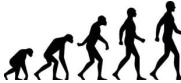
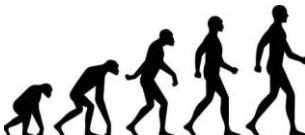
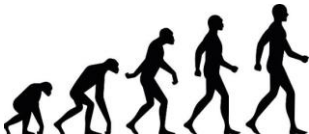
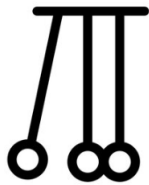


National Curriculum:					
Pupils should be taught about: □ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life □ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] □ significant historical events, people and places in their own locality.					
Prior Learning		Current Learning		Future Learning	
What children have learned previously		What children will learn now and build on previous knowledge		What children will learn building on what they are learning now	
In Year 1, children will be required to: <u>Significant Individuals:</u> <i>Guy Fawkes – should he be on top of the bonfire? / How did the Great Fire change London?</i> - Understand the historical significance of Guy Fawkes & why we celebrate Bonfire Night. - Understand that Guy Fawkes did not act alone – there were other conspirators. - Justify their opinion. - Can explain the main events of the Great Fire of London & how the Great Fire changed London. - Can explain how the city of London changed over time; its growth is linked to the building of bridges across the Thames. - Understand that firefighting today is very different to 1666. - Understand that the London we see today, is a product of the Great Fire & King Charles II's planning laws that followed the Great Fire. - Understand the historical significance of the Great Fire & why we remember it today. <u>Toys, Schools & Transport:</u> <i>Time capsule – what should we put in a time capsule?</i> - Understand the concept of a 'time capsule' & how this can teach the finder about life in the past. - Can compare toys from the end of WWII to today. - Understand why toys have changed over time - materials, technology etc. - Understand how people travelled at the end of WWII. - Understand how transport has changed over time - materials, technology etc. - Can compare schooling from the end of WWII to today. - Understand that schooling has changed over time & why this has happened. - Can choose artefacts to put in a time capsule to show what toys, transport & school was like today, for someone in the future. - Justify their opinion.		In Year 2, children: <u>Significant Individuals:</u> <i>Heroes – are all heroes male?</i> - Understand what the term, hero means. - Know that the earth is not flat (link to Geography Unit, autumn 1). - Understand the historical significance of Christopher Columbus, William Wilberforce, Grace Darling & Amy Johnson & their achievement &/or discoveries. - Understand why we remember each individual and the legacy they have left. - Understand the impact of their legacy on life today. - Understand that over time women's role in society changed. - Understand that all heroes are not male; both men & women can make a difference. <u>The Pilgrim Fathers:</u> <i>Are they important to Immingham?</i> - Know how Immingham changed over time by interpreting maps. - Understand what life was like in 1620 & how it compared to today. - Understand the historical significance of the Pilgrim Fathers. - Understand how the Pilgrim Fathers religious beliefs influenced their daily lives. - Understand why the Pilgrim Fathers came to Immingham – closest point to access The Netherlands (Holland). - Know the journey the Pilgrim Fathers took before settling in America – England to Holland, back to England & then onto the New World. - Understand how the link to the Pilgrim Fathers influenced Immingham – street names, memorial & Pilgrim Day celebrations. - Know how the Pilgrim Fathers are remembered across the world.		In Year 3, children will be required to: <u>Stone Age, Bronze Age & Iron Age</u> - Know who the Stone-Age settlers were & understand how we know about them; archaeologists. - Understand why the time-period is referred to as the Stone-Age; stone was the main material utilised by man. - Experiment in the Forest Schools area; making spears, flint knapping & making fire. - Know that the Stone-Age was divided into 3 periods: The Palaeolithic, The Mesolithic & The Neolithic periods. - Understand that in the Palaeolithic period people were hunter-gatherers, in the Mesolithic & Neolithic periods people became farmers; this in turn impacted on the development of settlements – Palaeolithic period people were nomads & across the Mesolithic & Neolithic periods settlements grew as farming advanced. - Understand the importance of Skara Brae & what it tells us about life in the Stone-Age. - Compare life today, with life in the Stone-Age. - Understand the importance of the changes to the way people lived during the Stone-Age; hunter gatherers to farmers, nomads to building settlements – these are the foundation for how we live today. - Visit the Hull & East Riding Archaeological Museum – explore life in all three time periods. - Understand the importance of Stonehenge & what it tells us about life in the Bronze Age. - Understand the impact that the discovery of bronze & iron had on the way of life at this time. - Understand why the time-periods are referred to as the Bronze Age & Iron Age; bronze & iron were the main material utilised by man. - Compare life between the Stone Age, Bronze Age & Iron Age periods. - Understand the importance of the Amesbury Archer & what it tells us about life in the Bronze Age. - Give an opinion as to which time period: the Stone Age, Bronze Age or Iron Age has most influenced life today.	
