

TAKEN FROM LEVEL 4	TAKEN FROM LEVEL 5
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</li> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society</li> <li>• I can describe the main changes in a period in history. (Using words such as ‘Social, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</li> </ul> <p><b>Knowledge and Understanding of Past Events , People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past. <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> </ul> </li> <li>• I give my own reasons why changes may have occurred, backed up by evidence I have researched</li> <li>• I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</li> <li>• I can describe how some of the things I have studied from the past affect life today</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> </ul>	<p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>• I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</li> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• My time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</li> <li>• I can describe the main changes in a period in history. (Using words such as ‘Social, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</li> <li>• I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Past Events , People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> </ul>

<ul style="list-style-type: none"><li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li><li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li></ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"><li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• I ask, “What was it like for a... (child, rich person, etc) “during...</li><li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions</li></ul> <p>Organisation and Communication</p> <ul style="list-style-type: none"><li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li><li>• I use dates and terms accurately.</li><li>• I use the key vocabulary of the time to convey my understanding of the past.</li><li>• I choose the most appropriate way to present my information, which I realise is for an audience</li></ul>	<ul style="list-style-type: none"><li>• I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</li><li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li><li>• I give my own reasons why changes may have occurred, backed up by evidence I have researched.</li><li>• I show on a time line, the changes that I have identified.</li><li>• I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</li><li>• I can describe how some of the things I have studied from the past affect life today.</li><li>• I make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li></ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"><li>• I evaluate evidence, which helps me to choose the most reliable forms.</li><li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li></ul> <p>I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"><li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• I ask, “What was it like for a... (child, rich person, etc) “during...</li><li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li></ul> <p>Organisation and Communication</p> <ul style="list-style-type: none"><li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li><li>• I use dates and terms accurately.</li><li>• I use the key vocabulary of the time to convey my understanding of the past.</li></ul>
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<b>NATIONAL CURRICULUM LINKS:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• Links to the later Geography topic of AMERICA.</li> <li>• Links to VALUES AND PSHE – the rights and wrongs of situations slave empathy.</li> </ul>				
<b>Cross-curricular links, especially opportunities for Literacy, Numeracy and ICT within teaching:</b> Computing: See all highlighted sections and links. English: Writing Opportunities: <ul style="list-style-type: none"> <li>• Writing biographies for Historical figures – Nelson, ‘Bonnie’ Prince Charlie, Napoleon and Wellington Maths: Links to timings of dates – how long was the period? Who reigned longest? What were the differences in reign? How long did things last? How much was the slave trade worth? Shipping costs and Trade ( links to VALUES – MONEY AWARENESS).</li> </ul>				
<b>Extended Opportunities including possible visits/visitors and local connections:</b> POSSIBLE VISITS TO LEIGHTON HALL DOCK MUSEUM ( VICTORIAN WORKSHOP)				
1	What was your last topic and what did you learn? <ul style="list-style-type: none"> <li>• What do you already know about The Hanoverians?</li> <li>• What do you want to find out about them?</li> </ul>	use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world. <ul style="list-style-type: none"> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• My time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</li> <li>• I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</li> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society</li> </ul>	Talk about the periods of history covered over the last year.  Ask the children to discuss their knowledge understanding and preferences. Year 6 – The Tudors, Stuarts, and Ancient Egypt. Year 5 Stone Age Roman and Vikings / Saxon. Ask the children to place these periods on a time line.	Children can fill in a knowledge and understanding grid and generate a series of questions they would like to ask about the Hanoverian period. <ul style="list-style-type: none"> <li>• Children can order events on a time line and explain their reasoning for this order.</li> <li>• Children can explain their preferences for historical era’s and support their evidence with opinions.</li> </ul>

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2	<p>Who were the Hanoverians?</p> <p>When did they reign in Great Britain and Ireland?</p> <p>Why were the Hanoverians on the throne?</p>	<p>use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</p> <ul style="list-style-type: none"> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• My time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</li> <li>• I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</li> </ul>	<p>Children are introduced to the act of settlement (1701). See ICT links at bottom of the plan.</p> <p>What do the children think of this act? Is it fair to be in place do they still think it exists today? (yes) (VALUES LINK)</p> <p>Show the children pictures of Sophia and George I and ask the children what they</p>	<p>Children can create a family tree for the Hanoverian monarchy (British royal Family tree).</p> <ul style="list-style-type: none"> <li>• Children know how the Hanoverians became the monarchy of Great Britain and Ireland.</li> <li>• Children understand the Hanoverian timeline in relation to wider history of Britain.</li> <li>• Children can evaluate the role of the Hanoverian</li> </ul>

