

Being a Historian at Barrs Court Primary





Barrs Court Primary School History Knowledge and Skills progression – Reception Yearly Overview

| | Enquiry | EYFS objectives Understanding the World - Past and Present (Development Matters, Early Learning Goals) | Key Knowledge and vocabulary | Key skills |
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| Term 1 | Who are we? | (DM 4-5) Comment on images of familiar situations in the past. (DM 4-5) Compare and contrast characters from stories, including figures from the past. (DM 4-5) Draw information from a simple map. | Weekly mini questions (own history): How are we different? Who is in my family? Who are my friends? Where is my school? (Where do we live? What is in our local area? What do we see on our way to school?) | <ul style="list-style-type: none"> Understand then and now – past and present. Look at a baby photo – recognise changes and talk about: <i>How have you changed? What can you do now that you couldn't do then?</i> Begin to talk about the past in their own lives. Talk about own family, bringing in photographs from home as a stimulus. Talk about who lives with them – immediate family Talk about their wider family – grandparents (Mum's mum, Dad's mum etc) Talk about siblings – what can they do that you can't? What can you do that they can't? Who is the oldest? Youngest? Draw similarities and differences about likes and dislikes from the book 'Would you Rather' (John Burningham) Draw similarities and differences about family, hobbies, skin colour, abilities from the book 'We Are All Different' (Twinkl). Begin to know about their own unique past and the past of those in their family Develop a sense of uniqueness and of belonging to a community Create a simple map – children's picture in the centre, draw features of the local area around them (Asda, park, library, retail park etc) to give them a sense of self and place. (Communicate their knowledge through drawing) Begin to ask some of their own questions |
| | What is darkness? | | | |
| Term 2 | What stories do we know? | (DM 4-5) Comment on images of familiar situations in the past. (DM 4-5) Compare and contrast characters from stories, including figures from the past. (ELG) Talk about the lives of the people around them and their roles in society. (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. | Own history - share favourite story from home – 'I like this book because...' Stories may be from when they were younger. Staff will share their favourite childhood stories Traditional tales – one story told in different ways over time Read the Christmas story and understand it has been told for a very long time. It is a special story to Christians but it is the reason we celebrate Christmas day. | <ul style="list-style-type: none"> Begin to know about their own unique past and the past of those in their family Develop a sense of uniqueness and of belonging to a community Draw similarities and differences between our class's favourite stories Draw similarities and differences between different versions of the same story over time Begin to use language associated with the passage of time. Begin to know that the passage of time changes us all |

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| Term 3 | What is a celebration? | <p>(DM 4-5) Comment on images of familiar situations in the past.</p> <p>(DM 4-5) Compare and contrast characters from stories, including figures from the past.</p> <p>(ELG) Talk about the lives of the people around them and their roles in society.</p> <p>(ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>(ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Own history - Birthdays – how do you celebrate in relation to what season you were born in? (eg outdoor swimming party wouldn't be suitable in the Winter!)</p> <p>Christmas in England compared to Christmas in Australia</p> <p>Celebrations that might take place in a church – christenings and weddings (reflecting on own experiences). Talk to our local vicar.</p> <p>Chinese New Year and traditions behind it</p> | <ul style="list-style-type: none"> Understand then and now – past and present. Begin to ask some of their own questions Draw similarities and differences between celebrations Talk about own experiences of celebrations Learn about their own unique past (Christenings, weddings of people in their family) Learn of celebrations that are celebrated by members of Reception other than Christmas, Birthdays, Easter. Begin to use language associated with the passage of time. Begin to know that the passage of time changes us all |
| Term 4 | What is growing? | <p>(DM 4-5) Comment on images of familiar situations in the past.</p> <p>(DM 4-5) Compare and contrast characters from stories, including figures from the past.</p> <p>(ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>(ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>What did a frog start life as?</p> <p>How have I changed since I was a baby? (photos from home)</p> | <ul style="list-style-type: none"> Begin to use language associated with the passage of time. Begin to know that the passage of time changes us all Understand then and now – past and present. Look at a baby photo – recognise changes and talk about: <i>How have you changed? What can you do now that you couldn't do then?</i> Begin to talk about the past in their own lives. |
| Term 5 | How do we care for our pets? | <p>(DM 4-5) Comment on images of familiar situations in the past.</p> <p>(ELG) Talk about the lives of the people around them and their roles in society.</p> <p>(ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p>Question visitors about how they look after their pet? How is that the same/different to previous visitors?</p> <p>Learn about how animals change from birth</p> | <ul style="list-style-type: none"> Begin to use language associated with the passage of time. Begin to know that the passage of time changes us all Begin to ask some of their own questions Draw similarities and differences between animals and humans (what is needed to survive, development from birth) |
| Term 6 | Who helps us? | <p>(DM 4-5) Comment on images of familiar situations in the past.</p> <p>(DM 4-5) Compare and contrast characters from stories, including figures from the past.</p> <p>(ELG) Talk about the lives of the people around them and their roles in society.</p> <p>(ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>(ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Florence Nightingale</p> <p>Hospitals then and now</p> | <ul style="list-style-type: none"> Begin to use language associated with the passage of time. Begin to know that the passage of time changes us all Begin to ask some of their own questions Draw similarities and differences between hospitals then and now Draw similarities and differences between nurses then and now |

