

Walbottle Village Primary School – Scheme of Work – Autumn Term 2019 History

Topic theme and overview The children will compare the lives of people living in castles in the past and present. They will learn about people who lived at Prudhoe Castle. The children will learn about the history of Queen Elizabeth II and coats of arms.

Trips and Visitors

Prudhoe and / or Aydon Castle

Resources

- Internet
- Books
- Coat of arms template

Assessment opportunities

- Completed pupil work
- Teacher observations
- Evidence from focused practical tasks
- Feedback discussions with pupils during tasks.

New vocabulary

Castle, moat, portcullis, drawbridge, king, queen, lord, lady, flag, coat of arms

Supporting writing

Narrative

Non-narrative - report

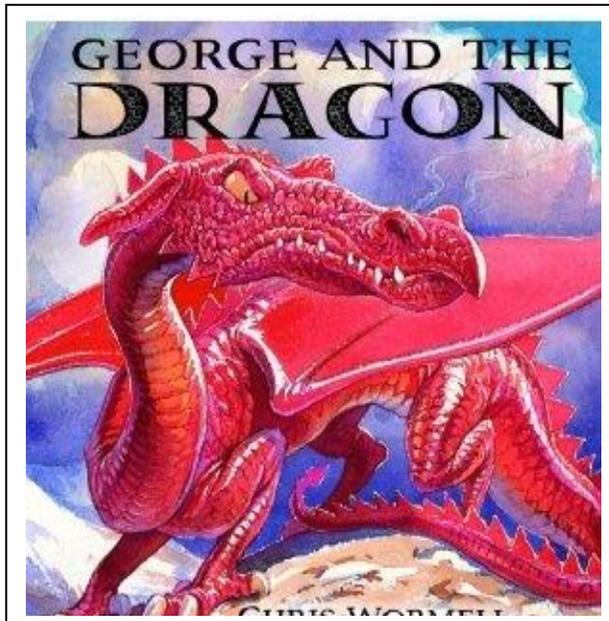
Supporting reading

Narrative –George and the Dragon

Non-narrative – Usborne Book of Castles

Supporting numeracy

Time lines will develop understanding of time.



Learning Outcomes - All children will:

- Pupils recognise the distinction between present and past in their own and other people's lives.
- They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.
- They know and recount episodes from stories about the past
- They find answers to some simple questions about the past from sources of information.

Most children will:

- Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.
- They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.
- They are beginning to recognise that there are reasons why people in the past acted as they did.
- They are beginning to identify some of the different ways in which the past is represented.
- They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Some children, exceeding expectations, will

- Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.
- They show knowledge and understanding of some of the main events, people and changes studied
- They are beginning to give a few reasons for, and results of, the main events and changes.
- They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Tasks / activities informed by the National Curriculum

1. Visit Prudhoe castle and investigate what it used to be like
2. Learn about and investigate life in medieval times
3. Learn about the life of Kings and Queens From the past
4. Learn about coats of arms and what they were used for.

National Curriculum 2014 references* 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 (e.g. 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 (e.g. 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 Edith Cavell) ▪ significant historical events, people and places in their own locality.

British values

Countries part of the Commonwealth,

Respect for the environment around us and the wider world.