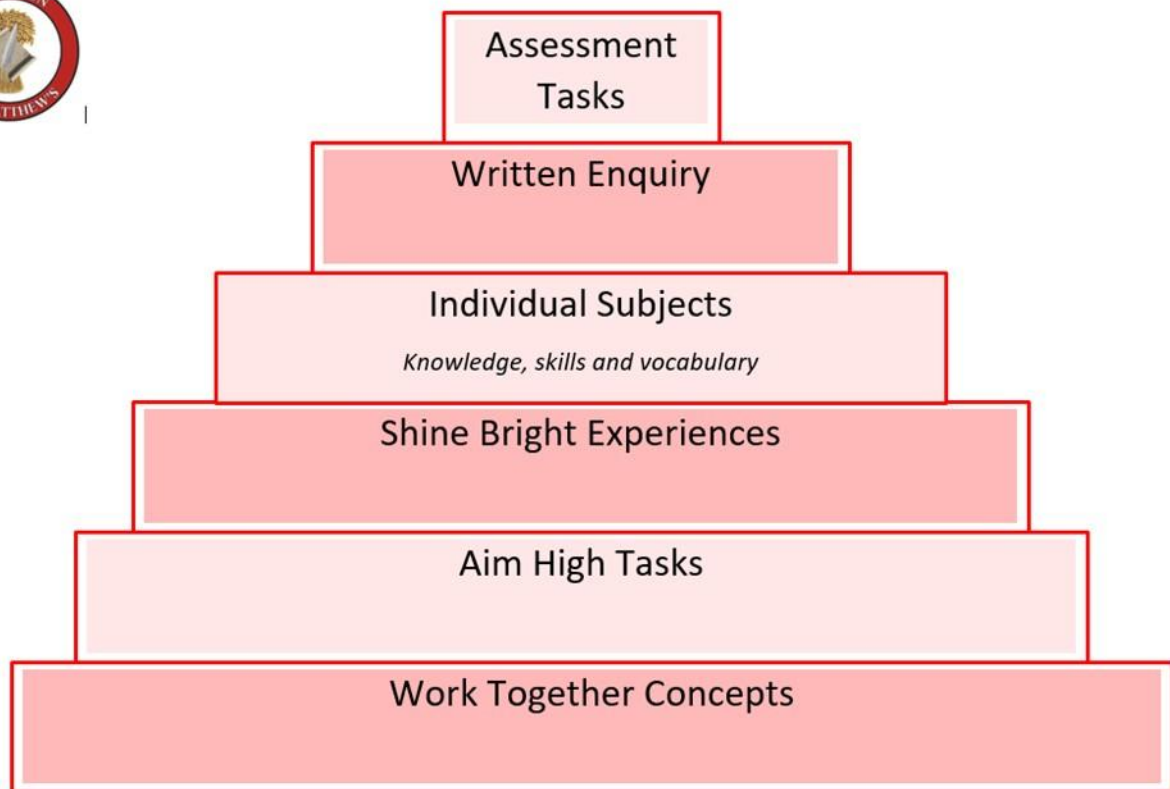


History Curriculum



Curriculum Intent Statement

The history curriculum at Stretton St Matthew's helps our pupils learn, by considering how people lived in the past, how to value their own and other people's cultures in modern Britain and make them better equipped to make their own life choices today. By stimulating our pupils' interest in and understanding of people and events from the past it helps them develop a sense of identity and cultural understanding based on their historical heritage.

Through our Work Together concepts pupils learn to understand how events in the past have influenced our lives now and develop the skills of enquiry, analysis, interpretation and problem solving, as well as a knowledge and understanding of the chronology of local, British and world history. By investigating and interpreting evidence, they make connections between history and their own experiences and communicate their findings in a variety of different formats.

SUBSTANTIVE KNOWLEDGE

The historical facts that form the narratives of the curriculum. For example, learning about key events like the Great Fire of London or simple timelines

Work Together Concepts	Outcome	Written Enquiry (Historically-valid questions)
Empire	Children will know that an empire is a group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign or government: usually a territory of greater extent than a kingdom, such as the former British Empire and the Roman Empire.	Y3- What led to the downfall of the Ancient Egyptians? Y4- Boudicca: the first British hero? Y6 - Did the Ancient Greeks really invent democracy? <i>Previous curriculum</i> Y1 – The Greatest Explorers Y4 – Ancient Egyptians
Tax and Trade	Children will understand how trade is important to the global economy and understand how key trade routes shaped world history. Children will know and understand the role of taxation in history and understand how taxation has evolved into the modern world.	YR – Did our grandparents use a supermarket? Y3- How did the Neolithic people use trade to advance? Y4- Vikings : Raiders or traders? Y5-Did Early Islamic civilisation invent it all first? <i>Previous curriculum</i> Y5 – Anglo Saxons Y6 - The Maya Civilisation Y6 – Ancient Greeks
Invasion	Children will know and understand the impact of famous invasions which have changed the course of history.	Y1– What was Beeston castle like then and what is it like now? Y2 - How did families survive the Blitz? Y4 - Was Alfred really great? Y4- Boudicca: the first British hero? Y6 - Did WWI or WWII have the biggest impact on our locality?
Settlement	Children will understand that a settlement is a community of people living in a particular place, such as a town, village, city, or hamlet. They will learn why a place was chosen by people in the past and what features were needed to create a successful settlement.	Y1 – What was Beeston Castle like then and what is it like now? Y3 – Why was Stonehenge built? Y5 – Why did the Windrush generation travel to Britain?