Barrs Court Primary School History Knowledge and Skills progression – Red Area Yearly Overview - Year A



| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | History skills |
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| Term 1 | How are schools the same? (4) | | | |
| | What could my classroom be made of? (5) | <p><i>Engineer focused enquiry.</i></p> <p>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> | Task which can link history in with the engineer skills, but allows for some vocabulary. Revisit walk around local area (from Engage) and consider how old the different parts of buildings might be. Encourage learners to use language: 'older' (past), 'modern' or 'new' (future) for example. Learners should choose buildings to label with materials and reasons for use (office windows: modern, lots of glass for light; supermarket: new, not many windows to keep store cool). | Children will be able to gain / revisit from the engage task some views on the local area and their understanding of what is around them. They will be able to look at what features and materials buildings USED to have and what they have now (by physically seeing modern buildings). |
| Term 2 | How can we help? (5) | | | |
| | What did Brunel do for Great Britain? (6) | <p>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>- Be able to use a wide vocabulary of everyday historical terms. (Good vocabulary word cards on Twinkl)</p> <p>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>- Learn about 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.</p> | <p>Brunel the great engineer by Sally Hewitt is a book which breaks down Brunel's life and children may be able to use the images to link to places they have seen in Bristol. This book also has a simple timeline in, so children can develop an understanding of when Brunel was around in regard to other time periods.</p> <p>Brunel The Great Engineer (Ways Into History): Amazon.co.uk: Hewitt, Sally: 9781445109602: Books</p> <p>Further timeline resource of Brunel's life - Timeline - Isambard Kingdom Brunel (ikbrunel.org.uk)</p> <p>Isambard Brunel & connections with Bristol (cotswolds.info)</p> <p>Fantastic website which makes clear connections between Brunel and Bristol. A trip to the SS Great Britain towards the start of term will immerse children in the learning well. On the site above it has contact details, opening times etc for the SS Great Britain.</p> <p>Key facts –</p> <ul style="list-style-type: none"> Isambard Brunel (1806 to 1859) Brunel was known for his design of the Clifton Suspension Bridge (after he won a competition to design the bridge!) Bristol Temple Meads Railway Station was of his designs One of his greatest achievements was the building of SS Great Britain in Bristol docks <p>During this enquiry children are to find information out about Brunel by using books and online sources to understand that we know about Brunel through the work he did and the legacy he left in what he built. Task could be a hot seating where children take it in turns to be Brunel and other children can ask them questions.</p> <p>Children should be able to look into Brunel's life and how people used to live differently and had less access to transport.</p> <p>Isambard Kingdom Brunel - BBC Teach</p> <p>Outcome - <i>Which of Brunel's achievements was the greatest?</i></p> <p>Links can be made to the materials Brunel used when he was building (link to previous enquiry) and ensure vocabulary can be recalled.</p> | <p>Children will be able to use their engineer skills from the previous enquiry well here and this will underpin learning. When discussing Brunel, children will be able to think about materials he used when building.</p> <p>Children will be learning about a key engineer from the local area (Bristol) and we have a lot of places where children may have been that they will be able to think about (Temple Meads, Clifton suspension and SS Great Britain).</p> <p>Children should be able to use questioning and ORACY skills to be able to develop their learning.</p> <p>Children should use their understanding of past, then, now, present etc. to be able to plot where Brunel fits in on a timeline.</p> <p>Recognise the difference between past and present in their own and others' lives.</p> |

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| | | | Vocabulary Older, newer, years, a long time ago, similar, different, recently . Same, different, similarities, differences, change . | |
| Term 3 | How do we live a healthy life? (6) | | | |
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| Term 4 | What is a home? (6weeks) | | | |
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| Term 5 | What grows near me? (4) | | | |
| Term 6 | How will we get around in the future? (6) | <p>- Develop an awareness of the past, using common words and phrases related to the passing of time.</p> <p>- Know where the people and events they study fit within a chronological framework.</p> <p>- Ask and answer questions to show they understand key features/events.</p> <p>- Events beyond living memory that are significant nationally or globally.</p> | <p><i>Geography based enquiry, but does allow for some great historical discussions (and use of vocabulary) when linking transport from the past and the similarities and differences.</i></p> <p>Give learners pictures of different transport: cars, modern train, steam train (LINKS TO BRUNEL ENQUIRY), horse and carriage, bicycle, plane, space shuttle, land speed cars, electric car etc., and ask them to put them in chronological order from old to new. Support learners in developing an awareness of the past, and encourage them to use words related to the passing of time. During this task children should be able to discuss their own experiences with different forms of transport and consider the similarities and differences to how a bike/car might have looked, compared to what it looks like now. Created timeline should be displayed in classroom for the duration of the enquiry, so that children have something to refer to and to keep referring to for keepy uppys.</p> <p>‘Looking at 2030: A Day in the Life of Tomorrow's Kids’ (2030: A Day in the Life of Tomorrow's Kids : Zuckerman, Amy, Daly, James, Manders, John: Amazon.co.uk: Books) engage learners in discussion using timelines of what might come next. What do we try and do each time we invent a new form of transport? (more people, quicker journeys, less pollution, safer etc). How would they like to travel when they are adults? ‘In the future when I grow up’</p> <p>Ideas of how to localise:</p> <ul style="list-style-type: none"> - Using Great Western Railway and other train companies who all have links with schools where learners can visit existing and old examples of transport and/or stations. - Motor museum in Somerset (Haynes Motor Museum - Museum in Yeovil, Somerset - Visit Bath) - Aerospace Bristol | <p>This requires learners to be able to identify what was used in the past and how it has changed and why.</p> <p>Children to understand that the present is a continuation from the past and ideas are often improvements from what has come before. It is important for them to see that we are not reinventing the wheel every time and that we use transport from the past to help us develop something new that suits modern needs. Do children recognise what the needs are? (money, eco)</p> <p>Children should develop their skills in chronology.</p> <p>Recognise the difference between past and present in their own and others’ lives.</p> <p>They should be able to use past and present tense confidently; terms to compare and contrast how things have changed.</p> |