Subject Specific Pedagogy:					
Children engage in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them. Within any sequence of learning, objectives are always included for building knowledge of different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'. HISTORICAL ENQUIRY KNOWLEDGE OF UNDERSTANDING OF COMMUNICATION Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively. Within any sequence of learning, objectives are always included for developing children's understanding of particular elements; the precise focus is reflected in the key question.			Lesson Structure Retrieval Question Interpret Conclude Enquiry - recap learning from previous lesson/learning - if appropriate make links to learning from different year groups - make sense of ideas - develop critical thinking skills - contextualise - synthesise - introduce question, discuss - link to previous learning/overarching question - share key vocabulary - explain focus on key historical skills for the session - children to feedback findings & explain their ideas/opinions - discuss - share conflicting evidence - record their findings, thoughts, conclusions - opportunity for children to investigate/explore evidence to answer question - record their findings, thoughts, conclusions		
Unit Focus:		Local History & Significant Individuals			
Key Vocabulary:		Religious beliefs Persecuted Scrooby King James I The Netherlands Refugees Speedwell Mayflower Voyage	Plymouth Samoset Squanto Pilgrim Memorial	Year Decade Century Ancient Legacy Significance Conflict	
Key Text(s):		Journeys over land & sea, Mary Brewster & the Mayflower (Dr Anna Scott & Neil Baker) The Journey (Francesca Sanna)			
Number of weeks:		5 weeks		Number of sessions:	10 sessions

Key Learning:	 Chronological: • Can identify similarities & differences between periods. • Can use a range of appropriate words & phrases to describe the past. • Can develop an awareness of the past. • Know where all people/events studied fit into a chronological framework.	 Continuity & Change: • Can identify similarities/differences between ways of life at different times.		
	 Communicating & Interpretations of history: • Can understand some ways we find out about the past – different types of evidence. • Can identify & give reasons for an opinion. • Beginning to build a 'bigger picture' of a historical period, using a range of source material. • Can research the life of the Pilgrim Fathers from the past using different resources. • Can identify different ways in which the past is represented. • Can choose & use parts of stories & other sources to show understanding of historical enquiry; Mary Brewster & the Mayflower.	 Cause & Consequence: • Can recognise why people did things, why events happened & what happened as a result.		
		 Similarity & Difference: • Can make simple observations about the similarities/differences regarding; technology (or a lack of it), farming, beliefs about the world, religious beliefs, cities & medical care.		
	 Significance: • Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier & what they did later. • Understand the significance of memorials & why they are erected; monuments to the Pilgrim Fathers in England, the Netherlands & the USA.			
SEND Support:				
	Communication & Interaction: - Chunk instructions & Power Point on Showbie for pupils to follow. - Delivery of information is slowed down with time given to allow processing. - Modelling of task outcomes, so pupils clear about what is expected. - Pupils know how to access support; peers, resources, Showbie, teacher support etc. - Curriculum display to support recall of previously taught information. - Clear end points given for tasks; use of Kagan timers. - Task design is precise; History is the foci, not Literacy. - Key words & vocabulary emphasised; vocabulary is highlighted on planning, pupil topic sheets, Curriculum & 'Going for Gold' boards in all classrooms. - Visual timeline displayed. - Range of multi-sensory approaches used to support spoken language; Kagan Structures to support partner & group collaboration. - Delivery of information is slowed down with time given to allow processing. - Provide breaks between tasks; opportunities for 'Active Learning' & Kagan structures to be used to support teaching & learning.	Cognition & Learning: - Chunk instructions. - Direct teaching of new vocabulary. - Key words & vocabulary emphasised; vocabulary is highlighted on planning, pupil topic sheets, Curriculum & 'Going for Gold' boards in all classrooms. - Text & print is displayed using appropriate font (Comic Sans) where appropriate. - Delivery of information is slowed down with time given to allow processing. - Pupils repeat back instructions to check understanding. - 'Active Learning' & Kagan structures used to allow frequent practice or recall & repetition. - Task design is precise; History is the foci, not Literacy. - Addition of new learning to Curriculum board & previous learning to aid & support recall. - Links made explicitly to previous learning; formally on Curriculum board & informally through discussion. - Use of voice notes on Showbie, dictation Apps etc.; IT to support learning. - Resource rich activities.	Social, Emotional & Mental Health: - Expectations made clear by giving clear explanations & modelling. - Chunk instructions. - Provide breaks between tasks; opportunities for 'Active Learning' & Kagan structures. - Resources are prepared & easily accessible. - Clear end points given for tasks; use of Kagan timers. - Task design is precise; History is the foci, not Literacy.	Sensory &/or Physical Needs: <u>Visual Impairment:</u> - Provide opportunities for over-learning; Literacy & Reading session links. - Avoid laminating resources. - Check colours of background on whiteboard/Power Points & paper resources - Always use verbal explanations. - Read out loud as you write on board. - Support from Kagan 4's (peers). - Use of voice notes on Showbie, dictation Apps etc.; IT to support learning. <u>Hearing Impairment:</u> - Slow down speech rate but keep natural fluency. - Allow more thinking & response time. - Teach & model vocabulary. - Provide key words & prompts to support learning. - Check that oral information &/or instructions have been understood. - Rephrase pupil contributions at an appropriate volume if necessary. - Support from Kagan 4's (peers). - IT to support learning. <u>Physical Difficulties:</u> - Allow additional time to complete tasks. - Positioning in class relative to their need & the task. - Eliminate inessential copying from the board – use IT to support learning. - Support from Kagan 4's (peers). - IT to support learning; dictation Apps etc.
