



History

Subject Leader

Overview

The curriculum INTENT

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

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At St. George's Primary School we follow the National Curriculum for History. Y1 – Y6 building on learning completed in EYFS

We have developed our curriculum to enable the children to develop a sense of chronology, so that they can make comparisons between time periods and develop skills in using different types of evidence.

In EYFS and KS1 we focus on units of work in which the children have some personal experience of the time being explored, about events which they can understand and people whose actions have impacted on their lives in some way.

In KS2 two historical periods studied focusing on Britain and are taught in chronological order: Stone Age, Bronze Age, Iron Age, Roman, Anglo Saxons and Vikings. These are explored with a focus on settlement and invasion. Crime and punishment in year 4 links to previous historical periods studied and adds in Tudors and Victorians as an additional period in history. In year 6 focus moves to world history and an emphasis on focusing on the development of civilisations and changes within travel and society.

History is taught as a half term topic or as a unit of learning each half term. However we make reference to history in other areas of the curriculum to further develop knowledge, understanding and cross-curricular skills. As children learn more about the same or different time periods they can constantly compare and contrast.

We have documents which clearly set out the expectations at the end of EYFS, KS1, KS2. Trackers, transition documents, prior and post learning grids

Assessment takes place in a variety of forms.

Pre-learning task, knowledge harvest, quiz might recap previous knowledge the children should know using quiz cards.

In the moment observations of children take place, listening to their discussions and explanations of what they are doing and their understanding of the concepts being explored. Written work is marked in line with our whole school policy and feedback policy.

A final piece of work can provide another opportunity to assess their knowledge and understanding. This may be linked to another curriculum area, e.g. writing a diary entry in English, a label for a museum display artefact.

As the assessment tracker is progressive from Year 1 to year 6 staff can easily see where a child was the previous year enabling them to ensure teaching is pitched at the right level for the child.

Additional support can be given through the use of adult/peer/resource support as needed to ensure children don't fall behind.

Curriculum - Disciplinary knowledge (methods, conventions, rules and practices. How the subject discipline uses new knowledge)

Lessons are delivered half termly, with cross-curricular links made as appropriate. Learning activities will be varied and include looking at various sources of both primary and secondary evidence, drama and role play, writing from different people's points of view, gathering and organising and interpreting information. Teachers use higher order questioning to ensure children are becoming independent thinkers and questioners.

Curriculum - Knowing more, remembering more (Do pupils remember, long term, crucial content needed for subsequent learning?)

At the start of lessons previous knowledge is recapped either through looking back at learning objectives, knowledge organisers, a quick quiz of questions.

At the end of each unit of work question cards are created so that throughout the year learning can be revisited. These are passed on to the next class and added to.

During lessons teachers may refer back to learning in other units of History work to make links show similarities and difference to consolidate and extend thinking and learning. Links can also be made to other areas of the curriculum where relevant. As a staff we all work

Curriculum - Pedagogy (How teaching decisions achieve curricular intent?)

Our curriculum is designed to ensure that all children have the opportunity to acquire the knowledge to learn and develop, where possible we wish for the children to explore and discover this through the carefully planned activities in a lesson. Through questioning and discussion the facts are learnt.

Formative assessments throughout lessons enable teachers to plan and guide learning at a pace appropriate for their class, providing support and challenge where necessary.

Lessons start with a key question, check and recap of prior learning. We use a variety of teaching approaches across topics to ensure all pupils are catered for and engaged in their learning. Lessons encourage the children to ask questions, make connections, develop problem solving skills and build on new skills.

Curriculum - Culture (What is the climate of high expectations where pupils' love of subject can flourish?)

History is a subject most children enjoy. We know this through snack and chat, questionnaires and speaking with children.

Learning about the past and how it affects how we live today

is enriched through visits outside of school – whole school events eg Remembrance /whole year all about WW1, Southport beach first moon landing, rocket [visit](#). Roman Southport pier, Leyland vehicle museum.

Curriculum - Policy (What is the impact of school-wide policies on subject delivery?)

Our curriculum policy is up to date and sets out our intent, implementation and impact for the curriculum as a whole with further specific information relating to History.

Our whole school marking policy is consistent across all subjects.

Following a full audit a History action plan is created each year to provide opportunities to focus on key areas to further develop the subject.

Curriculum - Sequencing (Why now?)

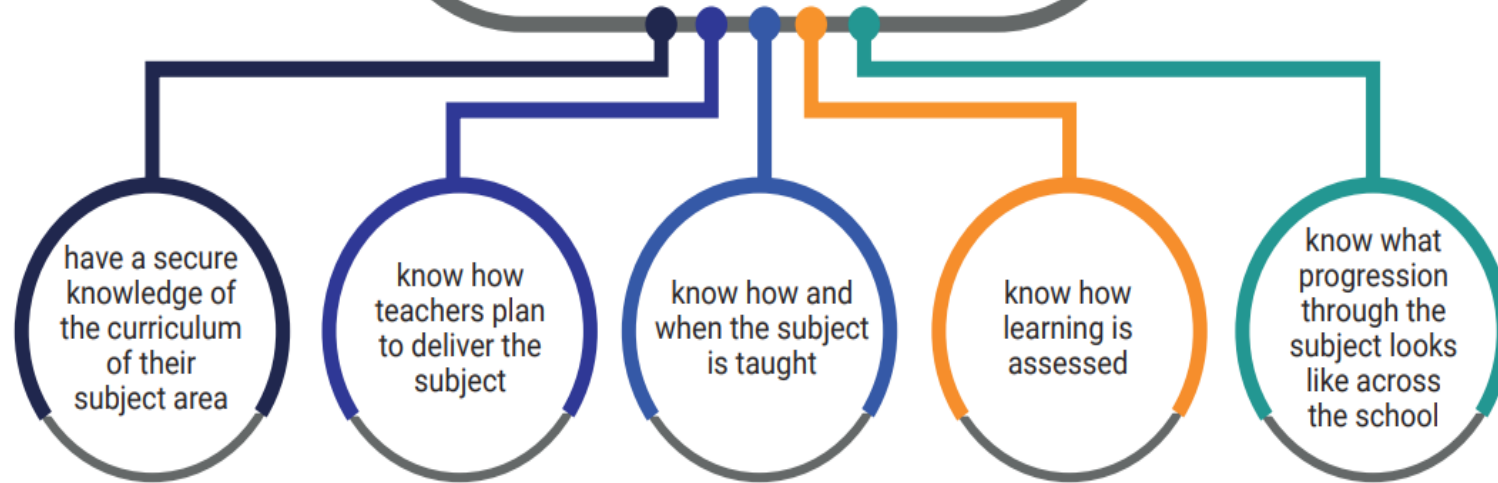
Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids in the form of subject organisers for key objectives and question knowledge and our assessment tracker showing skills clearly state what the children should already know and where future learning will take them. This ensures lessons are pitched at the right level. There is also a clear vocabulary progression document for staff to refer to which ensures that the children are building on and adding to their vocabulary base. Our Assessment journey tracker, shows data for each objective for each child which is accessible for all teachers. Knowledge content progression is shown through our Key Stage Organisers. Questions on subject organisers which are in the children's books and shared with parents on google classroom and the website, skills and vocabulary all have clear progression documents for staff to refer to. Gaps in learning can be picked up and addressed in similar topics in future years or staff can address in other ways through making links with other curriculum areas, reinforcing key points. Subject leader analysis of end of year data is produced and passed on to the next teacher to inform of any gaps and how they might be addressed.

Curriculum - Systems (Key Stage processes and staff support)

- We use TEAMS as a central source of all resources available to staff which can be accessed by all school staff.
- Staff can access on line CPD from WRIST.
- Key stage staff have PPA time together so can ask questions and discuss the curriculum each week.
- Staff are open to professional discussion and are happy to e-mail each other with questions or queries.
- Subject leader will forward interesting articles or new resources to staff as and when available.