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3	<p>What was the Slave Trade?</p> <p>Was the slave Trade a good or a bad thing?</p> <p>Where was the slave trade located?</p>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> <li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p>Historical Interpretation</p>	<p>Children find out about the slave trade by research using ICT resources</p> <p>Provide the children with a range of additional sources about the slave trade and its impact on people and the economy.</p>	<p>Children have an economic, social, personal and historical understanding of the Slave Trade.</p> <ul style="list-style-type: none"> <li>• Children have a geographical understanding of the slave trade and its historical effect on Globalisation.</li> </ul>

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4	<p>Who were the Jacobites?</p> <ul style="list-style-type: none"> <li>• What was the Jacobite rebellion?</li> <li>• Who were Napoleon, ‘Bonnie’ Prince Charlie, Wellington and Nelson?</li> </ul>	<p>Historical Interpretation</p> <ul style="list-style-type: none"> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> <li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p>Historical Interpretation</p>	<p>Children create a biography of: Napoleon Wellington Nelson ‘Bonnie’ Prince Charlie. ( possibly completed in English lesson prior to this session)</p> <p>Children are shown information about the Jacobite rebellions 1715 and 1745.</p>	<p>Children can identify key events from the Hanoverian Period.</p> <ul style="list-style-type: none"> <li>• Children can identify key historical figures from the Hanoverian period.</li> <li>• Children have a firm knowledge of the events that have shaped the political and social nature of Great Britain and Ireland.</li> </ul>

	<ul style="list-style-type: none"> <li>• What were the battles of Trafalgar and Waterloo?</li> </ul>	<ul style="list-style-type: none"> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> <li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p>Historical Enquiry</p> <ul style="list-style-type: none"> <li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, “What was it like for a... (child, rich person, etc) “during...</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. Organisation and Communication</li> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past. I choose the most appropriate way to present my information, which I realise is for an audience</li> </ul> <p>Organisation and Communication</p> <ul style="list-style-type: none"> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past. I choose the most appropriate way to present my information, which I realise is for an audience</li> </ul>	<p>The Battle of Waterloo (1815) 200 Year anniversary.</p> <p>The battle of Trafalgar 1805. What were the battles? Why were they fought? What is the significance of Culloden (1746)</p> <p>Chn to record information about each of the battles in their topic books.</p>	<ul style="list-style-type: none"> <li>• Children can assess and discuss the justification for the Jacobean uprisings</li> </ul>
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	<p>When was the American War of independence (1775 – 1783)? • Why was it fought? • What was the Boston Tea Party?</p>	<p>Historical Enquiry</p> <ul style="list-style-type: none"> <li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, “What was it like for a... (child, rich person, etc) “during...</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. Organisation and Communication</li> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past I choose the most appropriate way to present my information, which I realise is for an audience.</li> </ul>	<p>What is the Importance of the Boston Tea Party 1773? Why was it called the Tea Party?</p> <p>Children can create for and against arguments for the American War of Independence.</p> <p>Why was it fought? Who won? What were the main battles?</p> <p>Children create a timeline based in the events of the American war.</p>	<p>Children have an understanding of the Historical and current relationship, socially and politically between Great Britain and America.</p> <ul style="list-style-type: none"> <li>• Children identify the causes and outcomes of the American war of independence.</li> <li>• Children can identify key events in the history of the British Empire and American history.</li> </ul>
5	<p>Why is Queen Victoria so Iconic in the History of the British Monarchy?</p> <p>Who was Queen Victoria?</p> <p>What was life like in Britain under her reign?</p>	<p>I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> </ul> <p>I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p>	<p>Children have to answer these discuss these statements.</p> <p>Victorian Britain was a great place to live. Queen Victoria is the greatest monarch in British history (should draw on previous historical knowledge and research). The Victorian era was a period of great change for Britain. (VALUES)</p>	<p>Children know who Victoria was and how she became queen.</p> <p>Children can identify the main features of Victorian Britain (life/society, political change and main events).</p> <p>Children understand the importance of Queen Victoria to the British Monarchy and the British people.</p>



