list-style-type: none"> -Know events of the Battle of Bosworth and their significance -Understand the Tudor family tree -Understand life in Tudor Britain -Know about the life of Henry VIII and his wives -Understand the differences between the rich and poor -Compare Tudor Britain to the modern monarchy <p style="background-color: #e0ffff; padding: 2px;">Local history links -Manor and lands of Stevenage granted by king to Bishop of Westminster, Rector Thomas Alleyne – Protestant but survived Mary I reign, Hatfield House (childhood home of Henry VIII children)</p> <p style="background-color: #90ee90; padding: 2px;">Places to visit- Hatfield House, Hatfield, Hampton court, St Jame’s Palace, Windsor Castle, The Globe Theatre, The Tower of London</p>	<p>Develop a secure knowledge of chronology including timeline of a specific period and place in History.</p> <p>Use a range of sources and begin to recognise first and secondary sources</p> <p>Select record and organise relevant information</p> <p>Make clear connections between a historical period and the present (how has the past influenced our lives today)</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Recognise contrasts and trends within and across periods of study.</p> <p>Develop the appropriate use of historical terms.</p>
	<p>A study of and aspect of theme in British History that extends the pupils Chronological knowledge beyond 1066- The Victorians</p>	<ul style="list-style-type: none"> -Know who Queen Victoria was and the significance of her reign. -Understand and compare what Victorians did for leisure to today. -Know and compare Victorian childhood to modern day life. -Impact the Victorians had on modern day homes. -Gain an insight into important Victorian inventions. -Describe some achievements of significant Victorian people (Charles Darwin, Alexander Graham Bell, Lord Shaftesbury) <p style="background-color: #e0ffff; padding: 2px;">Local history links -Scarlet Fever – leading to Stevenage Cottage Hospital and piped water</p> <p style="background-color: #90ee90; padding: 2px;">Places to visit- British School Museum, Hitchin, Museum of London (free workshops)</p>	
	<p>A study of and aspect of theme in British History that extends the pupils Chronological knowledge beyond 1066- changes in crime and punishment from Anglo-Saxons to present</p>	<ul style="list-style-type: none"> -Understand some terms used in Crime and Punishment through History -Know about the legacy of Roman crime and punishment on the current legal system -Compare crime and punishment between the Romans, Anglo-Saxons and modern day, touching on the similarities and differences of the legal systems. -Explain different punishment methods during the Tudor period -Know about the life of Dick Turpin using a variety of historical sources. -Study the experiences of Victorian prisoners. 	



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		<p>- Compare modern methods of crime prevention and detection with what existed in the past.</p> <p>Places to visit- Clink Prison, London</p>	
Year 6	<p>A non-European society that provides contracts with British History- Mayan civilization c. AD 900</p> <p>A study of and aspect of theme in British History that extends the pupils Chronological knowledge beyond 1066- A significant turning point in British History: World War Two and the Battle of Britain</p> <p>A local history study- Stevenage New Town</p>	<p>-Understand who the Mayans were and where they lived -Know the religious beliefs of the Mayan people and the Gods they believe in . -Explain how the Mayans invented and used their calendars and number systems. -Identify and use sources to learn about Maya cities and some of the people who explored and documented them. -Know about the Mayan writing system. -Understand the food the Mayans ate and why some were significant.</p> <p>Places to visit- The British Museum, London</p> <p>-Know the events leading up to the outbreak of WW2. -Understand when, where and why children were evacuated. -Compare people’s diets during WW2 and now with a focus on rationing. -Explain the important role women had during WW2 with a focus on jobs -Explain and describe what the Holocaust was and some of the events that occurred. -Know the key events of WW2 and where they place chronologically.</p> <p>Local History links- first evacuees arrived in Stevenage in 1939, Aston House</p> <p>Places to visit- Imperial War Museum, London, Churchill War Rooms, London, Bletchley Park Museum, Bletchley</p> <p>A case study of the history of Stevenage -Understand why Stevenage new town was created - Explore key people and events that took place - How has Stevenage changed and adapted -Explain what makes Stevenage unique -Learn about a variety of significant people who have lived in Stevenage</p> <p>Places to visit- Anywhere local! Parks, town, Fairlands etc..</p>	<p>Develop a secure knowledge of chronology including timeline of a specific period and place in History.</p> <p>Use a range of sources and begin to recognise first and secondary sources</p> <p>Select record and organise relevant information</p> <p>Make clear connections between a historical period and the present (how has the past influenced our lives today)</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Recognise contrasts and trends within and across periods of study.</p> <p>Develop the appropriate use of historical terms.</p>



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KEY KS1 and KS2 historical terms

AD	Change	Democracy	Hunter-gatherer	Metal-working	Parliament	Sacrifice
Agriculture	Church	Discovery	Immigrant	Migration	Past	Secondary evidence
Ancient civilisations	Christianity	Diversity	International	Missionary	Peasant	Settler
Archaeology	Chronology	Emigrant	Interpretation	Monarchy	Pope	Significance
Aristocracy	Colony	Emperor	Invasion	Monastery	Prehistory	Slave
Artefact	Conquest	Empire	Invention	Museum	Present	Stone Age
BC	Continuity	Execution	Iron Age	Myths and legends	Primary evidence	Torture
Bronze Age	Court	Explorer	Islam	Nation	Rebellion	Traitor
Calendar	Crusades	Global	King/Queen	Nomad	Republic	Treason
Causation	Dark Ages	Gods / Goddesses	Local	Oral history	Revolt	Yesterday
Century	Decade	Heresy	Long ago			