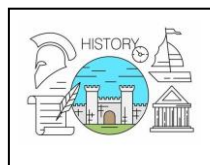


Fernwood Primary and Nursery School

Subject Implementation Overview



F2		
Autumn 1	Spring 1	Summer 1
<p><i>Society and Community</i></p> <p>UTW (PP) To talk about the lives of the people around them and their roles in society.</p> <p>1. To know about different jobs within our community. (History)</p>	<p><i>Society and Community</i></p> <p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What do we know about vehicles?</p> <p>UTW (PP) To 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>What do old cars look like?</p>	<p><i>Society and Community</i></p> <p>To 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>(UTW-P&P)</p> <ol style="list-style-type: none"> LO: to look and talk about pictures of old and new vehicles (Chronology) LO: to explore and talk about old and new toys (S & D) LO: to look and talk about photos from the seaside long ago (Evidence & Interpretation)
Autumn 2	Spring 2	Summer 2
<p><i>Conflict and Disaster</i></p> <p>UTW (PP) To understand the past through settings, characters and events encountered in books read in class and story telling</p> <ol style="list-style-type: none"> To know that dinosaurs existed To know why the dinosaurs died 	<p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>What happens in a library?</p>	

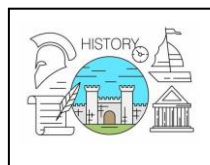


Fernwood Primary and Nursery School

Subject Implementation Overview



Y1		
Autumn 1	Spring 1	Summer 1
<p><i>Society and Community</i> To know about changes in living memory (my life). To know about changes beyond living memory.</p> <ol style="list-style-type: none"> LO: To know how I have changed since I was a baby.(Change & Continuity) LO: To talk about my modern home. LO: to know how things in the home were different in my grandparents' lives. (S & D) LO: to use artefacts to sort to old and modern household objects. (Evidence & Interpretation, Chronology) 	<p><i>Society and Community</i> To know about changes within living memory (my life). To know about changes within living memory (last 70 years). To know about events beyond living memory that are significant nationally. To know about the lives of significant individuals in the past who have contributed to national achievements.</p> <ol style="list-style-type: none"> LO: To name transport we use today and know how it helps us.(Cause & Consequence) LO: To answer questions about the artefact provided. (Evidence & Interpretation) LO: To put objects in chronological order. (Chronology) LO: to make observations and sort old and modern objects. (S & D) LO: To know why George Stephenson's Rocket Locomotive was a national achievement. (Historical Significance) To know about the changes in trains over time. (Change & Continuity) 	<p><i>Society and Community</i> To know some facts about significant historical events, people and places in Nottingham. To know about changes beyond living memory.</p> <ol style="list-style-type: none"> LO: To know who Robin Hood was and when he lived. (Chronology) LO: to compare Robin Hood's Nottingham from then and now. S & D, Change & Continuity) LO: to talk about a significant historical event - archery contest using book creator. (Cause & Consequence) LO: to know why Robin Hood is famous. (Historical Significance)
Autumn 2	Spring 2	Summer 2

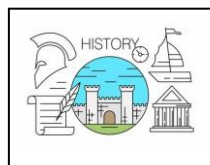


Fernwood Primary and Nursery School

Subject Implementation Overview



Y2		
Autumn 1	Spring 1	Summer 1
<p><i>Power and Conflict</i> To know about the lives of significant individuals in the past who have contributed to international achievements. To compare aspects of life in different periods (Martin Luther King and another famous black achiever such as Rosa Parks, Barak Obama, Nelson Mandela)</p> <ol style="list-style-type: none"> LO: To know why Rosa Parks was a significant individual and how she contributed to international achievements. This lesson could be used to fit objective #6 instead. Use same resources but add in how this is different to today. See JB if needed. LO: To learn about and ask questions using sources of evidence LO: To track changes in Black History using a timeline LO: To think about what the most significant change was that Rosa Parks brought to Black History. LO: To learn about and ask questions using a source of evidence - Martin Luther King's speech LO: to compare aspects of life in different periods - Martin Luther King or Rosa Parks and another black achiever from a different time period (today). (Change & Continuity) 	<p><i>Conflict and Disaster</i> To know about events beyond living memory that are significant nationally.</p> <ol style="list-style-type: none"> LO: to understand how, when and where the Great Fire of London happened. (Cause & Consequence) LO: to create a timeline of events and give reasons for the order. (Chronology) LO: to compare what life was like in the past to the present. (S & D) Should this lesson be continued into another lesson to include the present? LO: to understand the significance and impact of the Great Fire of London. (Historical Significance) <p>New Big Question? Would the Great Fire of London happen today?</p>	
Autumn 2	Spring 2	Summer 2
		<p><i>Society and Community</i> To know about significant historical events, people and places in Wollaton.</p> <ol style="list-style-type: none"> LO: to know why places in Wollaton are important – Fernwood and Wollaton. (Historical Significance) LO: to explain how Wollaton has changed over time (Change & Continuity, Chronology) LO: to use sources of evidence to explain the significance of a historical landmark – Dovecote. (Evidence & Interpretation) LO: to talk about similarities and difference in Wollaton between the past and present using digimaps (S & D) LO: to learn about the lives of the Willoughby family and why they are important (Historical Significance) LO: to research the life a historical figure and the impact they had (Cause & Consequence)