The Subject Leader's Role

In the broadest sense, the role of the subject leader is to champion their subject in all year groups and key stages of their school. In order to achieve this, the subject leader is required to:



Longton
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School



Policy

History Policy

HISTORY

How do we teach History?

Intent:

At Longton Primary School History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (*The 2014 Primary National Curriculum in England*).

History teaching at Longton Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

- to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The history curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching History, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think critically. A variety of teaching approaches are used based on the teacher's judgement.

History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. These children will be selected for appropriate enrichment opportunities throughout the year.

At Longton Primary School we provide a variety of opportunities for history learning inside and outside the classroom. Educational visits are an opportunity for the teachers to plan for additional history learning outside the classroom. At Longton Primary School, the children have had many opportunities to experience history on educational visits. The children have explored local museums and have visitors into school to share history learning and have hands on experiences.

Impact:

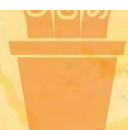
Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).

- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Subject tracking



CPD

History zoom
- WRIST subject lead



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Subject Vision and Action Planning

Insert screen shots of the pages in your action plan ensuring the actions you have done and also the govs reviews.



1. Leadership and Management including Safeguarding Page 64	Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum. Monitor the foundation tracker each term and end of term data.
2. The quality of education (Teaching, Learning and Assessment) Page 41	Ensure staff have access to and support with resources to deliver lessons, confidently identify any areas, which may need enhancing. Organise the central base of resources into clearly labelled topic boxes easily accessible; share the topic boxes with staff so everybody is clear what resources we have. Discuss any further needs.
3. Personal Development. Behaviour and attitudes Page 52 and Page 58	Continue to develop work on timelines building up over the year a timeline for each year group, which incorporates key dates and events. Discuss with staff as the year progresses and share the completed timelines for each year group. This will ensure that staff have a clear understanding of what the children have covered in previous years, linking with our subject knowledge question <u>boxes</u> and helping to make knowledge stick.

Key lines of Enquiry: <i>(Questions <u>g</u>oys should be asking, <u>S</u>LT looking for, subject leader ensuring information is available, evident etc.)</i>	Are we using good practice in the teaching of History? What does this look like? Is subject knowledge up to date? Are we building on skills as well as knowledge? Are staff confident in delivering History? Are we up to <u>date</u> in our delivery of lessons? Are clear on what we should be teaching?			
Half-termly Milestones to Achieve Annual Targets				
Check end of term data Monitor half termly planning on Teams Check lesson are concise and focussing on the correct content Check tracker has been completed each topic taught				
Actions for each half term <ul style="list-style-type: none"> • What needs to be done to achieve your Annual Targets? • Refer to LPS Raising Achievement Cycle. • Refer to the priorities in the SEF • Refer to LPS Transition Documents • Refer to the Roadmap to Excellence 	Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
AUTUMN 2022 15 Weeks				
Check end of year data- completed	Week 14.9			
Check planning on teams' cross reference with NC- checked AUT 1 planning, book look, spoken to Y6 children during a lesson	Week 28.9			
Continued to monitor planning and coverage	Week 12.10			
Y5 book look	Week 30.11			
Historical Association plans uploaded on to teams	Week <u>feb</u>			

Raising Aspirations Plan Autumn Term Evaluation

Subject: History

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	End of year data has been looked at. Monitored this half terms medium planning , checking for concise questions and NC content Book look		Discuss last year's data with staff Monitor planning for next half term
The Quality of Education Teaching, learning and assessment.	Spoken to staff about resources available and checked they have what they need		Organise resource boxes Look at tracker end of term data
Behaviour and Attitudes and Personal development	Spoken to Y6 children about their learning		Pupil interviews Timeline overview

Raising Aspirations Plan Spring Term Evaluation

Subject: History

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Checked planning – KQ and lessons planned Supported some staff in organising key questions and lessons so they match and are more coherent.		Continue to monitor tracker/ EYFS data
The Quality of Education Teaching, learning and assessment.	Downloaded resources from the Historical Association. Lesson plans and ideas for the different topics covered. Useful as starting point and flagging up resources		Observe some lessons Organise resource boxes
Behaviour and Attitudes and Personal development	Book look Y5		Check each class has a timeline up – start to collate an overview of timelines

Raising Aspirations Plan Summer Term Evaluation

Subject: History

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Nearly completed subject ppt, photos taken of the children's work to show progression		Photos uploaded on to the , ppt completed
The Quality of Education Teaching, learning and assessment.	Book look – focus progression of learning and skills Checked all documents are up to date on the website		Pupil interviews EYFS –discussion and look at learning Review summer 1 and 2 planning
Behaviour and Attitudes and Personal development			History subject lead zoom meeting

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Blueprint humanities lesson plan

Blueprint – Humanities

General

Long term plan found on Teams – Master Curriculum – General

These must be taught alongside the knowledge maps.

Medium term plan found on Teams – Master Curriculum – General

These are written but can be tweaked as long as expected knowledge taught and remembered.

Weekly plan board found on Teams – Master Curriculum – General

The main teacher creates and uploads these on Friday ready for the following week.

KQ 's should be stuck in the front/back of books for each topic taught

Pre knowledge/assessment undertaken

Post knowledge assessment/End of Unit Quiz

Complete RE big book half termly and termly assessments carried out – termly sheet with children's initials

<p>1. Review What is Geography? A geographer? Careers? What is History? An historian? How do we know about the past? Primary and secondary sources What is RE?</p>	<p>2. Recap What did we learn last week? Key question. (Links to previous learning in other year groups) Key vocabulary Make any cross-curricular links Subject index cards</p>
<p>3. Lesson Introduce new KQ – do the children have any knowledge to share? Introduce new key vocabulary Teach/children research key knowledge-answer to question Activities set – whole class, group work, and partner work Adaptions made so all children can access the learning Talk to the children as they complete the task/live mark – assessing understanding and picking up on any misconceptions, share and discuss these with the class Ensure lessons are not all listening to facts but that the children apply and use their knowledge too</p>	<p>4. Plenary Refer back to KQ – what have we learnt? Recap key vocabulary – check children understand the meaning/can verbalise what it means Next lesson we will be.....</p>

Resources to use..

Oddizzi
 Digi maps
 Historical Association
 BBC bitesize
 Grammarsaurus



What is an Historian?

History is **the study of the past**. The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future. Historians study the passage of time and the events that happen within that passage.

What jobs can a love of History inspire?

Heritage manager

Museum education officer

Museum /gallery curator

Teacher

Librarian

Broadcast journalist

Archivist

Political journalist

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work

At Longton Primary School we encourage visits and visitors to school to really enhance the children's learning Reception visit The Leyland Vehicle Museum, Year 1 visit Southport to see how seaside holidays have changed, Y4 have a visit from a Viking.

Cross curricular links are made with other subjects, eg Y2 work on significant others links to science, Y3 work on materials in Science links with Bronze and iron age work, Y6 Ancient Greeks work links with PE and creating new games.

We have produced end of year foundation transition documents which outline the key knowledge that children will leave each year group knowing, this will ensure that when they leave in Y6 they have acquired a good range of skills and a sound knowledge of Primary History as set out in the NC.

SMSC in History

Social

- Encouraging pupils to think about what past societies have contributed to our culture today.
- Promoting pupils own social development through working together and problem solving.
- Exploring 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'

Moral

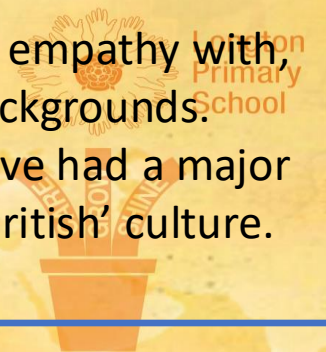
- Encouraging pupils to comment on moral questions and dilemmas from the past.
- Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.
- Developing open mindedness when considering the actions and decisions of people from the past

Spiritual

- Fostering the mystery of how and why events in the past happened and their many causes.
- Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.
- Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.