Barrs Court Primary School History Knowledge and Skills progression – Red Area Yearly Overview - Year B



| | Enquiry | National Curriculum Objectives | Key Knowledge and Vocabulary | History skills |
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| Term 1 | What is my hat made of? (5) | | | |
| | How does Barrs Court change - Autumn? (1) | | | |
| Term 2 | Who helps who?(4) | <ul style="list-style-type: none"> - 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. - Significant historical events, people and places in their own locality. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | <p>Children should be able to link learning to 'Famous faces' enquiry where Florence Nightingale is bought into discussion.</p> <p>It is important here to ensure what an Historian is before beginning the enquiry. Children also will need to understand chronology on a scaled down size. See below for further information, but this could be based on their own lives to begin with and things that have happened (erg. Joining Barrs Court, joining their current classes etc.).</p> <p>Know and understand who Princess Campbell and Florence Nightingale was.</p> <ul style="list-style-type: none"> - Princess Campbell: she became one of the first black ward sisters in the NHS. <p>Princess Campbell: A voice in Bristol's Black history Bristol Archives (bristolmuseums.org.uk)</p> <ul style="list-style-type: none"> - She experienced discrimination in many different ways. <p>Twinkl have a range of resources on Princess Campbell (PPT, fact files etc.).</p> <ul style="list-style-type: none"> - Florence Nightingale: Who was Florence Nightingale? - BBC Bitesize - Another key figure to consider and make comparisons to could be Mary Seacole. This would be good to use for children's understanding of diversity, as would Princess Campbell. <p>Sequence key events in own life, before moving onto Princess Campbell's life. Children could organise photographs and/or think about when their birthday is. Children could use family as reference points here, exploring the fact that their grandparents are older than their parents.</p> <p>Children could listen to stories from real individuals, who are nurses now or were in the past, prior this they could generate questions to ask them and consider what they already know from Princess Campbell's story.</p> <p>Cosham hospital – Link to local. The history of nurses overtime (change in uniform). This can link nicely to Princess Campbell, as she was famous for the little watch she wore on her uniform now, is it possible to have someone come in who can show an example of that? Can be firemen, doctors, etc., doesn't have to be nurses. It is important children are able to relate the learning to their own lives and people they can meet and talk to, so they are able to ask questions not just about the job, but the training to.</p> <p>Vocabulary Old, new, yesterday, last week, when I was younger, a long time ago, before I was born, When my parents/ carers were young, difference, similarity, grandparents, significant individual, past, recent past, present, memory.</p> | <p>Children will be using themselves as starting points (when I was younger), children should distinguish between past and present (I was born in the past, I ate my dinner yesterday, I am learning this in the present).</p> <p>Children should know that some things happened a long time ago (dinosaurs, castles, stone age people) and others happened more recently.</p> <p>Children will be developing their understanding of how significant figures fit into a timeline and where they stand within history. Children should be able to place key events of Princess Campbell's life in chronological order. Children should then be able to see where Princess Campbell fits in relation to their own lives (past, then, now, present, before).</p> <p>Children should use their understanding of past, then, now, present etc. to be able to plot where Princess Campbell fits in on a timeline.</p> <p>Children will be able to link their learning on Princess Campbell to their local area (Bristol).</p> |
| | What do artists do? (2) | | | |

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| Term 3 | How does Barrs Court change? Winter (1) | | | |
| | Where is Barrs Court Primary School? (5) | | | |
| Term 4 | What are we? (4) | | | |
| | How does Barrs Court change? Spring (2) | | | |
| Term 5 | How could we play in different ways? (6) | <p>- Develop an awareness of the past using common words and phrases related to the passing of time.</p> <p>- Use a wide vocabulary of everyday historical terms.</p> <p>- Ask/answer questions, choosing and using parts of stories and other sources to show they understand key features of events.</p> <p>- Understand some of the ways in which we find out about the past.</p> | <ul style="list-style-type: none"> • The present is different to the past. • We cannot go back to the past. • Most things change over time. • The way people do things changes over time, such as playing games. <p>Games are an integral part of all cultures and are one of the oldest forms of human social interaction.</p> <p>Asking the entire school network to send in clips or post on social media, parents, grandparents and carers teaching children ‘old’ games, such as a hand clapping games. This will be a way to engage children and relate it to their own lives and the people directly around them.</p> <p>Children could visit a Home for the Elderly close to the school and interview the residents about the games they used to play. They can think about questions from the games they have been playing (old and new in school) and find out from the residents in the care home about the past.</p> <p>Vocabulary (keepy uppys from Term 2 vocabulary) Older, newer, years, a long time ago, similar, different, recently. Same, different, mine, yours, ours, fact, fiction, similar, similarities, differences, change.</p> | <p>Recognise the difference between past and present in their own and others’ lives.</p> <p>They should be able to use past and present tense confidently; terms to compare and contrast how things have changed, e.g. ‘They used to play with wooden toys that you moved a long time ago, but now lots of toys are made of plastic and are electric.’</p> <p>Children will be able to see how games have changed over time and use their knowledge of their surroundings and resources available to them. Sometimes this is because we live in different ways (too many cars now make playing in the road dangerous) or that materials change which changes the games (invention of the computer for instance).</p> <p>Children should develop their skills in chronology.</p> |
| | How do plants grow near me? (3) | | | |
| Term 6 | How do we move around?(4) | | | |
| | What might I do in the future? | | | |
| | How does my school change-summer? (2) | | | |