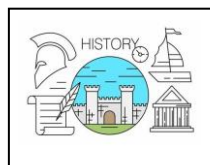


Fernwood Primary and Nursery School

Subject Implementation Overview



Y3		
Autumn 1	Spring 1	Summer 1
Autumn 2	Spring 2	Summer 2
<p><i>Society and Community</i> To know about changes in Britain from the Stone Age to the Iron Age. 1. LO: to use artefacts to ask questions about what happened in the past. (Evidence & Interpretation) 2. LO: to compare similarities and differences from the Stone Age and now - Doggerland, Cheddar Man. (S & D) 3. LO: to order events chronologically from the Stone Age to Iron Age using dates on a timeline (Chronology) 4. LO: to know why there were changes from the Stone Age to Iron Age (what caused these peoples to change? Use case studies) (Cause & Consequence) 5. LO: to investigate why historians believe the Stone, Bronze and Iron Ages are significant to us now. (Historical Significance)</p>	<p><i>Society and Community</i> To know about the achievements of the earliest civilizations To begin to develop an overview of where and when the first civilizations appeared. To study Ancient Egypt in depth. 1. LO: to know about where and when the first civilisations appeared - Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China and Ancient Egypt. (Chronology) 2. To explain changes in Ancient Egypt. (Change & Continuity) 3. LO: to compare the similarities and differences between Ancient Egypt and today (S & D) 4. LO: To know why the pyramids are an achievement for Ancient Egyptians. (Historical Significance) 5. LO: to understand what Ancient Egyptians know about life and after death - gods, mummification (Evidence & Interpretation)</p>	<p><i>Society and Community</i> To know about Greek Life. To know about their achievements and influence on the Western World. 1. LO: To know who the Ancient Greeks were using evidence. (Evidence & Interpretation) 2. LO: To arrange events from Ancient Greece in chronological order.(Chronology) 3. LO: To investigate Greek inventions and compare them to today. (S & D) 4. LO: to explain the why the first Olympic games are significant (Historical Significance) 5. To research Greek Gods and Goddesses. (Evidence & Interpretation) 6. LO: to know what impact Ancient Greece has on the world. (Cause & Consequence)</p>

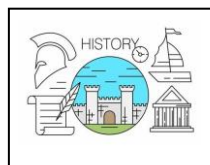


Fernwood Primary and Nursery School

Subject Implementation Overview



Y4		
Autumn 1	Spring 1	Summer 1
<p><i>Power, Exploration & Invasion</i></p> <p>To know about the Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> LO: to place the Roman period on a timeline (Chronology) To know why the Roman Empire was so significant (Historical Significance) LO: To know why the Romans invaded Britain - Caesar and Claudius. (Cause & Consequence) LO: to investigate Leicester as a Roman town and explain how it has changed over time. (Change & Continuity) LO: to ask and answer questions about Roman life using artefacts (Evidence & Interpretation) LO: to compare and contrast the Romans to the Ancient Greeks (S & D) 		
Autumn 2	Spring 2	Summer 2
<p><i>Power, Exploration & Invasion</i></p> <p>To know about the Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> LO: to compare what it was like to live as a Roman child to today – link to Autumn (S & D) LO: to learn how the Romans changed Britain and Celtic life (Change & Continuity) LO: To research the significance of Boudicca and reasons for her revolt. (Historical Significance) LO: to create a timeline to explain Boudicca's revolt. (Chronology) LO: to investigate how the Romans protected their land – Hadrian's Wall. (Evidence & Interpretation) LO: to know why the Romans left Britain. (Cause) 		<p><i>Exploration & Invasion</i></p> <p>To know about Britain's settlement by Anglo-Saxon and Scots</p> <ol style="list-style-type: none"> LO: to know the consequences of the Roman withdrawal from England -Anglo Saxon arrival (Consequence) LO: to investigate changes in Britain between Roman rule and Anglo Saxons arriving using a timeline (Change & Continuity, Chronology) LO: to understand the significance of Sutton Hoo using primary and secondary resources. (Historical Significance, Evidence & Interpretation) LO: to learn how Anglo Saxons kept control of their kingdoms (Historical Significance) LO: To identify changes that Christianity brought to Britain (Change & Continuity) LO: to compare the life a Roman to an Anglo Saxon (S&D)