Social Change	Children will learn how societies evolve over time and the role of significant people in History who brought about change to society.	Y1 – Is an iPad more fun than a skipping rope? Y1 – Why journey into the unknown? Y2 – What role does medicine play in war? Y2 – Was London better before or after the Great Fire? Y5 – Why is there a statue of Oliver Cromwell in Warrington? Y5 - Why did the Windrush generation travel to Britain? Y6 – Did the ancient Greeks really invent democracy? Y6 – Did WW1 or WW2 have the biggest impact on our locality? Y6 - What is the changing impact of the monarchy from 1066 to current day?
----------------------	--	---

DISCIPLINARY KNOWLEDGE

The concepts that help organize facts into historicised knowledge. For example, understanding how historians use evidence and artifacts to piece together historical events

Work Together Concepts	Outcome	Written Enquiry (Historically-valid questions)
Significance	Children will use NAME (Novelty, Applicability, Memory, Effects) to explore and understand why events are significant in history.	YR – How did we get from A to B? Y1- Why journey into the unknown? Y2 - What role does medicine play in war? Y3 - Why was Stonehenge built? Y3 – What led to the downfall of Ancient Egyptians? Y4 - Was Alfred really great? Y5– Why did the Windrush generation travel to Britain? Y5 - Why is there a statue of Oliver Cromwell in Warrington? Y6 - What is the changing impact of the monarchy from 1066 to current day? <i>Previous curriculum</i> Y1 – Great Inventions – Transport Y2 – Bonfire night and the Great Fire of London Y4 – Crime and Punishment Y5 - Journeys
Cause and Consequence	Children will learn the causes and consequences of significant events in history. They will explore the reason behind the causes and explore the impact of the consequence.	YR -How did we get from A to B? YR - How have I changed since I was a baby? Y1- Is an iPad more fun than a skipping rope? Y2- Was London better before or after The Great Fire? Y6 - Did WWI or WWII have the biggest impact on our locality Y6 – What is the changing impact of the monarchy from 1066 to current day? <i>Previous curriculum</i> Y6 – Impact of war
Impact	Children will learn the direct or indirect changes that result from a specific act or series of acts, or a project or program.	Y2 - Was London better before or after The Great Fire? Y3 – How did Neolithic people use trade to advance? Y4- Boudicca: the first British hero? Y6 – What is the changing impact of the monarchy from 1166 to the current day? Y6 – Did WW1 or WW2 have the biggest impact on our locality?

Similarity and Difference	Children will learn to will use the concept of similarity and difference in order to identify how periods of history differed, or were the same.	YR – How have I changed since I was a baby? Y1 – Why journey into the unknown? Y1 - What was Beeston castle like then and what is it like now? Y2 – Was London better before or after The Great Fire?
----------------------------------	---	---

Whole school summary

	Autumn	Spring	Summer
Reception	Is today the same as yesterday?		
	Events in their own lives How have I changed since I was a baby?	Transport over time How did we get from A to B?	People who help us over time Did my grandparents go to the supermarket?
Year 1	How does learning about the past inspire my future?		
	Changes within living memory: Toys Is an iPad more fun than a skipping rope?	Castles: local history study What was Beeston castle like then and what is it like now?	Christopher Columbus and Neil Armstrong Why journey into the unknown?
Year 2	How can we turn disaster into opportunity?		
	Mary Seacole and Florence Nightingale What role does medicine play in war?	The Great Fire of London Was London better before or after The Great Fire?	WWII How did families survive the Blitz?
Year 3	How does humankind leave its mark on the world?		
	Neolithic Peoples How did the Neolithic people use trade to advance?	The Bronze Age Why was Stonehenge built?	Ancient Egypt What led to the downfall of the Ancient Egyptians?
Year 4	When did we become British?		
	Roman Britain Boudicca: the first British hero?	The Anglo-Saxons Was Alfred really great?	The Vikings Vikings: Raiders or Traders?
Year 5	How has technology changed the world?		
	Early Islamic Civilisation Did Early Islamic civilisation invent it all first?	Local history case study Why is there a statue of Oliver Cromwell in Warrington?	Journeys Why did the Windrush generation travel to Britain?
Year 6	How can we make change in society?		
	Local history case study Did WWI or WWII have the biggest impact on our locality? British history beyond 1066	Ancient Greece Did the Ancient Greeks really invent democracy?	British History Beyond 1066 What is the changing impact of the monarchy from 1066 to current day?

Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can place people and events in a chronological framework	Sequence photographs from different parts of their life. Match objects to people of different ages.	Sequence events in their life. Sequence artefacts (such as toys) from different points in history.	Order people and events from different points in history on an unscaled timeline.	Order events on a scaled time line including BC and AD. Use dates and	Order events on a scaled time line (centuries), including BC and AD.	Order events on a scaled time line (created by pupils).	Order events on a scaled timeline, including dates BC and AD (in particular overlapping points in History).
I can describe the characteristic ideas , beliefs and attitudes of different cultures over time.	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Describe people's beliefs from the past (such as Columbus and flat Earth theory).	Describe people's beliefs from the past and why they might be different to our own (e.g. ideas on medicine in Florence Nightingale's time).	Describe people's beliefs from the past and how that affected their actions.	Describe people's beliefs from the past, how that affected their actions and what was the result.	Study different aspects of people's beliefs in the past. Compare the lives of different people within one place or era and suggest reasons for the differences in attitudes towards men and women (why are most recognised inventors men?), rich and poor (such as in factory workers in 1900s).	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied (e.g. Greeks with early Islam).
I can recognise and describe	Recognise the difference between past and present in	Compare similarities and differences about individuals or items (such as	Describe what has changed as the result of an event or an individual (such as city	Compare lives of people from the distant past to our own and	Continue to compare lives of people from the distant past to our own and	Compare lives of people from the past to our own, giving reasons for the differences	Evaluate similarities and differences between studied civilisations and

similarities and differences, continuity and change .	their own and others' lives.	toys) from the past.	design after the Great Fire of London).	identify differences.	explain why there are differences.	based on my understanding of the period.	our own. · Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences (through Y6 enquiry on democracy).
I can talk about the significance of historical events.	Describe an event or family member from their past that is important to remember	Describe why an event or individual from the past is important for us to learn about (e.g. in discoveries and exploration).	Describe how an important event or an individual is remembered and why (such as GFOL, WW2, FN and MS in medicine).	Understand how the earliest events in history contributed to the formation of civilisation.	Explain how individuals or events contributed to national change and identity.	Describe how national and international events affected local lives in the past.	Develop an awareness of how the same event could impact different groups in different ways (e.g. how the outbreak of War impacted men and women differently)
I can identify and describe reasons for and results of , events, situations and changes.	Know and recount episodes from their own and others' past, saying why it happened.	Know and recount episodes from stories about the past, saying why it happened (e.g. How exploration changed what happened next).	Recognise why people did things, why events happened and what happened as a result (such as the Evacuation in WW2).	Begin to explain why people did things (e.g. move towards living in villages in Stone Age) and why some events happened.	Identify key features and events of time studied, looking for links and effects across the periods (such as invasion and settlement in Britain). Offer a reasonable explanation for some events.	Examine causes and results of significant events and their impact on people and society.	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