Key Question:		The Pilgrim Fathers: are they important to Immingham?		
Week 1	Session 1: Continuity & Change 	Key Question: Enquiry & Communicate: <i>How much has Immingham changed over time?</i> Key Learning: • Chronology: can identify similarities & differences between periods. • Communicating & Handling Evidence: can understand some ways we find out about the past; maps of Immingham over time. • Communicating & Handling Evidence: can identify & give reasons for an opinion; explain the similarities & differences in Immingham over time & justify their opinion. • Continuity & Change: can identify similarities/differences between ways of life at different times – look at maps; how has Immingham changed/stayed the same over time?		Activities: • Children look at a range of maps; <i>identify the differences between then and now. How has Immingham changed over time?</i> - Farmland originally - No industry on Immingham Bank St Andrews church is visible on all maps - Main roads have stayed the same - Immingham has grown very quickly in a relatively short space of time due the growth of Immingham Bank • Children present their findings.
	Session 2: Similarity & Difference 	Key Question: Enquiry & Communicate: <i>What was life like in 1620? How does it compare to today?</i> Key Learning: • Chronology: can identify similarities & differences between periods; compare life in Tudor times to today. • Chronology: can use appropriate words & phrases to describe the past. • Communicating & Handling Evidence: can understand some ways we find out about the past - different types of evidence. • Communicating & Handling Evidence: beginning to build a 'bigger picture' of a historical time-period, using a range of source material; life at the time of the Pilgrim Fathers.		Teaching: Life was simple: - People did not know that half the world existed. - News travelled by 'horse' – there were no telephones, no postman! - Nearly everyone was living in villages or on farmsteads. - If people needed to travel, they travelled by horse or walked. - Farming was a way of life – the season's dictated people's lives – there was no complicated machinery, horses & people power farmed the land. - Disease & crop failure was a constant threat to life. - There were no manufactured goods – shoes, shirts, nails etc. were hand made. - There were no big cities, only London.

		• Communicating & Handling Evidence: can identify & give reasons for an opinion; explain the similarities & differences in Immingham over time & justify their opinion. • Similarity & Difference: can make simple observations about the differences/similarities regarding: - Technology, or lack of it – <i>communication / machinery / no manufactured goods / no electricity, gas / no cars, buses or trains – people made things, travelled by horse or walked & laboured</i> - Farming – <i>people ate what they could grow, available food dictated by the seasons/ disease &/or crop failure a constant threat to life - life revolved around the seasons</i> - Beliefs about the world - <i>link back to Christopher Columbus work</i> - Religious beliefs – <i>religion played a huge part in people's lives (link back to work on Guy Fawkes)</i> - Cities – <i>only major city was London (link back to work on the Guy Fawkes/GFoL) - most people lived in villages/farmsteads</i> - Lack of medicines – <i>life expectancy was low</i>	- Religion played a big part in people's lives. - Life expectancy was low – there were no medicines; people treated illnesses with herbal remedies. Short clip about life in Tudor England; children separating the grain from the straw & the chafe https://www.bbc.co.uk/bitesize/clips/zmgc87h Link doesn't work https://www.youtube.com/watch?v=AX5Ad-FNjvM https://www.youtube.com/watch?v=Rd2yUd-3WO4 Activities:
Week 2 and 3	Session 3/4: Historical Significance 	Key Question: Enquiry & Communicate: <i>Who were the Pilgrim Fathers? When were they chronologically active?</i> Key Learning: • Chronology: can develop an awareness of the past. • Chronology: know where all people/events studied fit into a chronological framework; add to class timeline & begin to build a timeline together of significant events across the Pilgrim Fathers journey. • Communicating & Handling Evidence: can research the life of the Pilgrim Fathers from the past using different resources. • Communicating & Handling Evidence: can identify & give reasons for an opinion; who were the Pilgrim Fathers? How do they know? • Communicating & Handling Evidence: can identify different ways in which the past is represented. • Significance: can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier & what they did later; The Pilgrim Fathers – Mary Brewster.	Activities: • Inference task, reveal picture: - Who are these people? - What time period do you think they are from? What clues can you take from the image to support your answer? - Thinking about the timelines we've done so far from Grace Darling and Christopher Columbus; where do you think these people fit into the class timeline? Before, after or at the same time? • Look at the class timeline and the dates on the new one; where will they go? • Add timeline to class timeline on wall. • Research the Pilgrim Fathers using different sources of evidence, timeline, internet and books. • Produce a Non-Chronological Report of findings. Visit the Mayflower 400 Exhibition at the Civic Centre. Immingham civic centre is closed until the 15th February.