Cultural

- Developing a better understanding of our multicultural society through studying links between local, British, European and world history.
- Gaining an understanding of and empathy with, people from different cultural backgrounds.
- Examining how other cultures have had a major impact on the development of 'British' culture.





At Longton Primary, we aim to develop SMSC through history by:

<p>Spiritual</p>	<p>Studying History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to their causes. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore and realise the significance that some individuals had in the past and the roles they played in the shaping of the world we live in. Pupils also reflect upon how historical knowledge changes with new evidence and different interpretations of events.</p>
<p>Moral</p>	<p>Pupils are encouraged to comment on moral questions and dilemmas from the past. We support pupils to empathise with the sometimes-difficult decisions people made at the time, based on their historical situation. We aim to develop open mindedness and show compassion when considering the actions and decisions of the people facing dilemmas and to understand the reasoning behind these decisions. Ideas of right and wrong are explored when studying events from the past, linking with the value of justice.</p>
<p>Social</p>	<p>The study of social issues is a common theme in History. Exploring the similarities and contrasts between past and present societies, help pupils to become aware of how we are very fortunate to live in 'the modern world' for most of the time. Pupils examine how other cultures and past societies have contributed, and at times, had a major impact on the development of 'British' culture today and are encouraged to build up their own social development through collaborative and team working activities.</p>
<p>Cultural</p>	<p>We aim to encourage learners to gain an understanding of and empathise with, people from different cultural backgrounds. They examine how other cultures have contributed to the development of 'British' culture and develop a better understanding of our Multi-cultural societies, through studying links between local, British, European and world history. The influence of different cultures to human development and progress is highlighted within their history lessons, which links with the values of wisdom and endurance.</p>

Implementation Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Hist/Geog / UW)	My Family Where I Live	Chronology - simple experiences in relation to themselves, and others. Nick Park (Wallace and Gromit)	Maps, where dinosaurs found in the world. Compare and contrast places animals live. Mary Anning (first woman to find a fossil)	Chronology Understanding changes/life cycles in time order, sequencing Weather Seasonal changes	Transport Compare present to the past British Leyland Plan a journey	Chronology Describe people and changes Around the World <u>Comparing life</u> / weather in different countries Maps/google maps China
Year 1	Toys now and then	Investigating events and people from the past. Guy Fawkes <u>Remembrance day</u> Robert Goddard		Investigating people from the past. Isambard Kingdom Brunel Stevenson	Seaside now and then	
Year 2	Famous Women in History	World War II from a local and world view		The Great Fire of London	Innovative Individuals Victorians Local railways	
Year 3	Stone Age Settlements		Bronze Age to Iron Age			Roman Empire and its Impact on Britain.
Year 4	Roman Empire Boudicca and the fall of the Empire.		Invasion of the Scots, Picts, Anglo Saxons and Vikings.		Crime and Punishment British History beyond 1066	
Year 5		Early Islamic civilisation	Earliest civilisations- Indus Valley depth study		Local study – Preston	
Year 6	Ancient Greece			Comparing Ancient civilisations		Significant turning points in British <u>History</u> <u>Political</u> and <u>Social</u> (People), Technological (travel)



Long Term Planning

Year 2

HISTORY	Famous women in history	World War 2 local and world view		The Great Fire of London	Innovative Individuals Victorian - Railways	
Knowledge	Elizabeth 1 Queen Victoria Beatrix Potter Florence Nightingale Emily Davison Rosa Parks Why are they famous? Placing on a timeline. Impact then and now.	World War 2 – 1939 to 1945 The Home <u>front</u> The countries involved Prime Ministers during this time. Home front – activities of people in the home countries Evacuation – who and why and where, what life was like for them		Where did it happen, why did it happen, why was it a significant event. How did things change then and for the future because of this event.	Victorian era inventions <u>The</u> first resemblance of the railway we know today Focus on the railway locally – Longton. Where <u>is</u> was, what it was used for, how it impacted life in Longton. The railway and Preston Docks how are they linked – impact for the people of Preston and surrounding areas.	
Specific Vocab	Monarch, reign, impact, <u>change</u> , democracy, diversity, achievement, order, <u>time line</u> , significant, government, <u>justice</u> , chronology	War, Prime Minister, impact, <u>events</u> , chronology		chronological, similarities, differences, features events, diary, change, sequence, past, significance, fire service, spark, baker, wooden frame, close, wind	Significant, events, local, national, change, difference	
Cultural Capital Famous People and events. Past and Present.	women's suffrage movement	Role of Princess Elizabeth (Queen Elizabeth)		Sir Christopher Wren	Sir Robert Peel born in Bury Lancashire	
Subject links <u>e.g.</u> Maths, English	Reading and ordering dates Writing fact sheets	Reading and ordering dates Reading diaries		Writing Diaries Reading sources of information/evidence Reading numbers - dates	Writing explanation Reading sources of information/evidence. Reading numbers - dates	
Links to other subjects	Art – portraits			Computing -research Science – materials	Computing- research	

Long Term Planning

Year 5

HISTORY		Early Islamic civilisation	Ancient civilisation Indus Valley		Local study – Preston	
Knowledge		Baghdad capital of the Islamic empire on the <u>River</u> Tigris. cultural and learning capital of the world. Trade routes – Silk Road 'House of Wisdom' Advanced medical care	Evidence available which tells us about the Indus Valley. Artefacts and Architecture from the Indus Valley why there is disagreement about what the civilisation is like. Why and how it came to an end.		Development into a town due to river position and trade links. industry – textiles (linen/wool), hemp, timber, iron Civil War First cotton mill – success and its collapse	
Specific Vocabulary		Islam, caliph dynasty, calligraph vegetal geometric	Civilisation, Bronze Age, Harappa, Mohenjo-daro theories, collapse, Citadel, grid system		Settlement, industry, population, textiles, industrial revolution, import, export	
Cultural Capital Famous People/Events. Past and Present.		Abu Abdullah Muhammad ibn Musa Muhammad ibn Zakariya al-Razi	Charles Masson		John Horrocks Richard Arkwright	
Subject links e.g. Maths, English		Arabic numbers 1-9 and the concept of 'zero			Diary Entry Cotton worker	
Links to other subjects		Science light, first camera			Geography exports and imports.	

Long Term Planning

At Longton Primary School we follow the National Curriculum for History. Y1 – Y6 building on learning complete in EYFS

We have developed our curriculum to enable the children to develop a sense of chronology, where they can make comparisons between time periods and develop skills in using different sources of evidence.

In EYFS and KS1 we focus on units of work in which the children have some personal experience of the time being explored, about events which they can understand and people who have impacted on their lives in some way.

In LKS2 historical periods studied focusing the Britain and are taught in chronological order Stone Age, Bronze Age, Iron Age, Roman, Anglo Saxons and Vikings. These are explored with a focus on settlement and invasion. Crime and punishment in year 4 links to previous historical periods studied and adds in Tudors and Victorians as an additional period in history.

In UKS2 focus moves to world History and an emphasis on focusing on the development of key changes within travel and society.

History is taught as a half term topic or as a unit of learning each half term. However we make reference to history in other areas of the curriculum to further develop knowledge, skills and cross curricular skills. As children learn more about the same or different time periods they can constantly compare and contrast.

Long Term Planning

Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids in the form of subject organisers for key question knowledge and our assessment tracker showing skills clearly state what the children should already know and where future learning will take them. This ensures lessons are pitched at the right level. There is also a clear vocabulary progression document for staff to refer to which ensures that the children building on and adding to their vocabulary bank. Our Assessment journey tracker, shows data for each objective for each child which is accessible for all teachers. Knowledge content progression is shown through our Key Questions on subject organisers which are in the children's books and shared with parents via google classroom and the website, skills and vocabulary all have clear progression documents for staff to refer to.