I can discern how and why contrasting arguments and interpretations of the past have been constructed.	Use stories to encourage children to distinguish between fact and fiction.	Compare stories/myths to different accounts of events to encourage children to distinguish between fact and fiction.	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories (use of	Identify and give reasons for different ways in which the past is represented.	Begin to evaluate the usefulness of different sources, looking at the evidence available.	Compare accounts of events from different sources – fact or fiction – and offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Show awareness that different evidence will lead to different conclusions.
I can make connections, draw contrasts and analyse trends.	Talk about past and present events in their own lives and in the lives of family members.	Compare the lives of different people within one place or era (e.g. groups of people living in Beeston castle over the centuries)	Describe the impact of an individual on modern lives in Britain and beyond (e.g. Florence Nightingale and medicine).	Describe links between the Geography of an area and its History. Explain how individual sites can inform our wider understanding of a civilisation (e.g. Stonehenge, Skara Brae, Pyramids).	Continue to describe links between the Geography of an area and its History and use this to make inferences.	Explain how individuals, civilisations and events contributed to national or worldwide change	Explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change
I can describe how evidence is used to make historical claims (includes evaluation)	Talk about some of the things they have observed, question why things happen and give explanations.	Use a source of information to find out about someone's life in the past. Give examples of different	Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as GFOL).	Explain what is meant by a primary and secondary source. Use a range of sources to find out about a period and the	Use a range of sources to build up a picture of a past event and choose relevant material to build up a picture of an	Begin to identify primary and secondary sources and select relevant evidence to present a picture of an aspect of	Recognise primary and secondary resources and explain the importance of using a variety of sources to make

		sources of evidence (e.g. artefacts like old toys).		lives of people from the past. Begin to use books/the library and internet for research.	aspect of life in the past. Use books/the library and internet for research.	life in the past/a past event. Use the library and internet for research with increasing confidence	a judgement about the past. Show an awareness of bias and how this impacts our understanding of the past. Bring knowledge gathered from several sources together in a fluent account.
I can create structured accounts , including written narratives and analyses .	Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events	Use key terms: yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger, king, queen, similar, different, timeline, invention. Use 'because' to explain why events happened.	Use key terms specifically linked to content on curriculum map. Use 'because' in writing and terms such as investigate and evidence to justify historical inferences.	Use key terms: dates, time period, change, primary and secondary source, chronology, year, decade, influence, cause, consequence, archaeology, excavate, artefact, continuity, ancient, significance. Use more than one piece of evidence to justify a historical inference.	Use key terms: legacy, century, era, conquer, settlers, settlement, invasion, invaders, resistance, culture, reputation, conclusion, conversion. Use primary and secondary sources together to justify inferences.	Use key terms: development, civilisation, discovery, reliable, unreliable, suggest, kingdoms, empire. Give my own opinions about subjective debates from the past by justifying my opinions with evidence.	Use key terms specifically linked to content on curriculum map. Give opinions about subjective debates from the past, justifying them with multiple pieces of evidence. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

I can sequence events in chronological Order Place current study on time line in relation to other studies (what happened before this period and after)	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Develop an awareness of the past Talk about changes that have happened in my own life since I was born?	I can label timelines with pictures and words Sequence photos and images from within the same period i.e. toys in the twentieth century.	Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Use a timeline to compare significant people/events to events studied before.	Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Use a timeline to compare significant people/events to events studied before. Write key dates onto a timeline.	Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Use a timeline to compare significant people/events to events studied before. Write key dates onto a timeline. Understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies (what happened before this period and after) Draw own timelines using dates and BCE/AD Know and sequence key events of time studied – draw one timeline to represent this. Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history	Place current study on time line in relation to other studies Continue to develop chronologically secure knowledge of history To have an understanding of what else is happening in the world during the period being studied and plot timelines matched to maps. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
---	--	--	--	---	--	---	--

Coverage of Historical Skills

	Reception		
	Autumn Events in their Own Lives	Spring Transport over time	Summer People Who Help Us Over Time
I can describe the characteristic ideas , beliefs and attitudes of different cultures over time.			Did my grandparents go to the supermarket?
I can recognise and describe similarities and differences, continuity and change .	How have I changed since I was a baby?	How did we get from A to B?	
I can talk about the significance of historical events.			
I can identify and describe reasons for and results of , events, situations and changes.	How have I changed since I was a baby?		
I can discern how and why contrasting arguments and interpretations of the past have been constructed.			
I can make connections, draw contrasts and analyse trends.			
I can describe how evidence is used to make historical claims (includes evaluation)			
I can create structured accounts , including written narratives and analyses .			