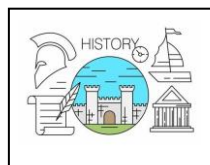


Fernwood Primary and Nursery School

Subject Implementation Overview



Y5		
Autumn 1	Spring 1	Summer 1
<p><i>Exploration & Invasion, Power</i></p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ol style="list-style-type: none"> LO: to know when the Anglo Saxons and Vikings lived (Chronology) LO: to analyse the reputation of the Vikings using primary and secondary resources (Evidence & Interpretation) LO: to understand why the raid of Lindisfarne is significant to historians (Historical Significance) LO: to make comparisons between King Athelstan and Alfred the Great (S & D) LO: to understand the changes Danelaw brought to Britain (Change & Continuity) LO: to investigate why Edward the Confessor was the last Anglo Saxon king (Cause & Consequence) 	<p><i>Power</i></p> <p>To conduct a study on a non-European society/civilisation that provides contrasts with British history.</p> <ol style="list-style-type: none"> LO: to use evidence to learn about the Maya (Evidence & Interpretation) LO: to know where and when the Maya lived (Chronology) LO: to understand what made Maya civilisation so successful (Historical Significance) LO: to compare a leader of the Maya and the Vikings. (S & D) LO: to investigate why the Maya empire ended so quickly. (Cause & Consequence) 	<p><i>Society and Community</i></p> <p>To study an aspect of local history dating from a period beyond 1066 that is significant and reflected in the locality.</p> <p>To study a site (Nottingham Castle) dating from a period beyond 1066 that is significant in the locality.</p> <p>To link Nottingham Castle to significant historical events, people and places in Nottingham (links to Year 2)</p> <ol style="list-style-type: none"> LO: to order events significant to Nottingham Castle on a timeline (Chronology) LO: to use evidence to compare the similarities and differences between Nottingham Castle and Warwick Castle (Evidence & Interpretation) LO: to study the reasons for the creation and location of Nottingham Castle (Cause & Consequence) LO: to understand the significance of the siege of Nottingham Castle (Historical Significance) LO: to explain how Nottingham Castle has changed over time (Change & Continuity)
Autumn 2	Spring 2	Summer 2



Fernwood Primary and Nursery School

Subject Implementation Overview



Y6		
Autumn 1	Spring 1	Summer 1
<p><i>Power and Conflict</i> To study a theme in British History that extends pupil's chronological knowledge beyond 1066. (Crime and Punishment)</p> <ol style="list-style-type: none"> LO: to understand the chronology of crime and punishment in Britain (Chronology) LO: to explore why crime and punishment in the Tudor period is significant to us now (Historical Significance) LO: to compare crime and punishment from the Anglo Saxon to Tudor period (S & D) LO: to use evidence to investigate what crime was like in the Stuart period. (Evidence & Interpretation) LO: to analyse the causes and consequences of the Gunpowder plot (Causation) LO: to investigate the impact of Victorian prisons on our systems today (Historical Significance) 	<p><i>Power, Conflict & Disaster</i> To study a theme in British history that extends pupils' chronological knowledge beyond 1066 (World War I)</p> <ol style="list-style-type: none"> LO: To use a timeline to map significant events in Britain (Chronology) LO: To ask and answer questions about why World War One began (Cause & Consequence) LO: to use evidence to learn about trench warfare on the front line (Evidence & Interpretation) LO: to analyse the significance of inventions and animals during WWI (Historical Significance) LO: to use evidence to understand what the Battle of the Somme was like (Evidence & Interpretation) LO: to understand why WWI ended and how Europe changed (Change & Continuity). 	
Autumn 2	Spring 2	Summer 2
	<p><i>Power, Conflict & Disaster</i> To study a theme in British History that extends pupil's chronological knowledge beyond 1066. (World War II)</p> <ol style="list-style-type: none"> LO: To know the factors that that contributed to the start of World War II (Cause & Consequence) LO: to use sources of evidence to learn about the impact of WWII on children's lives in Nottingham – evacuation and Nottingham study (Evidence & Interpretation) LO: to investigate the significance of the Royal Air Force in the Battle of Britain (Historical Significance) LO: to discover which victories led to Britain winning WWII. (Historical Significance) LO: to compare the similarities and differences between World War I and II (S & D) LO: to explain changes in Britain throughout its history using decades on a timeline (Chronology, Change & Continuity) 	