Medium Term Planning

Key Vocabulary	
Past, Present, Future, Timeline History Victorians Chronological <u>order</u> World War 2, Evacuation, Ration book, Gas Mask Box, Evacuee Town, city, country, Labels, belongings	
Possible activities	Assessment
Lesson 1	
L.O:	

- To know when WW2 was in relation to today
- To place historical events in time order

Introduction: Explain that today we are going to be historians and explorers. Ask – what do historians do?
 Display the words past, future and present. Ask the children what these words mean and ask them to put the words in an order.
 Discuss why they have chosen this order. Discuss if there is a right or wrong answer. Explain that normally we think of ‘the past’ being on the left-hand side and ‘the future’ on the right-hand side. Demonstrate this by showing a timeline of the children’s day today.
 Explain that timelines are always in chronological order (this means the order in which they happened). Ask the children to think of events that have happened in their past and might happen in their future.
 Share ideas and compare – explain that the past for everyone isn’t always the same; however, there are some major events in history which are shared by all.
 Main:
 - Ask the children to guess how long-ago World War 2 was. Take guesses and write them up on the board. Explain that the only way we will understand how long ago this period of time was is to travel back in time. Show the time-travel PowerPoint.
 Discuss each period of time briefly (and link to any areas that we have previously studied - Victorians). As the PowerPoint is running, also create a visual timeline on the display board.
 Children to cut out and order historical events and create a timeline

National Curriculum Content	Subject Organiser Questions
Pupils should be taught about: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> When was World War 2? Which countries were involved in WW2? Who was Prime Minister during WW2? What was the home front? What was <u>life like</u> during the war? What does evacuation mean? Where did the evacuees go? What was <u>life like</u> for the evacuees? What was rationing/ Why was it needed?
Key Learning (answers to key Questions)	
World war 2 started in 1939 and ended in 1945. Almost every country in the world took part in WW2. The Allies were Britain, US, Soviet Union (Russia) and China. The Axis powers were Germany, Italy and Japan. Neville Chamberlain was the Prime Minister at the start of the war, then Winston Churchill. The home front is what civilians did whilst the country was at war. British men and women had an important role to play in the war. They helped in the army, had to grow food, ration food, plan for evacuation. They were helping people who were hurt, building air raid shelters. Women had to work as mechanics, making ammunition, drivers. Life was very difficult during the war. The first evacuation was in 1939 and 1.5 million people had to leave their home and go to the countryside where they would be safe. Families had to send their children away to keep them safe from bombs. Some evacuees from cities had never seen the countryside before and life was very different for them. Children missed their parents and families and may have found it very sad living with people they didn’t know. They had to take things with them like; night clothes, pumps, toothbrush, comb, facecloth, handkerchief, socks and a warm coat. Rationing was when people could only have certain amount of some foods so that there was enough for everybody. Rationing made sure everybody had some so it was fair. Most foods were rationed apart from fruit and vegetables. Rationing began in 1940 when bacon, butter and sugar were rationed. By 1942, meat, milk, cheese and eggs were rationed.	
Key Vocabulary	



Medium Term Planning

National Curriculum Content	Subject Organiser Questions
<p>Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire: Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p>History: Invasion – Picts, Scot, Anglo Saxons, Vikings.</p> <p>KQ: How did invasions from other countries change life in Britain?</p> <ul style="list-style-type: none"> Who were the Picts and Scots? Who were the Anglo-Saxons and why did they invade? When, where and why did the Vikings first invade Britain? Describe the role King Alfred played in making England a unified country. What was the importance of event in 1066?
Key Learning (answers to key Questions)	
<p>Invaders take land by force, settlers settle into a land with more peace. Settlers can come from an invasion. The Picts and Scots were living in Britain. Scots invaded the Picts from Ireland. Anglo-Saxon invaded to find land to farm on, they invaded in the 5th and 6th century. Vikings invaded in 793 and ended in 1066. They were successful because of their ships, skill <u>and weapons</u>. King Alfred the Great prevented England from being taken over, he also promoted learning, and literacy.</p>	
Key Vocabulary	
<p>Kingdom, invade, raid, conquer, Anglo-Saxon, Scots, Picts, Resources, invasion, settlers.</p>	
Possible activities	Assessment00.
<p>Worth booking Ben from Viking School Days for an interactive session. He comes to school, brings artifacts, discusses battle techniques, map work of where they invaded. Highly recommend. Booked for the Viking session, but also does Anglo-Saxon.</p>	

Explain that this knowledge is important because it left Britain open for invasion.

Ask children to find synonyms for 'invade' and 'settle', This will be helpful for independent task.

Show [THIS VIDEO](#) to see the transition from Roman Britain to Anglo-Saxon. We will explore Picts and Scots next lesson.

Ask the question:
What problems do you think the Anglo Saxons might have faced when they first started settling in Britain?

Complete [PlanBee](#) worksheet 2A-C (differentiated) to identify Anglo-Saxons invading and/or settling.

Extension Worksheet 2E
Lesson two:

LO: To find out who the Picts and Scots were and where they lived.
Warm up:



Medium Term Planning

National Curriculum Content	Subject Organiser Questions
<p>Pupils should be taught about: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>KQ: What did the Greeks achieve and how did they influence the western world?</p> <ul style="list-style-type: none"> • When did the Ancient Greeks live? • How has democracy developed from the Ancient Greeks to today? • What were the Ancient Greek Olympic games like? • Do stories from Ancient Greece still hold significance today? • What happened in the Battle of Troy?
Key Learning (answers to key Questions)	
<ul style="list-style-type: none"> • There are 4 main time periods in the Greek Empire -Up to 1000 BCE - The Greek Dark Ages Part 1, 1000-800 BCE - The Greek Dark Ages Part 2, 800-500 BCE - The Archaic Period, 500-300 BCE - The Classical Period, 300-30 BCE - The Hellenistic Period • <i>In a democracy, everyone is entitled to a vote and therefore they have a say in how things are done. There are different ways of governing a country, the Ancient Greeks created democracy. (Cleisthenes decided to give more power to poor people. By doing so, he created a new type of government – not an oligarchy or tyrant rule, but a democracy.)</i> Originally, each city state in Ancient Greece was ruled by a collection of <u>high status</u> men. Cleisthenes, one of these men, introduced democracy in Athens in 507 BCE. Every adult man over 18 who was a citizen of Athens (not a slave) was assigned to one of ten 'phylai'. He was then allowed to speak in the 'Ekklesia', which was a forum for discussion. He could vote on every decision- this is called direct democracy. Each 'phylai' sent 50 men to be part of the 'Boule'. This told the Ekklesia what to talk about and vote on. The Boule met every day, but members only joined for one year. As well as the Ekklesia and the Boule, there were law courts called 'Dikasteria'. Each phylai nominated 600 men over 30. This meant that 6,000 men were available to sit on a jury. The Dikasteria could rule the decisions of the Ekklesia wrong. British democracy - • The ancient Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events. • Who was Aesop- Aesop was an Ancient Greek fabulist and storyteller, famous for writing a collection of fables known as Aesop's Fables. Written by a former Greek slave, in the late to mid-6th century BCE, Aesop's Fables are the world's <u>best known</u> collection of morality tales. The fables, numbering 725, were originally told from person-to-person as much for entertainment purposes but largely as a means for relaying or teaching a moral or lesson. • What happened in the Battle of Troy? According to legend, the battle took place between the Trojans and the Greek Achaeans. It began when the three goddesses, Hera (Goddess of marriage and women), Athena (Goddess of war) and Aphrodite (Goddess of Love), had a disagreement over who was the most beautiful. They asked the king of Troy's son Paris to decide and, when Aphrodite bribed him by promising the love of the most beautiful woman in the world, Helen, he chose her. Unfortunately, Helen was already married to Menelaus, the King of Sparta. When Helen and Paris ran away to Troy together, the fighting began. 	