Barrs Court Primary School History Knowledge and Skills progression – Blue Area Yearly Overview - Year A



| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | History skills |
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| Term 1 | Why do we live here? | <p>- Have a chronologically secure knowledge & understanding of British, local and world history.</p> <p>- Establish clear narratives within and across the periods.</p> <p>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>- Regularly address and sometimes devise historically valid questions.</p> <p>- Understand how our knowledge of the past is constructed from a range of sources.</p> <p>- The achievements of the earliest civilizations – where & when the first civilizations appeared & an in-depth study of one: the Indus Valley/Ancient Sumer/Shang Dynasty/Ancient Egypt</p> | <p>The start of the Ancient Egyptian period is widely considered to be approximately 3100 BC, with the first king Narmer. This highly influential period stretched thousands of years and ended in 30 BC with the death of Cleopatra VII.</p> <p>There is a good timeline cards organisation task on Twinkl where children can organise the events into date order and this could then be used to display throughout the enquiry, so that children can make reference to it.</p> <p>Places to visit locally and a key figure to look into - Discover: Ancient Egypt Bristol Museum & Art Gallery (bristolmuseums.org.uk) During the museum visit they discuss Amelia Edwards. She has links to Bristol, as she lived in Westbury-on-Trym since 1864.</p> <ul style="list-style-type: none"> - Edwards accompanied by Lucy Renshaw (journalist friend), toured Egypt in the winter of 1873–1874, experiencing a fascination with the land and its cultures, ancient and modern. - Edwards wrote a successful, self-illustrated description of her Nile voyage entitled <i>A Thousand Miles up the Nile</i> (1877). <p>KS2 History: Ancient Egypt. The River Nile - BBC Teach</p> <p>Points for discussion based around the River Nile -</p> <p>Why was the River Nile so important? What is a shaduf? (tool to move water from one place to the other) How were shadufs used? How did the Ancient Egyptians use the River Nile? Why do you think the River Nile was so important to Ancient Egyptian life? Can you find the countries that the River Nile runs through today? Can you think of positive and negative things about living so close to the River Nile? What animals lived in and around the River Nile? Who was the Ancient Egyptian god of the River Nile?</p> <p>Dates to consider – (Good timeline resource on Twinkl) 3500 B.C. – Early settlers in the Nile Valley The River Nile used to flood every year, but the construction of the Aswan Dam in the 1960's meant that from 1970 the annual flood was controlled.</p> <p>Key facts children should know:</p> <ul style="list-style-type: none"> • How crucial the Nile was to daily life • Wildlife and resources that came from the River Nile and how these were used in the advancement of Ancient Egyptian civilisation. • God of the River Nile – ‘Hapi’ and the importance of him. • The Nile River is the largest in the world at 6,650 kilometers long. • If it wasn’t for the River Nile, Ancient Egypt certainly wouldn’t have been as successful as it was and potentially may never have existed. <p>Vocabulary Chronology, Archive, Photograph, Architecture, Archaeology, Source, Primary, Secondary, Newspaper, Research, Past, present, before, now, then, memory, century, decade, before Christ, after, Anno Domini, Period, before common era (BCE), dates, time period, era, change, chronology, artefact, duration, previously, compared to.</p> | <p>Children should develop their skills in chronology.</p> <p>Children will know what a Historian is and understand they find out about the past by asking relevant questions and gathering evidence from different sources.</p> <p>Children will be building their knowledge and comparison skills, whilst noticing connections, contrasts and trends.</p> <p>Children will learn about a range of sources and how to accurately find information (knowing the difference between a primary and secondary source).</p> <p>Begin to identify and give reasons for different ways in which the past is represented.</p> <p>Determine the significance of a figure in History and why they were seen as significant (using various sources).</p> <p>Not only will children look into a significant figure, but they will use the above skills to think about why the Nile was so crucial and being able to present their findings clearly using historical vocabulary.</p> |
| Term 2 | What is sound?(6) | | | |

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| | What is creativity? (3) | | | |
| Term 3 | How can we switch off? (6) | <ul style="list-style-type: none">- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | The History of electricity and electrical appliances should be mentioned. How have they developed over time and how does that fit into a timeline? | |
| Term 4 | Why are more people becoming vegetarian? (6) | <ul style="list-style-type: none">- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | <p>Compare a hunter gatherer meal (seeds, berries, hunted foods) with foods we eat today. Compare types of food, health, effort in getting the food, price, and variation.</p> <p>Research the history of food – what we eat and where it comes from (more and more fast food options easily available). Interview family members about what they used to eat and how it has changed.</p> | |
| Term 5 | Where does our water come from? (4) | | | |
| | What should you flush down the loo? (4) | | | |