Coverage of Historical Skills

	Year 1			Year 2		
	Autumn Change within living memory Toys	Spring Castles; local history study	Summer Columbus and Neil Armstrong	Autumn Mary Seacole and Florence Nightingale	Spring The Great Fire of London	Summer WWII
Enquiry question	How does learning about the past inspire my future?			How can we turn disaster into opportunity?		
I can describe the characteristic ideas , beliefs and attitudes of different cultures over time.	Is an iPad more fun than a skipping rope?					
I can recognise and describe similarities and differences, continuity and change .	Is an iPad more fun than a skipping rope?	What was Beeston castle like then and what is it like now?				
I can talk about the significance of historical events.			Why journey into the unknown?		Was London better before or after The Great Fire?	
I can identify and describe reasons for and results of , events, situations and changes.				What role does medicine play in war?		How did families survive the Blitz? Local history
I can discern how and why contrasting arguments and interpretations of the past have been constructed.			Why journey into the unknown?			
I can make connections, draw contrasts and analyse trends.						
I can describe how evidence is used to make historical claims (includes evaluation)					Was London better before or after The Great Fire?	
I can create structured accounts , including written narratives and analyses .	Persuasive argument	Explanation text	Non-chronological report	Non-chronological report	Persuasive argument	Explanation text

Coverage of Historical Skills

	Year 3			Year 4		
	Autumn Neolithic peoples	Spring Bronze Age	Summer Ancient Egypt	Autumn Roman Britain	Spring Saxons	Summer Vikings
Enquiry question	How does humankind leave its mark on the world?			When did we become British?		
I can describe the characteristic ideas , beliefs and attitudes of different cultures over time.			Why did the Egyptians create mummies?			
I can recognise and describe similarities and differences, continuity and change .	How did the Neolithic people use trade to advance?			What continued after the Romans?		
I can talk about the significance of historical events.				What did the Romans do for us?	Was Alfred really great?	
I can identify and describe reasons for and results of , events, situations and changes.			What led to the downfall of Ancient Egyptians?			
I can discern how and why contrasting arguments and interpretations of the past have been constructed.		Why was Stonehenge built?		Boudicca: the first British hero?		Were the Vikings raiders or traders?
I can make connections, draw contrasts and analyse trends.				Boudicca: the first British hero?		
I can describe how evidence is used to make historical claims (includes evaluation)		Why was Stonehenge built?				
I can create structured accounts , including written narratives and analyses .	Explanation text	Non-chronological report	Instructions: process of mummification	Explanation text	Persuasive argument	Non-chronological report

Coverage of Historical Skills

	Year 5			Year 6		
	Autumn Early Islamic Civilisation	Spring Local history – Oliver Cromwell	Summer Journeys	Autumn Local history: Impact of War	Spring Ancient Greece	Summer Changing Impact of Monarchy
Enquiry question	How has technology changed the world?			How can we make a change in society?		
I can describe the characteristic ideas , beliefs and attitudes of different cultures over time.	Did Early Islamic civilisation invent it all first?				Did the Greeks really invent democracy?	Monarchy
I can recognise and describe similarities and differences, continuity and change .		Why is there a statue of Oliver Cromwell in Warrington?				Monarchy
I can talk about the significance of historical events.			Why did the Windrush generation travel to Britain?	Impact of War		Monarchy
I can identify and describe reasons for and results of , events, situations and changes.			Why did the Windrush generation travel to Britain?			Monarchy
I can discern how and why contrasting arguments and interpretations of the past have been constructed.	Did Early Islamic civilisation invent it all first?				Did the Greeks really invent democracy?	
I can make connections, draw contrasts and analyse trends.				Impact of War		Monarchy
I can describe how evidence is used to make historical claims (includes evaluation)		Why is there a statue of Oliver Cromwell in Warrington?		Impact of War	Did the Greeks really invent democracy?	
I can create structured accounts , including written narratives and analyses .	Did Early Islamic civilisation invent it all first?	Why is there a statue of Oliver Cromwell in Warrington?	Why did the Windrush generation travel to Britain?	Local history: Impact of War	Did the Greeks really invent democracy?	Changing Impact of Monarchy

Crucial Knowledge

Year group	Enquiry	Crucial knowledge
R	How have I changed since I was a baby?	All babies are born helpless. They need a parent to do everything for them, e.g. feed the baby milk, keep the baby clean and healthy by changing its nappy and bathing it. The baby is growing all the time, its muscles develop and they can start to do more things, such as crawling then walking and from gurgling to talking. As a 4/5 year old you learn lots of new skills such as reading and writing, counting, kicking a ball, swimming, riding a bike. You have lots of new experiences like starting school, going on a sleepover or getting a pet. You try different foods and develop tastes you like and dislike. You grow, both in body size and weight.
R	How did we get from A to B?	How do we travel to school? How do you travel to the shops? How have you travelled to go on holiday? We can travel in a car, bus, train or on an aeroplane. Cars, aeroplanes, buses and trains haven't always existed. Many years ago people had to walk everywhere. Horse and carriage was the most common way to travel until the invention of the motor car. The first railway trains were invented over 200 years ago.
R	Did my grandparents go to the supermarket?	Fifty/sixty years ago most of the shopping was done in traditional shops including the local Butchers, Bakers, Grocers and Newsagents. Over the years as supermarkets appeared some of those traditional shops closed down. As the supermarkets stayed open for longer and longer hours, many of the small corner shops disappeared. In today's supermarkets you can buy not only food but clothing, electrical goods and household items. In many supermarkets there are self-checkouts. You can also do your shopping on-line. We can map out ourselves, parents, grandparents and great grandparents on a family tree.
1	Is an iPad more fun than a skipping rope?	Toys have existed for thousands of years. They were made out of the materials that were available at the time. Even stones and string have been made into toys. Toys were mainly made of wood, paper and metal during the Victorian age. Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals. Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Many modern toys use electricity to work. Computers and consoles were invented in the 20th century.
1	What was Beeston castle like then and what is it like now?	Castles features include – turrets, bridge, gatehouse, ditch, well, inner ward, curtain ward, Castles were built at the top of hills to help with their defence so the surrounding area could be seen. Castles were fortified homes of important people such as Lords of the King or Queen. A castle allowed them to control the surrounding land and kept their family and riches safe. They had lots of defences to protect them. Lots of people worked in a castle doing different jobs including knights, soldiers, craftsmen, cooks and servants.

