

Year 1	
<p><u>BIG Question 1:</u></p> <p>How has our local area changed over time?</p> <p><u>Key Concepts developed:</u> Settlements Progress and Change Conflict Historical Figures</p> <p><u>What if/P4C Question:</u></p>	<ul style="list-style-type: none"> ➤ I know why the Old Gaol was an important place in Penkridge. ➤ I can gather information by visiting a historical place in Penkridge. ➤ I know what impact Edward Littleton had on Penkridge. ➤ I can ask questions about Remembrance using pictures from past and present. ➤ I can recall historical facts about St Michael's Church. ➤ I can place significant dates about Penkridge on a timeline. ➤ I know why people settled in Penkridge.
<p><u>BIG Question 2:</u></p> <p>What impact did the Victorians have on Britain?</p> <p><u>Key Concepts developed:</u> Progress and Change Law and Order Historical Figures</p> <p><u>What if/P4C Question:</u></p>	<ul style="list-style-type: none"> ➤ I can recall facts about Queen Victoria. ➤ I can compare the life of a Victorian child to today. ➤ I know the impact that Victorians had on education. ➤ I can ask and answer questions about Victorian objects. ➤ I can place Victorian inventions on a timeline. ➤ I know how Victorian inventions impacted life today. ➤ I can recall facts about the Victorians.

Year 2

BIG Question 1:

How has technology changed over time?

Key Concepts developed:

Progress and change/historical figures/law and order.

What if/P4C Question:

- I can explain how technology from 1900-1920 was used for the first aeroplane flight.
- I can explain how technology from 1920-1940 helped us to communicate.
- I can explain how technology from 1940-1960 improved people lives.
- I can explain how technology from 1960-1980 helped space travel.
- To explore how technology from 1980-2000 improved how we listen to music and watch TV.
- I can compare technology from present day to the past.
- I know what technology from the past might have been used for.
- I can explain how changes in technology have changed national life.

BIG Question 2:

Why is Samuel Pepys a significant historical figure?

Key Concepts developed:

Historical figures/law and order/progress and change/settlements.

What if/P4C Question:

- I know why Samuel Pepys is famous.
- I can explain how historians used Samuel Pepys diary to learn about events from the past.
- I know what fire hooks might have been used for.
- I can recall dates from the Great Fire of London.
- I know about what Samuel Pepys did to make the world a better place.
- I can explain changes made in settlements following the Great Fire of London.
- I can research into the life of a Samuel Pepys.
- I can use books and internet to research into the life of Samuel Pepys.

Year 3

BIG Question 1:

How did daily life change in Britain from the Stone Age to the Iron Age?

Key Concepts developed:

Settlements
Progress and Change

What if/P4C Question:

- I can use historical sources to find out about the past.
- I can explain changes and the reasons for these changes over time.
- I can use archaeological evidence to support my answers.
- I understand significant changes in time from the Neolithic to the Bronze Age.
- I can explain significant finds in archaeology.
- I understand the significance of the Beaker people.
- I understand how tools changed and the consequence of this.
- I can explain the main change from the Bronze Age to the Iron Age.
- I can interpret historical evidence accurately.

BIG Question 2:

Which of the Roman achievements had the most significant impact on Britain?

Key Concepts developed:

Invasion
Settlements
Progress and Change
Law and Order
Conflict
Historical Figures

What if/P4C Question: N/A

- I understand the concept of an Empire and can recall where and when the Roman Empire began.
- I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain.
- I can explain how the landscape of Britain was changed by what the Romans built.
- I understand how the Romans made lasting changes to language and numbers in Britain.
- I can explain how lifestyles in Britain changed during the Roman period in history.
- I can research to find answers about Boudicca.
- I can evaluate the impact of the Roman Empire on Britain and debate the most important legacies.

Year 4

BIG Question 1:

What were the main causes of conflict between Anglo Saxons and Vikings in their struggle for the kingdom of England?

Key Concepts developed:

Invasion
Conflict
Settlements
Law and Order
Historical Figures
Progress and Change

What if/P4C Question:

- To recall key dates of Anglo-Saxon and Viking Invasions.
- To understand where AS and V feature in history.
- To understand how the fall of the Roman Empire caused the influx of settlers.
- To compare Anglo-Saxon and Viking views of the same event and begin to explain why they may be different.
- To investigate cause and effect by gathering detail from maps and sources.
- To compare how law and order differed between the two cultures.
- To find out about how the life of Alfred the Great impacted the course of British history.

BIG Question 2:

What were the lasting impacts of WW2 on Britain?

Key Concepts developed:

Invasion
Conflict
Settlements
Law and Order
Historical Figures
Progress and Change

What if/P4C Question:

- To recall key dates from world war 2.
- To identify how wartime reporting has changed through the years and why.
- To recall how the roles of the monarchy were changed due to the war.
- To identify ways in which children's literature changed as a result of WW2
- To compare how the role of women in the workplace was impacted by WW2
- To identify how the lives of the wealthy differed to the lives of the poor in WW2 Britain