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| Term 6 | <p>Who stood here before us? (5) Enquiry has recently changed and no longer includes the Romans, as this is now taught in Green Area.</p> <p>Any and all History and Geography enquiries are connected to this; to list them is to exclude some.</p> | <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. - The settlement of Britain by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - A local History study. | <p>This enquiry is a look back through time at some of the inhabitants of the local area to find out where they came from. The Anglo-Saxons however will be hard to do in relation to Barrs Court due to the only local history would be 1 battle that was reported in Lansdown. So it is important to teach about settlement and why different people settle (or didn't), what they brought with them and what they left behind. It looks through history and establishes that each settler came and stayed (and then left). However when various people left it starts to consider the impact of the rule, rulers, countries and empires and the impact that has made today.</p> <p>Important note – Stay focused on the history objectives rather than broadening too much and ALWAYS have a class timeline up! It is crucial children don't just get given stereotypes of the era they are studying and that they are able to construct questions.</p> <p>Before launching into the enquiry, once children have a concept of Historian (which they should have already from term 1 and continuous references to the states of being) it is important to make the children the key feature.</p> <p>PSHE link – how do we feel if someone else is in our space? How do we feel if siblings go into our rooms? Get children to swap seats – how does everyone feel about losing their own seat? This is a great way to introduce 'invasion' in a classroom environment.</p> <p>Get the class to explore who has been in our local area before us today – why did they come and what did they leave behind and therefore how do we know? How could we find out? Reintroduce chronology to the children and encourage learners to constantly be adding to what they already know. Personal timelines could be created if not done already? (Lovely linked to Cycle B in Green Area Term 2 where children will soon be following this enquiry).</p> <p>Children to study Anglo Saxons, Vikings and Normans broken down across a set of lessons. They need to consider where they came from (use maps), what did people bring with them and what impact did they make. Children can learn about this through artefacts, hot seating and comparing the 3 studies (what are the strengths of each?)</p> <p>Vocabulary Chronology, archive, architecture, archaeology, source (primary and secondary), artefact, achievement, Anglo-Saxon/Norman, empire, kingdom, monologue, conquest, conquer, conqueror, rural, settlement, invasion</p> | <p>Children should continue to develop their skills in chronology.</p> <p>Children will be building their knowledge and comparison skills, whilst noticing connections, contrasts and trends.</p> <p>To develop children's ability to discuss connections, contrasts and patterns over time using historical vocabulary.</p> <p>Children will learn about a range of sources and how to accurately find information (knowing the difference between a primary and secondary source).</p> |
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| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | History skills |
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| Term 1 | Where does the darkness come from? (6) | | | |
| Term 2 | How can we find out about people in the past? (7) | <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand how our knowledge of the past is constructed from a range of sources. - Local history study (where appropriate). | <p>Please note this unit no longer contains Anglo-Saxons, this has been moved to Cycle A 'Who stood here before us?', and so this enquiry is now a local study and must really focus on the history skills being taught/used.</p> <p>'What is a Historian?' needs to be key for the elicitation in this enquiry as this is the first bit of History of this school year. Particularly for Year 3 children – look at KS1 enquiries for the vocabulary they are entering Year 3 with.</p> <p>Introduction to chronology and how people have changed through history and how we know. With a focus on proving historical sources to be correct, using photographs, buildings, newspapers, maps and oral histories to support their learning, learners are encouraged to use their observation, comparison and inference skills. Local area knowledge and research will be key to the success of this enquiry. Ensure consistent use of vocabulary.</p> <p>Use your local History society or group if there is one to support you - Local history societies: Local History Online (local-history.co.uk).</p> <p>Encourage learners to invite in relatives who have lived locally and who may have stories to tell. Children can devise questions about change, cause etc. Compare previous events and lifestyles with our life today.</p> <p>Know Your Place (kypwest.org.uk) (shows how areas have changed over time)</p> <p>Trips – Kingswood Heritage Museum (they can also loan artefacts)</p> <p>Newton family – local links to Barrs Court as they used to own Barrs Court and the manor house (before it burnt down).</p> <p>Barrs Court Barn – Why was it burnt down? Allow children to have their own interpretations based on what they have been learning, don't just give them all the information. Ensure scaffold where appropriate for learners and set challenges to push them on. Children need to be developing the questions themselves!</p> <p>Primary sources – artefacts (ensure if a diary is used as written evidence, that an object, e.g. a camera is also used)</p> <p>Secondary sources – Historian, researching the Newton family online</p> <p>Compare two versions of a past event and identify differences in the accounts and ask questions as to why this may be.</p> <p>An important point to consider when planning – ensure the children have a personal link to the enquiry. This should be done through looking at their own houses on a map (can they find it?), talking to grandparents/parents and asking them questions to discover more.</p> <p>In Aqua class there are a range of maps of the local area, digital and paper copies and some incredible resources to help scaffold lessons for all learners.</p> <p>Vocabulary Chronology, Archive, Photograph, Architecture, Archaeology, Source, Primary, Secondary, Newspaper, Research, Past, present, before, now, then, memory, century, </p> | <p>Children should develop their skills in chronology.</p> <p>Children will know what a Historian is and understand they find out about the past by asking relevant questions and gathering evidence from different sources.</p> <p>Children will be building their knowledge and comparison skills, whilst noticing connections, contrasts and trends.</p> <p>Children will learn about a range of sources and how to accurately find information (knowing the difference between a primary and secondary source).</p> <p>Begin to identify and give reasons for different ways in which the past is represented.</p> <p>Determine the significance of a figure in History and why they were seen as significant (using various sources).</p> |