	Session 5/6: Similarity & Difference 	Key Question: Enquiry & Communicate: <i>What did the Pilgrim Fathers believe? How did their beliefs influence how they lived? Is this similar to your beliefs and how you live?</i> Key Learning: • Chronology: can use appropriate words & phrases to describe the past. • Communicating & Handling Evidence: can identify & give reasons for an opinion; sorting activity. • Continuity & Change: can identify similarities/differences between ways of life at different times; how do beliefs influence daily life in the past & today. • Similarity & Difference: can make simple observations about how beliefs influence daily life in the past & today.	Teaching: Look at the beliefs of the Pilgrim Fathers and our beliefs in Christianity today. Activities: • Sorting activity for similarities and differences. • How do their beliefs influence their daily life? Why? Do your beliefs influence your daily life?
Week 4	Session 7: Cause & Consequence 	Key Question: Enquiry & Communicate: <i>Why did the Pilgrim Fathers come to Immingham Creek?</i> Key Learning: • Communicating & Handling Evidence: can identify & give reasons for an opinion; explain why the Pilgrim Fathers came to Immingham. • Communicating & Handling Evidence: can choose & use parts of stories & other sources to show understanding of historical enquiry; Mary Brewster & the Mayflower. • Cause & Consequence: can recognise why people did things, why events happened & what happened as a result; the Pilgrim Fathers came to Immingham to escape to Holland, this area is the closest point to Holland.	Task:
	Session 8: Historical Significance 	Key Question: Enquiry: <i>What happened to the Pilgrim Fathers? Where did they go?</i> Key Learning: • Chronology: can use appropriate words & phrases to describe the past. • Communicating & Handling Evidence: can identify & give reasons for an opinion. • Communicating & Handling Evidence: can choose & use parts of stories & other sources to show understanding of historical enquiry; Mary Brewster & the Mayflower. • Significance: can recount the life of someone famous from Britain, who lived in the past giving attention to what they did earlier & what they did later; The Pilgrim Fathers' journey.	Activities: • Children sequence a series of cards outlining the significant events in the Pilgrim Fathers journey to America and their settlement. • Map the journey from The Netherlands to 'Plymouth'; 'Speedwell' to England & the 'Mayflower' to the New World. • Use Scratch Jr for the children to create a map and take their Sprite on the journey the Pilgrim Fathers took.
Week 5	Session 9: Historical Significance 	Key Question: Enquiry: <i>Are the Pilgrim Fathers important to Immingham? Have they left a legacy?</i> Key Learning: • Communicating & Handling Evidence: can identify & give reasons for an opinion; why are the Pilgrim Fathers important to Immingham. • Cause & Consequence: can recognise why people did things, why events happened & what happened as a result; street names are linked to the Pilgrim Fathers, Pilgrim Fathers Memorial & Pilgrim Day celebrated.	Activities: • Street view of Immingham Google Maps street view. • Virtual tour of Immingham looking for the links to the Pilgrim Fathers. • Children to go on a walk and spot as many streets or things associated to the Pilgrim Fathers. • Talk about what we saw on our tour/virtual tour of Immingham Q: Why do you think so many things are named after the Pilgrim Fathers?

		• Significance: can recount the life of someone famous from Britain, who lived in the past giving attention to what they did earlier & what they did later; The Pilgrim Fathers' journey & significance to Immingham.	
	Session 10: Historical Significance 	Key Question: Enquiry & Communicate: <i>How are the Pilgrim Fathers remembered across the world?</i> Key Learning: • Communicating & Handling Evidence: can identify different ways in which the past is represented. • Significance: understand the significance of memorials & why they are erected; monuments to the Pilgrim Fathers in England, the Netherlands & the USA.	Activities: Look at the monuments both in England (the Netherlands) & the USA. ✓ <i>What do these monuments tell us about the significance of the Pilgrim Fathers?</i> ✓ <i>What does the monument say?</i> ✓ <i>Who appears in the design and who does not? Why?</i> ✓ <i>What is the monument meant to make you feel? How does it do this?</i>