		Life in a medieval castle centred around the Great Hall. This is where the Lord would eat, entertain guests, hold banquets and conduct business. King Henry III owned Beeston castle and used it as a prison Beeston castle was ruined by war and invasion.
1	Why journey into the unknown?	Christopher Columbus was an Italian navigator who completed four voyages across the Atlantic Ocean. While searching for a route to the Far East, he discovered a sailing route to America. He learnt to sail in a wooden ship with sails, using the sun, stars and a compass. The King and Queen of Spain gave him money to buy ships. The three ships were called: Santa Maria, Nina and Pinta. Columbus thought he discovered America, but the Vikings had already landed there 500 years before. He introduced potatoes and tomatoes to Europe. Neil Alden Armstrong was an American astronaut and aeronautical engineer and the first person to walk on the Moon. He was also a naval aviator, test pilot, and university professor. When Neil Armstrong took those first steps on the Moon in July 1969, he was joined by Buzz Aldrin. Another astronaut, Michael Collins, stayed in the main spacecraft during the Moon landing. The astronauts were helped by many other people down on Earth. There are lots of reasons why someone might be considered to be important in history. It might be that their actions changed things for people or that they achieved something great. Significant people, including explorers, are remembered in lots of different ways. Some explorers have places named after them. Some have their pictures on stamps or there might be statues to commemorate them.
2	What role does medicine play in war?	Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She died in Britain in 1881. Mary Seacole wanted to join the nurses treating the soldiers injured in the Crimean War, but the British Government refused. So she paid for herself to go. She set up the 'British Hotel' hospital two miles from the fighting for soldiers to receive food, drink and treatment. She would also travel to the front line, taking supplies and treating soldiers from both sides. Florence Nightingale was a British nurse born 12th May 1820 in Florence, Italy. She was the daughter of an upper-class couple. She longed to be a nurse, but her father wouldn't allow it as it was not a job that a lady would have. Eventually, she became a nurse in 1853. Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the Crimean War; here she became known as 'The Lady with the Lamp' Edith Cavell was born 4th December 1865 in Norfolk, England. She trained as a nurse in 1896. In 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium. During WWI, Edith nursed and saved soldiers from both sides of the war. She also hid over 200 allied soldiers from the Germans. She was arrested for treason and sentenced to death. She was killed by a German firing squad on 12th October 1915.
2	Was London better before or after the Great Fire?	The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. The fires used for baking were not put out properly. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.

		People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames. The city was destroyed but with that came the chance to rebuild the city. A royal proclamation put a stop to construction until new regulations had been ushered in. The 1667 Rebuilding Act aimed to eradicate risks which had helped the fire take hold, including restrictions on upper floors of houses no longer being permitted to jut out over the floor below and building materials also changed. Not only were houses made of wood in 1666, but so were water pipes, and much of the water supply infrastructure was destroyed. Steps were taken to rectify this and make the water easier to access - essentially the beginnings of a fire hydrant system
2	How did local families survive the blitz?	When the war started, some men volunteered to join the army. But it was not enough. In 1940, two million British men aged between 19 and 27 were ordered to fight. Adolf Hitler led a political party called the National Socialists which they shortened to Nazis. Hitler wanted Germany to be 'perfect'. This meant that anyone who was different or did not fit his 'perfect' image was killed. Children in Britain were evacuated to the countryside to escape the bombing. They were put onto trains with a label on like they were parcels. They would live with another family in the countryside or smaller towns. Blitz is short for the German word Blitzkrieg (lightning war). The Blitz happened from September 1940 - May 1941 when Germany frequently bombed London and other British cities. Night after night Germany would drop bombs from planes on ports, harbours and industrial areas. People were warned of an air raid by loud sirens. During the blitz, they became an almost daily part of life. When people heard the siren they would stop what they were doing and make for a shelter. The first 'Anderson' shelter was erected on 25 February 1939 and around 1.5 million shelters were distributed to people living in areas expected to be bombed by the Luftwaffe. During the war a further 2.1 million were erected. The Manchester Ship Canal, which joins Manchester to the sea at Liverpool runs a straight course through Warrington, and was regularly used by German bombers to guide them from the Liverpool coast to Manchester and back. The worst bombing which Warrington suffered was one weekend when the Thames Board Mills Warrington factory alongside the river Mersey was having a fete on its sports field for its employees. A stray German bomber on its way back from Manchester along the ship Canal, spotted the large crowd of people at the fete and decided to unload his last remaining bombs-the ones he hasn't dropped on Manchester.
3	How did Neolithic people use trade to advance?	The Stone Age began roughly 2.6 million years ago; it began with the first production of stone tools and implements. The Stone Age ended with the first use of bronze and the start of the Bronze Age in 3,300BC. Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. Archaeologists estimate it was built and occupied between 3000BC and 2500BC. The Stone Age had three different stages (Palaeolithic, Mesolithic and Neolithic).

		People and communities began to trade with one another during the Neolithic phase (new Stone Age) which began between 9000 and 6000 BC. The development of agriculture (growing crops and domesticating animals) occurred at this time and families settled in one location where they grew crops and reared animals People began to have a surplus of food that they were able to exchange with others. They also developed new farming tools and crafts that were of value to others and so traded these items too. Trade really began during this period as items were exchanged between different communities and across greater distances than before. A new social class of merchants (traders) emerged. Merchants would travel thousands of miles by foot to find products to sell and they organized the trade of goods between communities. People began to take on different job roles such as farmers, builders, weavers, toolmakers, and traders and became involved in the production and exchange of goods. Trade during the Stone Age cannot be described as 'global trade'. This is because it was not carried out on a global scale. The process of trading items took a lot more time as it was more difficult to find buyers and to transport goods by foot. Goods were not able to be preserved, stored, packaged or sent across oceans over long distances to other countries or continents as they are nowadays. However, this period in history was a very important step towards organized systems of trade and the global trade of today.
3	Why was Stonehenge built?	A period of time 3100BC-300BC, with no written records, where early humans made tools from bronze. The Bronze Age in Britain lasted around 1500 years. The use of bronze was brought to Britain around 2100 BC. Bronze was used for tools, weapons, armour and building materials. Daggers, blades, spearheads, chisels, axes and armour could all now be made out of bronze which was harder and more durable than stone. People in the Bronze Age and Iron Age lived in roundhouses. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people. Beeston castle was built on an old bronze age hillfort. The purpose of Stonehenge is unknown, it has no obvious practical purpose. It was not lived in and could not have been defended so there must have been a spiritual reason why Neolithic and Bronze Age people put so much effort into building it. Marking the movements of the sun was clearly important to the people who built Stonehenge. The people who built Stonehenge were farmers, herders and pastoralists and so the changing seasons would have been of immense significance. A variety of sources suggest a variety of reasons behind the purpose of Stonehenge.
3	What led to the downfall of the Ancient Egyptians?	The Ancient Egyptian period ran from 3100BC to 300BC. The same time as the Bronze Age in the United Kingdom. The river Nile was essential to life in ancient Egypt. Most people lived along and around the Nile. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper. Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Famous, powerful pharaoh's included Narmer, Khufu, Hatshepsut, Tutankhamun, Ramses II, Cleopatra VII. Know the chronology of these Pharaoh's. Pyramids were built at Giza pyramid texts written.

