

HISTORY

MILESTONE THREE

Cycle A

Autumn	Spring	Summer
<p>A local history study, Chosen from:</p> <ul style="list-style-type: none"> • The role of Newark in the Civil War • The growth of Newark-on-Trent due to the wool trade and its geographical position 	<p>A non- European society that contrasts with British history chosen from:</p> <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. 	<p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p>
<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of the other areas of interest around the world. <p>Understand chronology</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times (Viking & Anglo Saxon period). • Compare some of the times studied with those of the other areas of interest around the world. <p>Understand chronology</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>Knowledge focus here?</p> <p>Kirklington to develop own organiser her – use links from civil war centre resources</p>	<p>History Knowledge Organiser: Maya Civilisation UKS2 - Twinkl</p>	<p>t-h-304-history-knowledge-organiser-anglo-saxons-and-scots-lks2_ver_2.pdf (twinkl.co.uk)</p>

HISTORY

MILESTONE THREE

CYCLE B

Ancient Greece.

Britain's settlement by Anglo Saxons and Scots.

Study of a theme in British history that extends chronological knowledge post 1066 e.g. employment locally (farming to mines), medicine, crime and punishment

Investigate and interpret the past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Compare some of the times studied with those of the other areas of interest around the world.

Understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
- Use dates and terms accurately in describing events.

Communicate historically

- Use appropriate historical vocabulary to communicate.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

Investigate and interpret the past

- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

Build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times (Anglo Saxon/Scots period).
- Compare some of the times studied with those of the other areas of interest around the world.

Understand chronology

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Communicate historically

- Use appropriate historical vocabulary to communicate.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

Investigate and interpret the past

- Use sources of information to form testable hypotheses about the past.
- Refine lines of enquiry as appropriate.

Build an overview of world history

- Identify continuity and change in the history of the locality of the school.

Understand chronology

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Use dates and terms accurately in describing events.

Communicate historically

- Use appropriate historical vocabulary to communicate.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

[History Knowledge Organiser: Ancient Greece KS2 - Twinkl](#)

[t-h-376-history-knowledge-organiser-vikings-and-anglosaxons-lks2- ver 8.pdf \(twinkl.co.uk\)](#)

[t-h-315-history-knowledge-organiser-crime-and-punishment-lks2 ver 1.pdf \(twinkl.co.uk\)](#)

HISTORY

MILESTONE TWO

Cycle A

Autumn	Spring	Summer
<p>History of interest to pupils</p> <p>* non-statutory</p>	<ul style="list-style-type: none">• The Roman Empire and its Impact on Britain.	<p>Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</p>
<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries. <p>Build an overview of world history Describe changes that have happened in the locality of the school throughout history.</p> <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history</p> <ul style="list-style-type: none">• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>Build an overview of world history</p> <ul style="list-style-type: none">• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
The children wanted to look at the civil war- this has been done as a brief introduction.	t-h-280-history-knowledge-organiser-romans-lks2_ver_6.pdf (twinkl.co.uk)	t-h-300-history-knowledge-organiser-ancient-egypt-lks2_ver_5.pdf (twinkl.co.uk)

HISTORY

MILESTONE TWO

CYCLE B

<p>Changes in Britain from the Stone Age to the Iron Age and local knowledge of Cresswell Crags</p>	<p>A local history study, e.g. local area, including Southwell Workhouse (Victorian era), the role of Duke's Wood in WW2</p>	<p>Study of a theme in British history that extends chronological knowledge post 1066 – e.g. work, leisure and entertainment, fashion, transport, toys</p>
<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries. <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Build an overview of world history</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <ul style="list-style-type: none">• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a timeline using dates.• Understand the concept of change over time, representing this, along with evidence, on a timeline. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none">• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>Investigate and interpret the past</p> <ul style="list-style-type: none">• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>Build an overview of world history</p> <ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates..• Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
<p>t-h-319-history-knowledge-organiser-stone-age-to-the-iron-age-ks2_ver_6.pdf (twinkl.co.uk)</p>	<p>t-h-485-history-knowledge-organiser-the-victorians-ks2_ver_1.pdf (twinkl.co.uk)</p>	<p>History Knowledge Organiser: Leisure and Entertainment UKS2 (twinkl.co.uk)</p>

HISTORY

MILESTONE ONE

Cycle A

Autumn	Spring	Summer
<p>Significant events, people and places in their own locality: The mining community in Bilsthorpe</p>	<p>Lives of significant individuals in Britain's past:</p> <p>Key events (national significance):</p>	<p>Lives of significant individuals in Britain's past:</p> <p>Key events (global significance):</p>
<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? <p>Build an overview of world history</p> <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Knowledge focus here?		

<p>Half term 1 - KS1 History Knowledge Organisers: Toys (teacher made) (twinkl.co.uk)</p> <p>Half term 2 - Design own knowledge organiser Bilsthorpe mining.</p>	<p>History Knowledge Organiser: The Great Fire of London KS1 (twinkl.co.uk)</p>	<p>tp-h-116-ks1-history-knowledge-organiser-kings-and-queens-english_ver_2.pdf (twinkl.co.uk)</p>
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HISTORY

MILESTONE ONE

CYCLE B

<p>Changes in living memory Our parents and grandparents (homes?)</p>	<p>Lives of significant individuals in Britain's past: Key events (national significance):</p>	<p>Lives of significant individuals in Britain's past: Key events (global significance):</p>
<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? <p>Build an overview of world history</p> <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
<p>Knowledge focus here?</p> <p>KS1 History Knowledge Organiser: Travel and Transport (twinkl.co.uk)</p>	<p>KS1 History Knowledge Organiser: Nurturing Nurses - Twinkl</p>	<p>KS1 History Knowledge Organiser: Great Explorers - Twinkl</p>

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