

FPA Overview - SUBJECT: History

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
R/N	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me</p> <p>How can we show and tell?</p>	<p>On Parade...</p> <p>How can we create a performance for our families?</p>		<p>Ship Ahoy!</p> <p>How can we create a gallery to tell pirate tales?</p>	
	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p>	<p>You and Me</p> <p>How can we show and tell?</p>	<p>A real World</p> <p>How can we help those who help us?</p>		<p>Magical Word</p> <p>How can we make an area of our school magical?</p>	
1	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can sequence events from their own lifetimes, and can ask questions about what has happened in their own lifetimes.</p>	<p>Comics Can...</p> <p>Produce a comic book of heroes and villains from different times and places</p> <p>Pupils can sequence some key events from beyond their living memory where historical figures have made key achievements.</p>	<p>Rumble in the Jungle</p> <p>How can we produce a soundtrack for a Jungle tale?</p> <p>Children can place events on a simple timeline such as the events within a story.</p> <p>They can use stories to distinguish between fact and fiction.</p>		<p>Buckets and Spades</p> <p>Plan and design a gallery that brings the seaside to the city</p> <p>Children look at artefacts from the beach in the past and sequence objects from different times and today. They can match objects to people of different ages.</p> <p>They ask questions about why people might have gone to the beach in the past (invention of travel)</p> <p>They compare how it might have been different at the beach in the past to today, and describe how things have changed over time.</p>	
	1.1, 1.3	1.1b	1.1a, 1.4		1.2, 1.2b, 1.3a, 1.4a, 1.4b	
2	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children will research different leather and methods of producing throughout Walsall history. They will understand why and how products got developed for people. Their investigation into Leather</p>		<p>Dinosaur Stomp</p> <p>How can we bring dinosaurs back to life creatively?</p> <p>Children using historical phrases and to describe the time of dinosaurs. They can look at simple sources (visual and written) to extract information and ask questions about how/why things might have happened e.g extinction.</p>		<p>The Really Rural Show</p> <p>How can we recreate the countryside in our city environment?</p> <p>Children use artefacts, photos and key events to recognise why people did things, and why things happened. They compare the difference in time between now and the past based through the theme. Why was the countryside important in the past? How was it different in cities in the past? Time focus: Victorians – what was it like in the city? What was it like in the countryside? What was</p>	

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	trade and development in history will allow them to present their own ideas in the modern day influenced by the past.		Stafford like in the past? Was it more rural? What was in the town? What was London like in the past?
		2.1, , 2.2a, 2.3, 2.3a, 2.3b	
3	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>They analyse artefacts for time periods studied, observing small details as to what they tell us.</p> <p>In the context of creating a local history gallery, they understand the difference between an artefact and a replica and why both exist.</p> <p>They look at particular civilizations, why those societies occurred and why some features still exist today. The contrast life in that period to how life is today.</p>	<p>Sparks will Fly</p> <p>Challenge: How can we tell the story of fire creatively?</p> <p>Children can use a range of stories about the times in the past when fire and fireworks may have been relevant to particular events – such as the Gunpowder plot and the Great Fire of London. They use these stories and historical accounts and sources to determine fact and fiction about this period of the past and build up a picture of what events/ time was like.</p>	<p>Around the World in 80 Beats</p> <p>Challenge: Compose an album of songs of the world</p> <p>Children sequence specific time periods studies to names and dates, adding BC and AD appropriately.</p>
	3.1, 3.1a, 3.1b, 3.2, 3.3, 3.3a, 3.4	3.3b , 3.4a	
4	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children investigate mining through the past. They form questions to independently research based on interests into particular local mining through history.</p> <p>They can consider why mining may have taken place in a specific time period, and consider the cause and effect of this in history.</p>	<p>Toy Makers</p> <p>Challenge: Can we design and make a toy which moves?</p>	<p>Castle Attack!</p> <p>Challenge: How can you re-enact a Castle attack?</p> <p>Children create a timeline through periods of history, attaching BC and AD correctly.</p> <p>They use a variety of sources when looking at time periods studied and to examine key features of the time. They can question the reliability of a source.</p>

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			Children find out about how key features of a civilization have adapted since that time period, choosing relevant material to build up a picture of the past.
	4.3, 4.4, 4.4a		4.1, 4.1a, 4.2, 4.2a, 4.3a, 4.3b

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5	A Big Adventure	Food vs Man	Space Infinity
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children look at key times of glass makings, comparing between these different times in the past.</p> <p>They can select and synthesis key information to present findings about a time period studied.</p> <p>Investigate and describe the cause and effect of events that took place.</p> <p>They can construct an accurate narrative of the time period investigated.</p>	<p>How can we run a healthy, Fairtrade tuck shop?</p>	<p>Challenge: How can we produce a Space game?</p> <p>Children study historical events and people related to space travel and moon landings.</p> <p>They select key questions to investigate a time period and study different versions of the same event to find similarities and differences.</p> <p>They discuss the causes and results of an event and their impact on people.</p> <p>They use primary and secondary sources and their value to depict a historical event.</p>
	5.1, 5.3a, 5.3b, 5.4		5.4a, 5.3, 5.2, 5.2a, 5.4b
6	A Big Adventure	Child's War	The Final Countdown
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children can populate a timeline of key periods studied over time, in the first instance connected Train travel stories of evacuees, locally and nationally.</p>	<p>Challenge: Recognise heroes of World Wars</p> <p>Children study key events related to war heroes, especially those with local context They gain knowledge of key events and sequence these correctly.</p> <p>They look at a number of sources from this period of time, looking at what they tell us about the time period; how these conclusions are arrived at; their validity as sources; and why things might have changed over a period of time – e.g. WW1, WW2 to today.</p>	<p>Challenge: How can we set up an FPA events company?</p>

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	6.1	6.1a, 6.2, 6.2a, 6.4, 6.4a, 6.4b	
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