Key Vocabulary

Chronological, similarities, differences, democracy, achievement, influence, legacy, culture, literature, origin, BC/BCE & AD/CE, Timeline, cultural, social, political, sources, empire, conquer, kingdoms.

Possible activities

- Order 4 main time periods on a timeline with a brief summary of important events, inventions, people
- Introduction to Democracy - Learn about the development of democracy from its creation in Ancient Greece. Run a modern vote on a class or school issue. Discover exactly how democracy began in Ancient Greece. Take part in an Ancient Greek vote. Look back at the different examples of democracy studied. Plan and run your own class democratic system.
- Whole class: You will need five large sheets of paper (wallpaper) and marker pens ready in the classroom. You will also need five strips of card, with a name of a famous ancient athlete written on each one: Astylos of Croton; Milo of Croton; Leonidas of Rhodes; Melankomas of Caria and Kyniska of Sparta. Ask the class to sit in their seats and give each pair a set of the cards from the presentation: Fishing Game (session resource). Read the instructions and ask them to play the game. After a while, sit everyone together and brainstorm the differences and similarities between the ancient and modern Olympic games. You may choose to write these on the board as the class offer them to you, or cut out the cards and stick them directly on the board, under the correct headings of 'Ancient Games' and 'Modern Games'. Which Games, ancient or modern, would you prefer to be a spectator at? Why? Why not? What would it have been like to be a spectator at the Ancient Games? Ask the class to turn to a talking partner and, together, imagine what it would have been like at the Ancient Games. Encourage them to ask each other these questions: What do I feel as I sit watching the Games? What am I doing? What can I see, hear, smell? What am I eating and what does it taste like? Next, split the class into five groups. Give them access to the internet for their research, a large sheet of paper and marker pens. Ask each group to choose a person to lie down on the paper in a strong or athletic position, whilst the other members of the groups draw around them, creating an outline on the paper. Hand each group one of the cards with the name of famous Ancient Greek athlete on it and challenge the groups to research facts about their athlete and write them down around the outline on their paper.
- Split the groups into mixed abilities and make sure that everyone is able to contribute and be valued. Suggest to the less able class that they help write down the facts with a partner or draw the facts as a series of little pictures around the large outline. Remind all the class that copying facts directly from websites isn't acceptable, but that they have to write them in their own words, to show they understand what they are reading and writing. Some class may want to research further so ask them to find out about what their athlete would have eaten before competing. They can draw these around the outline. Tell all groups that their athlete is not being depicted actually competing (and therefore isn't nude!). If they want to add any detail onto their outline, suggest they draw the athlete in his 'out of competition' clothing.
- Research the history of Aesop and the message of his fables
ALL OF ABOVE USE <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/>
- Learn the story of the Battle of Troy using resources <https://www.twinkl.co.uk/parenting-wiki/trojans> - write as a newspaper article

Cultural Capital - Famous People and Events – Past and present.

Olympic Events. Julius Caesar.

English Links

Poems – Homer
Fables, myths, legends

Maths Links

Other subject links

PE – creating games link to Olympic games. Geography maps

Weekly Planning

Year 6

Possible Activities

Place sections of a timeline in the correct order to show civilisations studied- Stone Age, Shang Dynasty, The Romans, Ancient Greece.

Look at examples of art from The Roman era and Ancient Greece. In groups decide which belongs which era and offer explanations to justify decisions. Learn about the differences and similarities between the 2 by researching using <https://studymoose.com/similarities-and-differences-between-greek-and-roman-arts-essay>

Choose how to present findings- PowerPoint slide, poster, piece of illustrated writing.

Read descriptions of Roman and Ancient Greek architecture taken from <https://classroom.synonym.com/similarities-differences-greek-roman-architecture-8073431.html>

Find examples of each type of architecture to present as an estate agents guide

Use the differentiated teacher produced fact sheet o write an explanation of the similarities and differences between the two languages



Weekly Planning

Lesson 1 – What was it like to live in Roman Britain before Boudicca’s rebellion?

Tell **chn** today we will find out about the beginning of a remarkable and true story, the story of a woman who led an army of Britons against the might of the Romans. But first we must travel back in time to the year 61 CE. Show the first of the 2 Boudicca cards on the timeline resource. How long is it since the Romans invaded in 43 CE? 18 years. Peg it on your timeline.

[How the Romans conquered Britain - BBC Bitesize](#) - Videos about what we know about Roman Invasion

What was it like to be a Celt, living in Britain under Roman rule?

Well, by 61 CE, most Celtic tribes were living in peace with the Romans. They had kept their way of life and most of their land. They traded their produce (e.g. wool, iron, food) with Romans and paid them taxes (explain this if necessary). In return the Romans gave them protection from attack from other tribes.

Look at the Map of Celtic Britain. What was the name of the Celtic tribe in our area? Boudicca came from the Iceni tribe in an area of Britain we now call East Anglia. Point to this on the map. She was a rich, powerful queen and together with her husband King Prasutagus, they ruled the Iceni tribe. Life was peaceful and trade with the Romans had brought all kinds of benefits.

Provide children with images of artefacts for them to work out what they might have been used for – <https://www.youtube.com/watch?v=uVXsDeL7qEA> tour through Colchester

Ask children what might these benefits have been of living in peace? Discuss.

The Celts were good farmers and they produced meat, eggs, herbs, vegetables and wool. They were also skilled at making things out of iron. The Romans would have been keen to trade for these things. In return, the Romans brought new and exotic things from across their empire, e.g. wine, olive oil, spices and linen cloth. The Romans protected them from attack by their enemies and built good roads for safer and easier travel. Some Celts even joined their army as auxiliary soldiers (this meant that after 25 years they could become Roman citizens).

Game: Tell **chn** we are going to play -*The Romans came*. It’s a bit like the memory game *I went to market*. Sit each group in a circle and place the pile of cards face down in the centre. **Chn** take turns to pick up a card from the pile.

They **say** “The Romans came to our land and...” they should finish the sentence by reading the bold print from the card and then read the extra information underneath. The next child then picks up a card and **says** “The Romans came to our land and...”

Weekly Planning

Lesson two-

STARTER-

I have created a PowerPoint and the starter activity is recapping last weeks learning about 'how, when and where' the fire started and I v expect the children to remember this information and tell me without looking in their book at the answers.

MAIN-

I will create an activity for the children to complete that will tell them the start and end date of the fire and I will expect them to record these dates in their book so this knowledge is retained in their brain. The activity I will create will be a jigsaw task where they have to put the pieces of paper together so it creates a sentence that tells them the suitable information – this will be done in pairs.

After that, myself and Mrs Darby will teach the children a song that I have found on BBC Bitesize about the Great Fire that has loads of accurate facts about the fire included within it as well as it being catchy, which will encourage them to remember the song as well as the knowledge given.

The children will be put into groups to create actions for this song and they will perform this to the class.

EYFS

Terrific Tales

Reception

Autumn 2nd Half Term

Lion Tribe – During this half term the Lion Tribe will be talking about Bonfire night safety, they will be creating art and craft linked with Diwali, learning about Remembrance Day and joining in with a whole school special assembly. We will also be learning about Parliament Week and Christmas. This Christmas we will join year one in a Christmas production and visit the local church for a carol service where we will take part in the Nativity.

Understanding of the World

History/Geography:

KQ: Can I talk about the past and the present?

- Can I identify object in stories from the past?
- Can I talk about my family, friends and important people to me?
- Can I find similarities and differences in the past and now in stories and photographs?
- What is Remembrance Day?
Why do we wear poppies?