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| | | | decade, before Christ, after, Anno Domini, Period, before common era (BCE), dates, time period, era, change, chronology, artefact, duration, previously, compared to. | |
| Term 3 | What is underneath our feet? (6) | | | |
| Term 4 | What is the difference between surviving and being health? (6) | | | |
| Term 5 | How do plants die? (5) | | | |
| | How can you feel the force? (4) | | | |
| Term 6 | Why did people travel in the past? (5) | <ul style="list-style-type: none"> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. - A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | <p>Why travel was important and who asked explorers to go off exploring and what for (trade, empire etc). The evidence that this has happened is also key - when, where, who, what and why? - is a useful way of breaking this down. . This enquiry is brought up to date with a comparison of why people travel today - and whether we still have explorers. A study of one or more explorers could be conducted as home learning.</p> <p>Travel and exploration are key to this enquiry and the time period is dependent on what is of interest - the Tudor time period was one of great expansion and travel and one which the learners are usually intrigued with, but it is crucial to make the local link with Cabot. Learners will build on the previous historian skills to find out more about an era of history that is relevant in their local area.</p> <p>Focus on the Tudors – Children to use their timeline/chronology knowledge from Term 2 and visualise where the Tudors came in History. Children to learn about the key events, monarchs, heirs, food and drink (especially how it was a sign of wealth – can children compare that current time?). Children to learn about the Spanish Armada and consider how this links with the theme of voyages and journeys through this enquiry.</p> <p>English link – Shakespeare?</p> <p>Introduce the story of the explorer (e.g. John Cabot and his journey to America), asking why did they go there? Add to the mind map with why people explored in the past. Who went where and why? Match explorers with their voyage - ensure diverse range and a variety of reasons e.g. pilgrimage.</p> <p>Local history – John Cabot. John Cabot - Timeline, Facts & Route - Biography John Cabot - Route, Facts & Explorer - HISTORY</p> <p>Geography link - Compare maps of the world in Tudor times with modern maps, using resources from the V&A and National Archives. Learners identify the differences, raise</p> | <p>To secure children's knowledge of chronology.</p> <p>To develop children's ability to discuss connections, contrasts and patterns over time using historical vocabulary.</p> <p>To increase ORACY skills through historical discussions where children are generating questions and informed responses.</p> <p>To create a secure understanding of how to use a range of sources and how these sources have gathered their information / reliability.</p> <p>Children to be able to organise the key relevant information.</p> |

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| | | | <p>questions and offer explanations. Add to a class timeline showing the historical period they are studying.</p> <p>Vocabulary (Term 2 vocabulary must be repeated for concrete understanding) Discovery, exploration, conquer, mast, destination, America, journey, reign, monarch, heir, Same, different, mine, yours, ours, fact, fiction, similar, similarities, differences, change, period, effect, affect, causes, significant.</p> | |
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Barrs Court Primary School History Knowledge and Skills progression – Green Area Yearly Overview - Year A



| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | History skills |
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| Term 1 | How are lives saved? (7) | <ul style="list-style-type: none"> - Note connections and contrasts over time and regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Local history study: local medical pioneer/ history of a local hospital | <p>Ali said this could be changing, so not to plan fully yet.</p> <p>3 week science based enquiry about circulatory.</p> <p>4 week term mini study on World War.</p> <ul style="list-style-type: none"> ▪ Role of doctors and nurses on the front line. ▪ Radar, blackout, gas masks. ▪ Things specifically changed the world through life savings. ▪ Anderson shelters and what they did for people at the time. Why were they created? | <p>To be able to make links to previous learning. Y3: What is the difference between surviving and being healthy? (SCI) Y4: Why are more people becoming vegetarians?</p> <p>To develop children's ability to discuss connections, contrasts and patterns over time using historical vocabulary.</p> <p>Children will know what a Historian is and understand they find out about the past by asking relevant questions and gathering evidence from different sources.</p> <p>Determine the significance of a figure in History and why they were seen as significant (using various sources).</p> |
| Term 2 | How do we all live together? (7) | <ul style="list-style-type: none"> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources. - Ancient Greece – a study of Greek life and achievements and their influence on the western world. | <p>Focus on timeline work. Ensure children know where the Ancient Greeks fit in compared to previous topics.</p> <p>Introduce the enquiry question - and take questions and answers about what learners think it means? Have they thought about it? How do we all live together? How do we survive living together?</p> <p>Allow enough time for this as it is a really good way to move onto democracy. What can this tell us about our rights as humans and what is democracy? (PSHE link)</p> <p>Who were the Ancient Greeks and when were they in power and what was life like? Learners use their chronology knowledge to locate on a timeline. Use a variety of sources to compare and contrast Ancient Greek society and life today. Create a list of the rights of different parts of Greek Society. Who were the ancient Greeks? - BBC Bitesize</p> <p>How do we live together today? Watch clips of debates in The Commons (if a trip to the commons is not possible). Looking at Human Rights and consider through various articles/films whether everyone benefits from them today.</p> <p>What do the words power and influence mean? Who has the most power in the family, school etc. - learners create a power diagram for their family.</p> <p>Explore the Ancient Greeks and their different power systems - Sparta/Athens/other cities - learners should write an explanation of each one - what do they think? What was Government like in Ancient Greece? What is most surprising? Explore the structures of power and government in school, families and beyond.</p> <p>Explore women's rights and equality - what equalities were there in Ancient Greece that have improved today? Hot seat the comparison - as a woman today and as a woman during Ancient Greek times.</p> <p>Vocabulary Democracy, oligarchy, tyranny, aristocracy, government, anarchy, dates, time period, era, change, chronology, artefact, duration, previously, compared to, legacy, civilization, primary sources, secondary sources, Empire, monarchy, same, different, mine, yours, ours, fact, fiction, similar, similarities, differences, change, period, effect, affect, causes, impact, significant, accuracy, empathy.</p> | <p>To secure children's knowledge of chronology.</p> <p>Learners will explore how the Ancient Greeks and Modern Society are linked.</p> <p>To understand concepts of power, influence, rights and responsibilities, with reference to both Ancient Greece and the present.</p> <p>To understand how to select relevant and pertinent information to build into a debate.</p> <p>Children to be able to organise the key relevant information.</p> |