		The Ancient Egyptian Empire was one of the oldest and longest ruling empires in history however, history shows that even the mightiest empires can fall and after 1,100 BC, Egypt went into decline. The reigns of the last great pharaohs Ramses II and Ramses III (1,189 BC to 1,077 BCE) are characterized by strength and ability to defend Egypt against invaders. However, it took significant manpower and resources to ward off these continual attacks and these defenses left the economy's empire struggling. There were huge inequalities in the distribution of wealth among the elites and the rest of the population. Many people began to distrust the government and religious authority. The continuous wars created huge expenses and weakened the economic power of the Pharaoh. Weather and floods weakened the Egyptian empire. Alexander the Great invaded Egypt in 332BC and took control. Christianity spread and hieroglyphs were replaced with the alphabet. Ancient Egyptian processes such as mummification ended.
4	Boudicca: the first British hero?	Julius Caesar invaded in 55–54 BC. Despite inflicting defeats on the British, Caesar soon made peace with his opponents and returned to Gaul. For almost a century afterwards the kingdoms of Britain were kept quiet with gifts but when anti-Roman rulers came to power in Britain, the emperor Claudius launched a full-scale invasion in AD 43, intent on regime change and military glory. In AD43, the full might of the Roman army landed on the beaches in Kent. Over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way. The Romans wanted Britain's precious metals. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. In AD60, one leader who chose to fight was Queen Boudica of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans. When the Roman army heard about this, they turned back from their campaign in Wales to face Boudica. Even though the Romans were outnumbered by Boudica's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won. The Romans built roads and elaborate roman baths which can still be seen today "Romanisation of Britain." The Caledonian tribes fought battles against the Romans. The Roman emperor, Hadrian, ordered a wall to be built to protect their land. The wall was 117km long with turrets, castles, guards, barracks and even hospitals.
4	Was Alfred really great?	With the Romans gone, the Britons were very vulnerable to attack. The Scots would cross the Irish sea and raid Wales and the west of England. The Picts would attack from the north and raid the northern English towns. The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. The kingdoms included; Northumbria, Mercia, Wessex, Essex Anglia, Sussex and Kent. Anglo Saxon villages were usually very small. The largest villages had no more than a few hundred people living there. The villages were built near natural resources. The Anglo-Saxons were great craft workers. They made intricate jewellery, musical instruments and homemade toys and games. The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes In AD597 the Pope in Rome decided it was time the Anglo-Saxons in Britain heard about Christianity.

		He sent a monk called Augustine to persuade the king to become a Christian. Over the next 100 years, many Anglo-Saxons turned to Christianity and new churches and monasteries were built. King Alfred fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly. Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle. To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'. He also built warships to guard the coast from raiders and organised his army into two parts. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.
4	Vikings: Raiders or traders?	The Vikings were great explorers and travellers. Viking ships reached Britain, France, Spain, Italy and North Africa. The Vikings traded all over Europe and as far east as Central Asia. They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. Everywhere they went, the Vikings bought and sold enslaved people too. The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The raids started in June of 793 CE when three ships docked at the shore by the abbey of Lindisfarne. The battle of Lindisfarne was significant as it marked the start of the Viking era in Britain. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls. Pagans - Vikings arrived as pagans but eventually converted to Christianity.
5	Did early Islamic civilisation invent it all first?	The Abbasid caliphate based in Baghdad was a successor Empire to the initial spread of Islam out of the Hijaz (modern day Saudi Arabia) and across the Middle-East. The Caliphs (kings) decided to build a city to emphasise their greatness and they did this on the site of modern day Baghdad. During this period (810AD) the city became a centre of learning and great advances were made in science, maths and the arts. The bustling markets and shops around the mosque contained goods from everywhere due to Baghdad's position on the 'Silk road' to the far east. Connected to this was the presence of traders from all across the known world who flocked to Baghdad to sell their wares. Science and Technology flourished during the Islamic Golden Age from around 780 CE to 1248 CE. During this time, scholars in the Middle East made great advances in the areas of mathematics, physics, geography, and medicine. Astronomy was an important part of Islamic science. It was used for navigation, determining an accurate calendar, Due to the scarceness and importance of water in the Middle East, much of the efforts of Islamic engineers went into ways to store and

