

Maple Class History Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1066 and all that Knowledge and understanding of events, people and changes in the past (KU) KU1 – use evidence to describe what was important to everyday people from the past KU2 – use evidence to find out about and describe how the lives of rich and poor people from the past differed KU3 – use evidence to describe differences and similarities between people, events and artefacts from the past and today KU4 – understand and describe the	Arctic Lands	Tombs, Torches and Timekeepers KU1 – use evidence to describe what was important to everyday people from the past – including Ancient Civilizations KU2 – use evidence to find out about and describe how the lives of rich and poor people from the past differed – day to day life of ordinary people compared to that of the Pharaoh KU3 – to understand the importance of artefacts and artwork in finding out about Ancient civilizations	The Iron Man	Eye on Africa	The Windrush Generation KU1 – understand the main motives for migration within the British Empire post WW2 KU2 – to use a variety of sources of evidence to gain knowledge about Windrush and the contributions of the migrants - including first hand accounts and secondary sources KU3 – to gain an insight into how the Windrush generation were treated and how this became a national scandal HE1 - use a variety of sources to answer questions about the past

legacy of events and societies of the past Historical Enquiry (HE) HE1 – use a range of sources to gather information about the past – including – documents, printed sources, internet, pictures and paintings, music, artefacts, architecture, visits to museums HE2 - pose questions about the past and deploy research techniques to answer them Chronological understanding (CU) CU2 – order significant events within a time span on a time line e.g.		HE1 – to find out about the importance of the Nile to ancient Egyptian settlement, trade, food and farming HE2 – pose questions about the past which will form lines of enquiry HE2 – reach conclusions about life in the past based on sources of evidence Organisation and communication OC1 – share ideas about lines of enquiry, knowledge acquired etc. through verbal presentations, art work and writing CU1 – understand that a timeline can		KU4 – understand the legacy of the Windrush generation and how this remains impactful today KU1 – understand the experience and contribution of a significant individual – Baroness Floella Benjamin Organisation and communication Share ideas and findings in a range of ways including oral presentation, writing at length and data (Plan Bee Windrush)
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events of the Battle of Hastings CU – describe how life changed after the Norman Conquest Historical Interpretation (HI) HI1 – understand how different an event in the past can be recorded differently depending upon the source Organisation and communication OC1 – use different genres to communicate ideas and understanding about the past (Plan Bee – The Norman Conquest)		be divided into BC and AD CU2 – to create a timeline linked to specific events during the time of the Ancient Egyptians (Plan Bee What can we find out about ancient Egypt?)			
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