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| Term 3 | Where does our food really come from? (6) | | | |
| Term 4 | Linnaeus and Darwin: What connects them? (6) | <p><i>Mainly a science enquiry.</i></p> <ul style="list-style-type: none"> - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Understand how our knowledge of the past is constructed from a range of sources. | <p>Introduce Linnaeus & Darwin, and in groups, create biographies & posters, with key facts. Use a variety of different sources and explain, using inference and deduction, why they may be different.</p> <p>How have giraffes adapted? Concept cartoon or similar to introduce the idea of adaptation - what is happening now with climate change. Which animals have adapted to suit their environment? Think about the connections, contrasts and trends overtime.</p> | <p>Children will learn about a range of sources and how to accurately find information (knowing the difference between a primary and secondary source).</p> <p>To develop children's ability to discuss connections, contrasts and patterns over time using historical vocabulary.</p> |
| Term 5 | Why are shadows important? (4) | | Compare and contrast photography and photographs between Fox Talbot and the modern day - how has the development of cameras/film changed? | |
| Term 6 | Who were the greatest engineers? The Victorians or the Ancient Britons. (5) | <p><i>Engineer focused enquiry</i></p> <ul style="list-style-type: none"> - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Understand how our knowledge of the past is constructed from a range of sources. | <p>Ali advice - 2 weeks 2 weeks compare Without Ancient Briton technology, Brunel wouldn't be able to invent the railway.</p> <p>Place pictures of inventions on a timeline - Victorian Inventions Timeline (primaryhomeworkhelp.co.uk).</p> <p>Invite an engineer into school to talk about their work - consider how engineering makes a difference to the world we live in today and children can ask questions based on what they learnt during the timeline task.</p> <p>Carry out a survey of the most important 'invention' of all time - with justifications. https://www.bbc.co.uk/programmes/b08w14st.</p> <p>Look at a range of Stone Age to Iron Age inventions – how & why and out of what, did people make these objects (weapons, farming tools, and jewellery or household objects). Thinking about the materials, why is it that we know so much about this period and less about what came before?</p> <p>Vocabulary Past, present, before, now, then, memory, century, decade, similar, similarities, differences, change, period, effect, affect, causes, impact, significant.</p> | <p>To develop children's ability to discuss connections, contrasts and patterns over time using historical vocabulary.</p> <p>Children will learn about a range of sources and how to accurately find information (knowing the difference between a primary and secondary source).</p> |
| | How big is your footprint: ecological/digital/carbon?(4) | | | |



Barrs Court Primary School History Knowledge and Skills progression – Green Area Yearly Overview - Year B

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | History skills |
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| Term 1 | What does the earth look like from the Solar System? (6) | | The history of space travel could be necessary within this enquiry, this will be determined at time of planning. | |
| Term 2 | How can we show what we believe in? (7) | <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history. - Note connections, contrasts and trends over time. - Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | <p>The focus will be Mayans. This enquiry enables learners to consider belief and their own beliefs whilst comparing it to the beliefs of others in the past. In this enquiry we have chosen the early Maya - as they are still around today but their lives in South America are often unknown by children. It will be good for children to compare with civilisation that they will have studied in Y4: Why do we live here? This will be the Egyptians, whose belief system has similarities to the Maya.</p> <p>The Maya UKS2 - Year 5 & Year 6 History Hamilton Trust (hamilton-trust.org.uk)</p> <p>The early Maya: Who/what/when/where were the Mayans and what did they believe? Their belief system was rooted in nature and they had many gods. https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p https://www.dkfindout.com/uk/history/mayans/mayan-beliefs/</p> <p>The Ancient Egyptians, whom children will be comparing the Mayans with, also believed in many gods and had a link to Nature. Both the Egyptians and Mayans built pyramids and both had a Sun God.</p> <p>Learners should consider how we know so much about the civilisation (medicine, for example) and should talk about how scientific ideas have developed over time (i.e. how we do not rely on only plants for our medicines or the discovery of vaccines).</p> <p>It is crucial within this enquiry that the beliefs really come through, how did they show these through artefacts (art tiles)? What does this teach us and how does it impact us know? What are children's own beliefs?</p> <p>To be localised by trips to museums and local places of worship (could be formal/informal).</p> <p>Vocabulary Artefact, belief, structure, hieroglyphic, representation, belief, faith, stereotypes, chronology, pyramid, honour, icon, sacrifice, Dates, time period, era, change, chronology, artefact, duration, previously, compared to, legacy, civilization, primary sources, secondary sources, Empire, monarchy, Same, different, mine, yours, ours, fact, fiction, similar, similarities, differences, change, period, effect, affect, causes, impact, significant, accuracy, empathy.</p> | <p>To use evidence to support their comparisons, connections and contrasts of civilisations from different times in history.</p> <p>Considers ways of checking the accuracy of interpretations/ sources (children would have looked at this in previous years).</p> <p>To strengthen chronological understanding of timelines and where Mayans fit on the timeline, they can compare this then to previous civilisations they have studied (Egyptians).</p> <p>To construct responses which are well informed and reliable and show a good understanding, including historical vocabulary.</p> <p>Children to ensure they can devise historically valid questions and have discussions around their learning.</p> |
| Term 3 | How can science help the vulnerable? (6) | | | |