		move water. They built dams, irrigation canals, waterwheels, pumps, aqueducts, and cisterns. They also invented various ways to measure water and control the flow of water By 1258 there were 5 cities with over 1 million people living in them, compared to none in AD 900. Contact between peoples increased during this period as goods were traded between east and west. Baghdad, at the heart of the route to the east, benefited from this. Not only this, but ideas too were exchanged through this contact.
5	Why is there a statue of Oliver Cromwell in Warrington? (local study)	Oliver Cromwell was a political and military leader in 17th century England who served as Lord Protector, or head of state, of the Commonwealth of England, Scotland and Ireland for a five-year-period until his death in 1658. Cromwell was known for being ruthless in battle, and he twice led successful efforts to remove the British monarch from power. To understand the different ways a country could be run; monarchy/democracy/dictatorship To know the significant impact Cromwell had on the rule of law Cromwell ordered a death of a King and a temporary end to the monarchy To explain key turning points for Britain after the civil war
5	Why did the windrush generation travel to Britain?	The Empire Windrush was a passenger liner and cruise ship launched in Germany in 1930 and used as a navy troopship during World War 2. Many of the men and women of the Caribbean supported Britain in its war efforts (as soldiers and nurses etc). At the end of the war, she was acquired by the United Kingdom Government as a prize of war and renamed the Empire Windrush. After WW2, Britain needed more men and women to work in industry because of a shortage of workers that died during the war. Empire Windrush brought the first large group of post-war West Indian immigrants to the United Kingdom, carrying 492 passengers from Jamaica to London in 1948. People travelled thousands of miles across the Atlantic from the Caribbean to Britain. People were told that they would find a better way of life . "The streets were paved with gold". When they arrived, many people were not given equal rights or opportunities. Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people. Now, some of the people who arrived in the UK as children with their parents have been wrongly told that they live here illegally. In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country. This led to some being sent to immigration detention centres and facing deportation.
6	What is the changing impact of the monarchy from 1166 to current day?	The children will gain knowledge of Kings and Queens since 1066 – ordering a timeline of the Kings and Queens from 1066 till the present day. Look at where King John, King Charles I, William and Mary and Queen Elizabeth fall within the timeline (e.g. how many years are they apart? What Royal Houses were they part of?). They will explore the key events in British history that have affected the changing power of the monarchy and have impacted on the powers that the monarchy hold today. The chronological change from the Divine Right of Kings to a Constitutional Monarchy.

		King John (1166 -1216) – How he ruled under the feudal system. Events and decisions that lead to the Magna Carta. How the Magna Carta was introduced as a charter of rights agreed to by King John. The impact the Magna Carta had on society at the time but also how it continues to impact the monarchy's power today – what agreements are still in place? How this lead to the formation of parliament. King Charles I –Charles' belief in the Divine Right of Kings. The events leading up to and the impact that the 'Eleven Years Tyranny' had. How the Grand Remonstrance was rejected by Charles and the impact this had on the balance of power between king and Parliament and how it eventually led to the Civil War. The start of the Civil War – who was to blame? The decision that Charles was to be executed – should he have been executed? The impact Charles' execution had on the family tree – the time under Protectorate and when Protectorate collapsed, how Charles' son Charles II became king (restoration). The consequences of Charles' actions, the Civil War and the Restoration and how the balance between parliament and monarchy remained unsettled even after Charles' death. King George VI - At the 1926 conference Britain and the Dominions agreed that they were all equal members of a community within the British Empire. They all owed allegiance to the British king or queen, but the United Kingdom did not rule over them. This community was called the British Commonwealth of Nations or just the Commonwealth. Queen Elizabeth II – The roles and power of the monarchy today – the role as head of state. The continuation of a constitutional monarchy. The structure and role of parliament today.
6	Did the Ancient Greeks really invent democracy?	Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece. Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. Around 508 BC, democracy was introduced to ancient Athens. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens. The first known democracy in the world was in Athens. Athenian democracy developed around the fifth century B.C.E. The Greek idea of democracy was different from present-day democracy because, in Athens, all adult citizens were required to take an active part in the government. If they did not fulfill their duty they would be fined and sometimes marked with red paint. The Athenian definition of "citizens" was also different from modern-day citizens: only free men were considered citizens in Athens. Women, children, and slaves were not considered citizens and therefore could not vote. The influence of the Ancient Greeks on the western world – democracy, philosophy, mathematics, astronomy, and medicine. Literature and theatre was an important aspect of Greek culture and influenced modern drama. The Greeks were known for their sophisticated sculpture and architecture.

6	Did WWI or WWII have the biggest impact on our locality?	Know that war memorials and war graves to reach decisions about the impact of the World Wars on our locality. The Commonwealth War Graves Commission is an intergovernmental organisation whose principal function is to mark, record and maintain the graves and places of commemoration of Commonwealth of Nations military service members who died in the two World Wars. Conscription - WWI Introduced in January 1916 for single men aged 18-41. By April 1916, this included married men. By 1918, the upper age limit was increased to 50 Conscription – WWII In WWII men were conscripted from the beginning. In 1942, women between ages of 20 – 30 were conscripted. Some men were conscripted to work in the coal mines In September 1939, around 3 million children between the ages of 5 and 14 were evacuated. These were children living in large industrial centres and ports, which were a potential target for bombing. There was a large propaganda campaign to persuade parents to send their children away. They went to live in the countryside and were either sent to live with relatives or host families. Within months, most of them returned home. Many of the children had a very positive experience, and some even had a happier life than they had at home. However, some children were very unhappy and were exploited. Hunger stalked the civilian populations of all the combatant nations. Agriculture and food distribution suffered from strains imposed by the war and naval blockades reduced food imports. Some countries met this threat more successfully than others. The war took men and horses away from farm work. Imports of nitrate fertilizers were hit. Reduced agricultural output forced up prices and encouraged hoarding. Governments responded by putting price controls on staple foodstuffs. Food queues formed of women and children became a common sight in cities across Europe. Food shortages and rationing were not only an issue during the Second World War. The need to queue was lessened when rationing was introduced during 1918. Rationing also ensured equality of food distribution. With millions of men away from home, women filled manufacturing and agricultural positions on the home front. Others provided support on the front lines as nurses, doctors, ambulance drivers, translators and, in rare cases, on the battlefield. A lone German bomber, navigating along the Manchester Ship Canal, dropped two bombs onto the site of Thames Board on Arpley Meadows – on the site of the current Centre Park business park. Sixteen men, women and children died when the bombs exploded at 5.03pm on September 14, 1940 during a summer gala. A further 150 people were buried in the wreckage, and in addition to the dead 15 were seriously injured and 28 were slightly injured.
---	--	---

