Cambridge Local History

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| **Big question:** What is special about the place I live? | | | | | | |
|  | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| **Question:** | How has Cambridge changed over time? | | What is Cambridge famous for? | | What is the same and different about some significant historical people? | What is special about the place I live? |
| **Suggested Activity** | Children come up with questions to interview their family members about growing up in Cambridge.  They share what they find out. | Children create a timeline of significant events in Cambridge’s history. | Internet or book research on one of the following  Sir Issac Newton  Charles Dawin | Internet and book research on  Stephen Hawking  Alan Turing (solved the enigma code in WW2) | Compare and contrast the two scientists that the children have been looking at. | Children write a short report or a tourist brochure about what makes Cambridge special. |
| **Learning Intension** | To describe how Cambridge has changed over time. | To order some significant events in Cambridge history. | To investigate some primary and secondary sources. | To investigate some primary and secondary sources. | To compare and contrast two historical people. | To write a report about Cambridge |
| **Knowledge R2** | I can use appropriate vocabulary to ask questions. | I can use appropriate vocabulary to describe chronology. | I can begin to recognise primary and secondary sources. | I can begin to recognise primary and secondary sources. | I can recall information about historical people. | I can use my knowledge and recall facts. |
| **Skills R2** | I can give my opinion and listen to the opinion of others. | I can give my opinion and listen to the opinion of others. | I can present what I have learnt. | I can present what I have learnt. | I can make observations and use them to make a statement. | I can present what I have learnt. |
| **Branch:** | Chronology and Concept of time  Comparison and Contrast | | Historical Enquires | Use a range of historical sources. | Comparison and Contrast | Use a range of historical sources. |
| **Concept:** | Continuity and change  Draw Contrasts  Similarities and Differences | | | | | |
| **Assessment:** | **All:** With support, children can express and awareness of the past and sequence certain events. They can know about similarities and differences between themselves and others, and among families, communities and traditions.  **Most:** With increasing independence, children can express and awareness of the past and sequence certain events. They can know about similarities and differences between themselves and others, and among families, communities and traditions.  **Some:** Independently, children can express and awareness of the past and sequence certain events. They can know about similarities and differences between themselves and others, and among families, communities and traditions. | | **All:** With support, Make simple observations about different types of people, events, beliefs within a society. They can talk about who is important in a simple historical account.  **Most:** With increasing independence, Make simple observations about different types of people, events, beliefs within a society. They can talk about who is important in a simple historical account.  **Some:** Independently, Make simple observations about different types of people, events, beliefs within a society. They can talk about who is important in a simple historical account. | | **All:** With support, they can identify similarities, differences, patterns and change.  **Most:** With increasing independence, they can identify similarities, differences, patterns and change.  **Some:** Independently, they can identify similarities, differences, patterns and change. | **All:** With support, they can choose and use parts of stories and other sources to show understanding.  **Most:** With increasing independence, they can choose and use parts of stories and other sources to show understanding.  **Some:** Independently, they can choose and use parts of stories and other sources to show understanding. |