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| Term 4 | <p>Who is trading with whom? (6)</p> | <p>- - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>- Understand how our knowledge of the past is constructed from a range of sources.</p> <p>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>A local history study;</p> <p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a history of trade in the local area.</p> <p>- The Roman Empire and its impact on Britain – TRADE/EMPIRE.</p> | <p>It is recommended for this enquiry for a focus on what trade is from a geography perspective at the start before linking it to History.</p> <p>There MUST be opportunities weaved through for children to consider chronology, as this is key for comparisons and contrasts being made across era.</p> <p>This is a historical enquiry - taking one aspect (TRADE) and exploring it through different periods of history post 1066. This does not mean that other areas of pre-1066 history that are relevant to the enquiry, cannot be mentioned. . As historians, children will uncover the rich history of trade in Bristol, its successes and failures over many hundreds of years including a case study of glass.</p> <p>Children to look into a history of Trade in the local area (Longwell Green doesn't have any specifics online, so Bristol would be the area to focus on). We know that Bristol has a long history of trading because of its ports. Children will begin the enquiry by placing the key events on a timeline of British history in relation to previous times studied (before, after, centuries, long ago, decade, previous).</p> <ul style="list-style-type: none"> • Know that evidence dates its use back as far as the Roman era. • Know that by the 14th century Bristol was trading with various countries (Spain, Portugal & Iceland) from the city centre dock and that it was the second largest port after London. • Know that John Cabot's (studied by children previously in Blue Area – chance for a recap/keepy uppy) discovery of New Foundland in the 14th century opened opportunities for trading (Tobacco) • Know that after the abolition of the slave trade (1807), Bristol saw a decline in its volume of exports, particularly cotton and glass. • Know that there was development of the 'floating harbour' in 1809 to try and reduce congestion at the city docks. • Know that in 1877 (post industrial revolution) Avonmouth Dock was opened to support larger vessels. Make links to the industrial revolution and the achievements of Brunel. Children will have studied Brunel for a whole enquiry in Red Area. (Today this is known as the Old dock). <p>Children will use sources (shipping records) to know that common imports came from a variety of countries</p> <ul style="list-style-type: none"> o Sugar cane & rum (West Indies) o wool (Spain) o grain (Americas) o Tobacco (Virginia) <p>Glass making (successful trade in Bristol to study) This contributed to Bristol's success as a port.</p> <ul style="list-style-type: none"> - Know that Bristol had access to raw materials needed to make glass as well as coal readily available (sand was dug locally, as well as kelp which was used in the process) - Know that there are areas of Bristol's glass manufacturing history that are unclear, and offer explanations for this: -a lack of evidence / reliable sources - In 1696, there were 9 glasshouses (factories) operating from Bristol. - Know that Bristol initially produced and exported much of the country's windows and glass bottles. - By the 17th century, 9 glasshouses had expanded to 60 and Bristol was producing around 50% of the countries glass <p>Children must know – The Romans came to Britain nearly 2000 years ago and changed our country. Even today, evidence of the Romans being here can we seen in the ruins of Roman buildings, forts, roads and baths can be found all over Britain. The Romans remained in Britain from 43 AD to 410 AD (that is almost four hundred year (four centuries).</p> | <p>Children must develop their own questions and use their chronological secure knowledge to help shape these questions.</p> <p>Children will use their skills developed in Red and Blue (with links to significant figures) to complete a case study on trade in Bristol, explaining connections, contrasts and trends and using historical vocabulary.</p> <p>Children will be building their knowledge and comparison skills, whilst noticing connections, contrasts and trends.</p> <p>Children will learn about a range of sources and how to accurately and reliably find information (knowing the difference between a primary and secondary source).</p> <p>Children to be able to organise the key relevant information.</p> |
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| | | | <p>Life in Britain before the Romans LKS2 - Y3 & Y4 History Hamilton Trust (hamilton-trust.org.uk)</p> <p>The Hamilton trust have an interesting few lessons about Romans and specifically when they came to Britain and this should be the focus. Why did they come to Britain? What differences did it make to Britain? How does their time here impact our current life? How do our daily lives compare or contrast?</p> <p>Roman life and numbers (primaryhomeworkhelp.co.uk)</p> <p>The above website has some very simple definitions and answers a wide range of questions aimed at children, plus it goes into detail about the different parts of Roman life, including schooling.</p> <p>Many of the things we do or have originated from the Romans. Children need to be able to note the similarities and differences and what significant changes have there been? Children can contrast their daily life to the life of the Roman children.</p> <p>Fantastic local place to visit - Roman Baths, Bath – Welcome to the Roman Baths Other Roman linked history to Bristol - a43f09be-d4f9-4544-84b9-a03730305c92 (bristol.gov.uk)</p> <p>Kingswood links and roads that are crucial today in our local area discussed Kingswood Museum: Roman finds Kingswood Voice.</p> <p>Comparison between Egypt and Romans, interesting article can be read here with ideas of how to compare and contrast them - Compare And Contrast Ancient Egypt And Roman Transportation ipl.org.</p> <p><u>Key figures –</u> Queen Boudica (she was a celt) but led an important uprising against the Romans. Boudica is one of history's first and fiercest women warriors. Sickened by ceaseless war, the king of the Iceni accepts a treaty with the Romans in exchange for his tribe's continued independence. Who was Boudicca? - BBC Bitesize OR Roman Emperor Hadrian (will need to suit the class at the time) Hadrian Biography & Facts Britannica</p> <p><u>Key dates –</u></p> <ul style="list-style-type: none">• 54BC – Caesar successfully invades Britain successfully, but leaves as Britain agree to pay tribute to Rome.• 43AD – The Romans invade Britain and stay this time.• 122AD – Hadrian’s wall built to protect land. Children should complete research using a range of sources to find out who decided for the wall to be built and why?• 410AD – The Romans left Britain to defend their homeland in Italy. <p>Vocabulary Chronology, Archive, Photograph, Architecture, Archaeology, Source, Primary, Secondary, Newspaper, Research, Past, present, before, now, then, memory, century, decade, before Christ, after, empire, Anno Domini, Period, before common era (BCE), dates, time period, era, change, chronology, artefact, duration, previously, compared to, Discovery, exploration, conquer, mast, destination, journey, reign, monarch.</p> | |
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| Term 5 | How are you helping to save our plant? (5) | | | |
| | What do forces actually do?(4) | | | |
| Term 6 | Where is our twin? (6) | | | |
| | What makes a good performance, great? (2) | | | |