Science:

KQ: Do I observe changes in the seasons and can I describe them?

- How does the season change the natural world around me?
- Can I talk about changes with plants?
- Can I talk about similarities and differences between places or environments?
- Can I experiment and explain floating and sinking?
- What is a shadow?
- How can I make a shadow?

Can you find the meaning of these key vocabulary words?

Spring	Diwali	Float	Difference	More	Beat
Summer	Remembrance Day	Sink	Special	less	2D Shape
Autumn	weather	Unique	Families	Few	Healthy
Winter	seasons	Achievements	Construct	Persevere	Feelings



Longton
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Class Trip – Commercial Vehicle Museum, Leyland.

Lion Tribe –

Understanding of the World

History/Geography:

KQ: Where would you like to go and how would you get there?

- Can I talk about similarities and differences of transport?
- Can I compare old and new?
- Can I plan a journey in my local area?
- Can I create a map?
- Can I talk about images from the past?

Science:

KQ: Can I investigate like a scientist?

- Can I explore with magnets?
- Can I sort materials into magnetic and non-magnetic?
- Can I use and talk about forces?
- Can I use forces in clay?
- Can I use my senses outside?

and the meaning of these key vocabulary words?

ound	Safe	Muslim	Vintage	Force
ument	Control	Mosque	Old fashioned	Magnet
oin	Rules	Islam	Museum	Magnetic
uild	Tools	Argue	Relationships	3D shape

U W	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can children differentiate between land and water.</p> <p>Investigate old cars. How are they different from modern ones?</p> <p>Find out about the first aeroplanes. Who was the first person to fly in one?</p> <p>Who invented the first train?</p> <p>Look at pictures of the penny-farthing. Why do you think we don't ride them today?</p> <p>Adding places to our class map.</p>	<p>Look at the difference between transport in this country and one other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Lancashire RE Planning – Islam. How do we show that we belong?</p> <p>Enlarged map of local area – photos of children around the edge and locate homes with string.</p> <p>Look at trains then and now. Use non-fiction books and photographs to find out about how different trains work. Support <u>ch</u> using a writing frame to consolidate their ideas e.g. Then: Steam trains like Thomas the Tank Engine; Now: Electric trains. Extend this to other journeys, <u>Then</u>: Horse and cart; Now: Car, Plane and so on – link to topic stories.</p>	<p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Investigate speed / ramps with vehicles made by the children.</p> <p>Experimenting with magnets – forces – creating a train with carriages connected by magnets.</p>	<p>Have some simple maps/story maps for the children to follow around the outside area. They can use to imagine they are going through the different settings in the story.</p> <p>Role play – car / bike wash. Booking in form. Buckets of soapy water – waterproof suits / wellies.</p> <p>Directions games and stop-go games</p> <p>Outdoor play – homemade water ways with sections of plastic guttering</p> <p>Wet sand tray – tracks</p> <p>Water tray – boats</p>
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Half termly planning documents, end of year transition documents, end of year data all help the Year teacher know and understand what has been taught. A transition meeting is also held at the end of year.

The curriculum was planned with the foundation stage at the fore front, building on knowledge taught and ensuring that links could be made into KS.

Prior and post learning grids also inform what has been taught and how it links to future learning.

End of transition year information

Reception		
<p>Science</p> <ul style="list-style-type: none"> • Can compare minibeasts (worm, caterpillar, butterfly, spider etc) • Name parts of a plant (roots, stem, petals) • Can compare materials – say which are rough, smooth, shiny, soft, hard, bouncy. 	<p>RE</p> <ul style="list-style-type: none"> • To know that the Bible is a special book for Christians • To be able to retell a story about Jesus 	<p>Computing</p> <ul style="list-style-type: none"> • To use an ipad to take photos. • To program and bee bot. • To know we need an adult when we go on the internet
<p>Geography</p> <ul style="list-style-type: none"> • To find the UK on the map of Europe • To know their house number, street name and city 	<p>History</p> <ul style="list-style-type: none"> • To know that the past is different from today. 	<p>PE</p> <ul style="list-style-type: none"> • To catch a beanbag and sponge ball • To be able to travel in different ways across/under and over climbing equipment

Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.
<ul style="list-style-type: none"> Compare and contrast characters including figures from the past. 	<ul style="list-style-type: none"> Give reasons why people (significant individuals) from the past acted in the ways they did. 	<p>In Year 2 pupils will be taught to: Give reasons why people (significant individuals) from the past acted in the ways they did. Use information gained from research to describe differences between then and now.</p> <p>In Year 3 pupils will be taught to: Describe features of period studied e.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and objects over time.</p> <p>In Year 4 pupils will be taught to: Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. Describe how some past events and actions of</p>

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Prior Learning	In Year 1	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters including figures from the past. Know similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. Begins to use sources to identify some details and answer simple questions. 	<p>In Year 2 pupils will be taught to: Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask and answer questions such as What was it like for a...? What happened? How long ago?</p> <p>In Year 3 pupils will be taught to: Study two different accounts of the same event, exploring similarities and differences. Refer to more than one source of evidence for more accurate understanding of events</p> <p>In Year 4 pupils will be taught to: Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and</p>	<p>Pictures, photographs, artefacts, evidence, past, identify,</p>

Prior learning

Prior Learning	In Year 3	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none"> • Talk about their own life story and family history. • Talk about the lives of people around them and their roles in society. • Recount past changes from their own lives • Sequence some events in chronological order • Place historical figures, events and artefacts in order on a given <u>time line</u>, using dates where appropriate • Add labels to <u>time lines</u> 	<ul style="list-style-type: none"> • Use dates to place events, artefacts and historical figures on a timeline 	<p>In Year 4 pupils will be taught to: Understand that changes occur over time. Add evidence and dates to timeline to represent this. Use dates and historical terminology to describe events</p> <p>In Year 5 pupils will be taught to: Identify significant changes within and across historical periods studied. Understand that continuity and change <u>occurs</u> over time. Add evidence and dates to timeline to represent this.</p> <p>In Year 6 pupils will be taught to: Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes). Relate current studies to previous learning and make comparisons between different times in history.</p>	<p>Timeline old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, to show the passing of time, chronological, sequence, change, BC (Before Christ) and AD (Anno Domini).</p>