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6	What was it like in our local area during the Victorian period?	<p>choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past. <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> </ul> </li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> </ul> <p>I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p>	<p>Introduce children to the term census. What it is. How can a census help us understand the past</p> <p>Show children an example of the census from barrow and Walney dated 1831. What do they notice? Look at the occupations of people in the area.</p> <p>Working in pairs children then look at the census from 1881. What do they notice? Why do they think this is?</p>	<p>Children will demonstrate an understanding of how different Barrow and Walney were during the Victorian period.</p> <p>Children will give reasons for the growth in population in the Barrow area during the 19<sup>th</sup> century.</p> <p>Children will understand what the census is and how it helps us to understand the past.</p>

Year 5 and 6 – History Medium Term planning – The Hanoverians - Autumn 2017  
Miss Usher

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7	<p>Were the Hanoverians good for Great Britain?</p> <ul style="list-style-type: none"> <li>• How did Great Britain and Ireland Change during the Hanoverian period?</li> <li>• Were the changes in Hanoverian Britain positive or negative?</li> </ul>	<p>I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period</li> </ul> <p>I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> </ul>	<p>Drawing together all the evidence from the previous 6 lessons and also the learning from home and personal research the children answer these questions.</p> <ul style="list-style-type: none"> <li>• Were the Hanoverians good for Great Britain?</li> <li>• How did Great Britain and Ireland Change during the Hanoverian period?</li> <li>• Were the changes in Hanoverian Britain positive or negative?</li> </ul>	<p>Children can hold a debate to discuss the impact of the Hanoverian Era on the lives we live in Modern Britain .</p> <ul style="list-style-type: none"> <li>• Children can identify differences and similarities between the start and the end of the Hanoverian period.</li> <li>• Children can evaluate the successes and failures of the Hanoverian Period.</li> </ul>

		<ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</li> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> </ul>	Children create their own conclusive statements, sentences and paragraphs based on their opinions and the evidence they have discovered during the topic.	
8	<p>What did you learn during this topic?</p> <ul style="list-style-type: none"> <li>• What questions are still unanswered?</li> <li>• How do you feel the topic went?</li> </ul>	<p>Historical Enquiry</p> <ul style="list-style-type: none"> <li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, “What was it like for a... (child, rich person, etc) “during...”</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. Organisation and Communication</li> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past. I choose the most appropriate way to present my information, which I realise is for an audience.</li> </ul>	<p>Completion of knowledge skills and understanding grids from first lesson. Assessment and evaluation of the topic to inform:</p> <ol style="list-style-type: none"> <li>1) Future planning</li> <li>2) Future child based ideas for learning.</li> <li>3) Explain the next initial ideas for the next topic – The Windsor’s and shows the linear relation to the Hanoverians. •</li> </ol>	<p>Children can discuss their learning throughout the course of the Hanoverian topic.</p> <ul style="list-style-type: none"> <li>• Children can answer the questions they set at the start of the topic.</li> <li>• Children have a wider knowledge and understanding of the Hanoverian period.</li> <li>• Children can ask new key questions to enrich their knowledge and understanding</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• I present my findings about the past using my</li> </ul>

Year 5 and 6 – History Medium Term planning – The Hanoverians - Autumn 2017

Miss Usher

				speaking, writing, maths, ICT, drama and drawing skills. <ul style="list-style-type: none"><li>• I use dates and terms accurately.</li><li>• I use the key vocabulary of the time to convey my understanding of the past. I choose the most appropriate way to present my information, which I realise is for an audience.</li></ul> further about the Hanoverian period.
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Links: ACT OF SUCCESSION:

<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/>

<http://www.royal.gov.uk/historyofthemonarchy/kingsandqueensoftheunitedkingdom/thestuarts/maryiiwilliamiiiandtheactofsettlement/theactofsettlement.aspx>

<http://www.historytoday.com/richard-cavendish/act-settlement>

The Jacobean uprisings:

<http://www.educationscotland.gov.uk/scotlandshistory/jacobitesenlightenmentclearances/jacobiterisings/>

<http://www.nationalarchives.gov.uk/education/resources/jacobite-1745/>

Famous people profiles:

<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/>