History Vocabulary

	1	2	3	4	5	6
Autumn A		Nurse Care Charity Injured Hospital War Medal Lamp Solider Red Cross		Empire, invasion, celts, Iceni, legion, auxiliary, centurion, AD,BC, CE, BCE		Sources Memorial Conscription Rationing Evacuation Propaganda Rural Urban
Autumn B	Victorian, era, 20th Century, 21st Century, materials, past, present, rich, poor				Islam, prophet Allah, Caliph Caliphate, The House of Wisdom	
Spring A		Emergency Destroyed Embers Extinguish Parliament Eyewitness	Trade, Palaeolithic, Mesolithic, Neolithic, Self sufficient, Nomadic, Surplus, Agriculture, Merchants, Archaeologist	Jutes, Angles, Saxons, Picts, Scots, hierarchy, tithing, wergild, Bretwalda, Danelaw		Ancient Democracy Legacy Civilisation Warrior Society Citizen City Philosophy Hierarchy
Spring B	castle, fortified, medieval, lord, great hall, King Henry III, battlements, arrow slits, keep, curtain wall, portcullis, drawbridge		Bronze, Smelting, Stonehenge, Roundhouse, Hillfort, Amesbury Archer, Wattle and daub		monarchy, democracy, dictatorship, Civil war, protestant, puritan	
Summer A		Rationing Propaganda Evacuee The Blitz Home front		Raiders, traders, tax, settle, longship/longboat, reputation, Lindisfarne, primary source, secondary source, artefact, monastery		Absolute monarchy Constitutional monarchy Divine Right of Kings Monarch Puritans Cavaliers Parliament Government Reign
Summer B	Christopher Columbus, Neil Armstrong, explorer, unknown, voyage, discover, astronaut, significant		Ancient Egypt, Pharaoh, River Nile, Hieroglyphics, Empire, Pyramids, Economy, mummification		immigration, discrimination, legislation, Legislative act, deportation	

	We promote spiritual development by...	We promote social development by...	We promote cultural development by...	We promote cultural development by...
History	The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects	Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today.	Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with our Christian values. Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.	Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.

Shine Bright Experiences

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A parent to bring in a baby and talk through what babies can and can't do – a sibling	Grandparents to be invited in to school to talk about their toys as a child.			Virtual visit with the History Museum	Arabic Maths lesson	Cheshire Military museum/class assembly
A trip to Warrington Museum for a Percy the Park Keeper Experience	Trip to Beeston Castle	Children can take part in a live stream interactive activity to do with the Great Fire of London	School trip to Tatton Hall for a Stone, Bronze and Iron Age Experience	Warrington Museum Trip – Anglo Saxons and Vikings	Make helmets/hats in the style of Roundheads/ Cavaliers	Acropolis virtual tour
A grandparent to visit Class R and talk about shopping in the past Set up a grocery shop		Trip to RAF Burtonwood Heritage Centre	School trip to Warrington Museum for an Ancient Egyptians Experience	Trip to Tatton Park	Althea McNish inspired block printing	Create your own wax seal inspired by King John

Aim High Tasks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children learn six important facts about Queen Victoria and can explain the medical advances during the Victorian age. There is a focus on the Crimean war, Florence Nightingale and Mary Seacole				Know the names and causes of death for local soldiers
Children will be able to name and identify different castles around the UK	Children look at the Great Fire of London and decide why they think there was so much destruction and consider how London was rebuilt to be a more organised city less likely to burn down	Children will learn about the different kinds of art that hunter-gatherers made Children will learn about the Amesbury Archer and why his discovery was so important	Remember the names of the 7 Anglo-Saxon kingdoms	To know the names and dates of 3 major battles of the English Civil War: Battle of Edgehill, 1642, Battle of Marston Moor, 1644 and Battle of Naseby, 1645	To know three facts about Alexander the Great, one of the greatest leaders of the Greek empire
To know other famous explorers and why they are significant	Children try to understand how it would have felt to be an evacuee and they write a diary entry	To know the order of reign of some of the Egyptian Pharaohs	Learn to write your name using Viking runes	To know the names and flags of the Caribbean countries that the people aboard the Empire Windrush arrived from	Know the names and dates of kings and queens studied



Stretton St Matthew's Model of Teaching Sequence: Unit Design

At St Matthew's, we have carefully planned our lesson design sequence to ensure key teaching strategies are incorporated giving the children the best opportunity to acquire new knowledge and immerse themselves in new key concepts and ideas. This lesson design allows children to make links with previous learning, retrieve previously learnt vocabulary and knowledge from previous lessons/units/years and present their learning in a subject specific way.

'Work Together' Concept exploration and bigger picture	Discovery of new learning and vocabulary 'Aim High Tasks'	Written Enquiry	Assessment Task
Focus of the key concept assigned to this unit. Bigger picture sequence. Pupil enquiry	Direct teaching of new concepts/models/ideas linking to whole school curriculum concepts	Gathering what we know now self/peer/group	Children apply new learning and demonstrate how well they know and understand the new learning with carefully planned tasks.
'Shine Bright' Experiences			
Immerse the children in their learning and create long lasting memories which equip the children with the knowledge and skills needed to embed and deepen their learning experience.			



Stretton St Matthew's Model of Teaching Sequence: Lesson Design

At St Matthew's, we have carefully planned our lesson design sequence to ensure key teaching strategies are incorporated giving the children the best opportunity to acquire new knowledge and immerse themselves in new key concepts and ideas. This lesson design allows children to make links with previous learning, retrieve previously learnt vocabulary and knowledge from previous lessons/units/years and present their learning in a subject specific way.

<u>Retrieval Practice</u>	Outcome sharing Pupil Enquiry and questions	Discovery of new learning	Consolidate and collaborate	Present and apply new learning
Information processing and interrupting of the "forgetting curve"	Sharing of the learning outcomes of the lesson and children to generate own enquiry as self/peer/group	Direct teaching of new concepts/models/ideas linking to whole school curriculum concepts	Gathering what we know now self/peer/group	Children demonstrate how well they know and understand the new learning with carefully planned tasks.
Low stakes testing Quiz Brain dump Mind Map Blank fill KO Vocabulary				