Key Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Today, yesterday, tomorrow, morning, afternoon, evening, last week, this week, next week, last night, this morning, old, new, then, now, past, future, before, after, birthday, next, summer, winter, spring, autumn, long ago, while, week, year, month, last, hour, back, clock, during, breakfast, lunch, supper, season, calendar, night, day, historic, traditional, vintage, old-fashioned, well used, worn, tatty, fresh, sparkly, shiny, modern, recent, Holiday, celebration, Christmas, Eid, Diwali, Bonfire night</p>	<p>Chronology Timeline, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, chronological, sequence, change</p>	<p>Chronology Timeline, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, to show the passing of time, chronological, sequence, change</p>	<p>Chronology Timeline, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, to show the passing of time, chronological, sequence, change, BC (Before Christ) and AD (Anno Domini).</p>	<p>Chronology Timeline, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, to show the passing of time, chronological, sequence, change, BC (Before Christ) and AD (Anno Domini). chronology, era, dates, <u>time period</u>, change</p>	<p>Chronology Timeline, chronological, sequence, change, BC (Before Christ) and AD (Anno Domini). chronology, era, dates, <u>time period</u>, change legacy, period</p>	<p>Chronology Timeline, chronological, sequence, change, BC (Before Christ) and AD (Anno Domini). BCE (Before Common Era) and CE (Common Era) chronology, era, dates, <u>time period</u>, change legacy, period, compare, political, cultural, social, religious, technological</p>
	<p>Interpreting and Investigating Pictures, photographs, artefacts, evidence, past, identify,</p>	<p>Interpreting and Investigating Pictures, photographs, artefacts, evidence, data base, monarchy, parliament, democracy, and war and peace.</p>	<p>Interpreting and Investigating Research, sources, historical information, evidence, maps, version, differences, similarities, accounts, reasons,</p>	<p>Interpreting and Investigating Research, <u>sources</u>, <u>historical</u> information, ruled, evidence, maps, version, differences, similarities, accounts, cause, consequences, reasons, <u>change</u>, <u>reigned</u>, empire, invasion, conquer, kingdoms;</p>	<p>Interpreting and Investigating Research, sources, historical information, reliable, evidence, primary resource, secondary resource, ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites, version, propaganda, differences, similarities, accounts, accuracy, reliability, reasons, cause, consequences, change, ruled, reigned, empire, invasion, conquer, kingdoms, propaganda, represent, persuade,</p>	<p>Interpreting and Investigating Research, sources, historical information, reliable, evidence, primary resource, secondary resource, ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites, version, propaganda, differences, similarities, accounts, accuracy, reliability, reasons, cause, consequences, change, ruled, reigned, empire, invasion, conquer, kingdoms, propaganda, represent, persuade,</p>
	<p>Knowledge and Understanding Past, old, time, now, then, compare, change, difference, same, parliament, government,</p>	<p>Knowledge and Understanding Past, old, time, now, then, compare, change, difference, same civilisation, monarchy, parliament, government democracy, and war and peace.,</p>	<p>Knowledge and Understanding Similarities, differences, period, features, consequences, change,</p>	<p>Knowledge and Understanding Similarities, differences, period, features, research, sources, historical information, evidence, change</p>	<p>Knowledge and Understanding Similarities, differences, period, features, research, sources, historical information, evidence, change, social, cultural, religious, ethnic, diversity, connections, contrasts, civilisation</p>	<p>Knowledge and Understanding Similarities, differences, period, features, research, sources, historical information, evidence, change, social, cultural, religious, ethnic, diversity, connections, contrasts, culture, religious, civilisations, economic and political</p>



Key Knowledge

Key Vocabulary

environment	park	school	season	ear	leg
local	pond	map	Autumn	nose	arm
village	stream	radiation	scientist	back	elbow
old	new	past	today	compare	sequence

Year 1

History: Toys now and then

KQ: Did my grandparents play with toys like I do?

- What toys do you play with?
- What toys did your parents/grandparents play with?
- How are the toys the same? How are they different?
- Can you sequence the toys in order of age?



RE: Christianity God

KQ: Why do Christians say that God is like a Father?

- Why is love important in families?
- Why might Christians compare God to a loving parent?
- Why might Christians want to talk to God?
- Who can I always talk to?

PSHE: Jigsaw - Being Me in My World.

KQ: Can we create a learning Charter to follow?

- How do you feel special and safe?
- How can we make our classroom a safe place?
- What are you proud of?
- Should we have consequences for a wrong choice?
- How do you feel about the learning charter?

History: Earliest Civilisations – Indus Valley

KQ:

When did the Indus Valley civilisation exist and where in the world was located? Who were the key explorers who helped discover the Indus Valley civilisation and what did they find out?

What were the main events in the Indus Valley civilisation in chronological order. How does a range of artefacts from the Indus Valley civilisation tell us about everyday life?

What did an Indus Valley city look like? What were the types and features of the buildings in them?

What types of clothing and jewellery the people wore in the Indus Valley?

Year 5

Science: Living things and their habitats

KQ: What are the differences in life cycles of plants compared to animals?

- Can you describe what a life cycle is?
- Can you describe the differences between the life cycles – amphibians, an insect and a bird?

Life Processes		
M	Movement	All living things move, even plants
R	Respiration	Getting energy from food
S	Sensitivity	Detecting changes in the surroundings
G	Growth	All living things grow
R	Reproduction	Making more living things of the same type
E	Excretion	Getting rid of waste
N	Nutrition	Taking in and using food

- How do plants reproduce?
- How do mammals reproduce?
- What is the life process of reproduction of some animals?

Can you find the meaning of these key vocabulary words?

Life Cycle	reproduction	genes	inherit	amphibian	Bird
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SEND Adaptations

Photos of examples of work from SEND and non SEND.

Support from AT

Questioning

Pre-tutoring for some pupils in important geographical vocabulary, concepts and/or processes "

'Scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment),

Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing)

Record verbally – AT acts as scribe

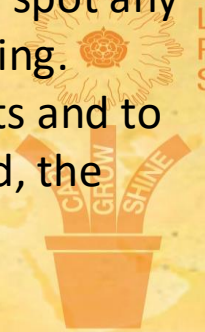
Record more visually

Work in pairs/groups

On going observations and questioning during lessons help teachers to understand children's knowledge and understanding and help to address any misconceptions. Live marking also enables teachers to quickly spot any misconceptions and key questions can then be asked and further information given to aid understanding.

Our Foundation tracker allows staff to see children 's (and the class as a whole) previous achievements and to note any gaps. We also have a transition meeting at the end of the year where gaps can be highlighted, the tracker is also monitored by the subject lead and conversations had as necessary.

Longton
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Progression

Knowledge maps for each year group

EYFS

<p>EXPRESSIVE ARTS AND DESIGN MUSIC</p> <p>Autumn One - Learn Harvest song. Tiem to line up song. Rhythm and rhyme – number songs / poetry basket. 'Them bones' song. 'Sitting listening' song. Autumn Two - Music is enjoyed all around the world. Many countries have their own style of music – tradition. Music which has been enjoyed over many years – past. In music: the pulse is a special</p>	<p>EXPRESSIVE ARTS AND DESIGN ART</p> <p>Autumn One - Looking in a mirror to paint / chalk / use natural materials to create my face – eyes, ears, nose, mouth, eyebrow, hair. A self-portrait is a picture of me. A collage is a piece of art using lots of materials. Autumn Two – Tools are objects that help us to make changes to things. Texture is how something feels to touch. We can use adjectives to describe different textures: Bumpy</p>	<p>PHYSICAL DEVELOPMENT</p> <p>Autumn One - Jumping for distance. Underarm throw for distance. To catch with accuracy. To hop on both feet. To overarm throw for distance. To climb with confidence. To change direction safely. Use scissors independently. Autumn Two - Climb using alternate feet. Face direction of the throw, step forward with opposite foot to throwing hand, follow through with</p>	<p>UNDERSTANDING OF THE WORLD RE</p> <p>Autumn One – Harvest is the season of gathering crops. Harvest time is in Autumn – food is collected to share for people who are less fortunate / a combine harvester is used to harvest wheat / harvest is a time to say thank you to farmers. A church is a place where Christians go to worship, pray and celebrate. The bible is a book full of stories, poems, songs and letters from the past</p>
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<p>UNDERSTANDING THE WORLD HISTORY</p> <p>Autumn One - My family, parents, grandparents, aunties, uncles, cousins, pets. (Families are unique / all different) A family tree is a diagram that shows all my family. Autumn Two - Past – many traditional tales were written in the past. A traditional tale has been retold over many years. Fiction stories describe imaginary people and events. Remembrance Day - A Day to remember people who helped to keep us safe. Poppies are worn as a symbol of remembrance. Spring One – Prehistoric - Dinosaurs were a large group of reptiles that appeared around 251 million years</p>	<p>UNDERSTANDING THE WORLD SCIENCE</p> <p>Autumn One – Scientists find out how and why things happen. Parts of my body – head, neck, shoulders, arms, elbows, wrist, chest, hips, legs, knees, feet, toes, back. Features of my face / I know what I look like - 2 eyes, 2 ears, nose, mouth, hair colour, eyebrows. Skeleton – the bones in our body to help us stand tall and move. Senses – 5 senses. Eyes to see, mouth to taste, ears to hear, hands and fingers to touch, nose to smell. Humans go through life stages - Baby, toddler, child, teenager, adults and grandparents. Healthy eating – healthy and unhealthy food. Exercise – healthy heart.</p>
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<p>UNDERSTANDING THE WORLD GEOGRAPHY</p> <p>Autumn One - My school is in a village called Longton. Longton – familiar places – library, Booths, my school, the park and St. Andrews church. I know that a map can show me where I live, and I can find different countries using a map. There are 12 months in a year. (January-December). The weather changes at different times in the year. The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer. Autumn is a season in which the weather gets cooler, and it gets darker earlier. We can see different plants and animals in the different seasons.</p>



Year 2

COMPUTING	GEOGRAPHY	HISTORY
<p><u>Game Making</u></p> <p>Images/sprites can be controlled to do different things on the computer screen.</p> <p>To make them move etc you <u>have to</u> write a special type of code.</p> <p>In the code sequence a trigger can make them do something.</p> <p>The sprites can interact with each other.</p> <p><u>Animation</u></p>	<p>There are 5 oceans – Pacific, Atlantic, Indian, Southern, Arctic.</p> <p>The Pacific Ocean is the largest, it contains the Mariana Trench – the deepest part of the ocean.</p> <p>The Indian Ocean is the warmest</p> <p>The Arctic Ocean is the smallest.</p> <p>The Atlantic Ocean is between America and Africa.</p> <p>4 compass points North, <u>South East</u>, West.</p> <p>Physical features = <u>Beach</u>, cliff, coast, forest, hill, mountain, sea, valley</p> <p>Human features = shop, church, park, factory, school, village, <u>town</u>, city.</p> <p>Scotland – Eridinburgh Castle. Loch Ness</p>	<p>Famous Women in History</p> <p><u>Queen Elizabeth I</u>, 1st female queen. It was called The Golden Age. England had lots of wealth.</p> <p><u>Queen Victoria</u>, ruler of the British Empire. Only black after husband Albert died. Lots of industry - steam trains.</p> <p><u>Florence Nightingale</u>. She was a nurse who saved many lives during the Crimean war. She made hospitals much cleaner <u>places</u> and she taught others how to be a nurse.</p> <p><u>Amelia Earhart</u>, one of the first American female pilots to fly solo across the Atlantic Ocean.</p> <p><u>Rosa Parks</u> she stood up for black people by not moving seats on the bus for a white person to sit down. She changed history, there were no separate seats for black and white people on the buses. Black people could now sit anywhere!</p> <p><u>Beatrix Potter</u>. Female Illustrator, writer, farmer from the Lake district. Determined to get her work published.</p>

Year 4

GEOGRAPHY	HISTORY
<p>Britain from the Air:</p> <ul style="list-style-type: none">• Key Cities: London, Edinburgh, Cardiff, Belfast, Preston, Glasgow, Birmingham.• Rivers: Thames, River Ribble, Severn, Clyde• OS Maps show human and physical features in detail.• Recognise OS symbols for: school, road, house, camping, parking & motorway.• Birds-eye view is the aerial view of objects.• Urban – a location with <u>a large number of</u> human structures and large population (Preston)• Rural – fewer people, home and businesses are far away from each other.• Coastal – An area located near a sea or ocean.• Maps can show us land height, they are called topography maps. <p><u>Regions of the North West</u></p>	<p>Boudicca's rebellion</p> <ul style="list-style-type: none">• Leader of the Iceni tribe.• Romans stole her land and attacked her family after her husband, who was King, died.• She persuaded Celts to join her & defeated Romans in Colchester.• Eventually her forces were defeated at Watling Street.• Roman left Britain in 410AD because Rome was being invaded.• The western Roman Empire fell because they were invaded by barbarians around Europe and ran low on money. <p><u>Picts, Scots, Anglo-Saxons, Vikings.</u></p> <ul style="list-style-type: none">• Picts were tribes that lived in Northern Scotland, they had a lust for battle.• Scots invaded the Picts from <u>Ireland</u>, they eventually became the settlers in <u>Scot(LAND)</u>.

FBV in History

Individual Liberty

- Children will explore their own individual liberty in terms of exploring their own career paths within History and surrounding the subject.
- Through looking at historical sources, children will balance past events through the lenses of peoples individual liberties against the balance of the greater good

Rule of Law

- In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.
- Children throughout the history curriculum look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored

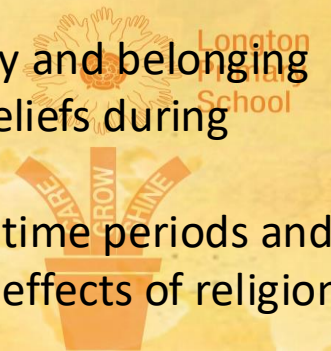
I REALLY DO MATTER

Democracy

- The History classroom must be a democratic classroom where all pupils have an equal right to be heard
- Democracy is modelled by the teacher and expected of every pupil.
- Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.

Mutual Respect and Tolerance

- Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods.
- Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods.
- When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.



At Longton Primary, we aim to develop British Values through history by:

Democracy	We take the views and opinions of others in to account and take turns and instructions form others.
Rule of Law	We understand the importance of safety rules when working with equipment and ICT and know that there are consequences if rules <u>are not followed</u> .
Individual Liberty	We make choices when researching or planning projects, understanding that others may have different viewpoints as to where to start.
Tolerance of those with different Faiths and Beliefs	We know that significant events, discoveries and developments have come from other cultures. We understand that religious beliefs have had a major influence on past and present societies.
Mutual Respect	We work as a team; discuss ideas and evidence and offer support and advice others.



Stretching those that can

Photos of examples of work from more able. List of what adaptations can be made.

- Establishing prior knowledge, understanding and developing the skills of pupils;
- Variable and flexible grouping of children;
- Differentiation by both task and outcome;
- Individual target setting;
- Encouraging all children to become independent learners;
- Setting unaided tasks which involve making choices about their work and self-evaluation;
- Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and
- Ensuring extension tasks are identified in lesson plans.



Longton
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Year 1 – Toys



End of unit quiz

Which material are old toys NOT made from?

- A – wood and metal
- B – plastic
- C – glass and fabric



Order the teddy bears oldest to newest.

a



b



c



Assessment for the leader

EYFS

AREA OF LEARNING											
LITERACY											
Current assessment: Analysis summary		All pupils	Boys	Girls	DIS	SEND	High attainers	EAL	Autumn born	Spring born	Summer born
Monitoring	Tally	10	4	6	2	0	0	0	2	2	7
	Percentage	33%	31%	35%	100%	0%	#DIV/0!	#DIV/0!	22%	40%	44%
On track (inc. Aiming high)	Tally	20	9	11	0	1	0	0	7	3	9
	Percentage	67%	69%	65%	0%	100%	#DIV/0!	#DIV/0!	78%	60%	56%

In Literacy 67% of the class are on track, the number of girls and boys is broadly in line. Both of the DAPS children are in the monitoring category. The SEND child is on track, more summer born children are in the monitoring category.

AREA OF LEARNING											
UNDERSTANDING THE WORLD											
Current assessment: Analysis summary		All pupils	Boys	Girls	DIS	SEND	High attainers	EAL	Autumn born	Spring born	Summer born
Monitoring	Tally	3	0	3	1	0	0	0	0	0	3
	Percentage	10%	0%	18%	50%	0%	#DIV/0!	#DIV/0!	0%	0%	19%
On track (inc. Aiming high)	Tally	27	13	14	1	1	0	0	9	5	13
	Percentage	90%	100%	82%	50%	100%	#DIV/0!	#DIV/0!	100%	100%	81%

In this area 90% of the class are on track. Girls and boys are broadly in line. 1 DAPS child is on track and the SEND child is on track.



End of year data

History data 23/24

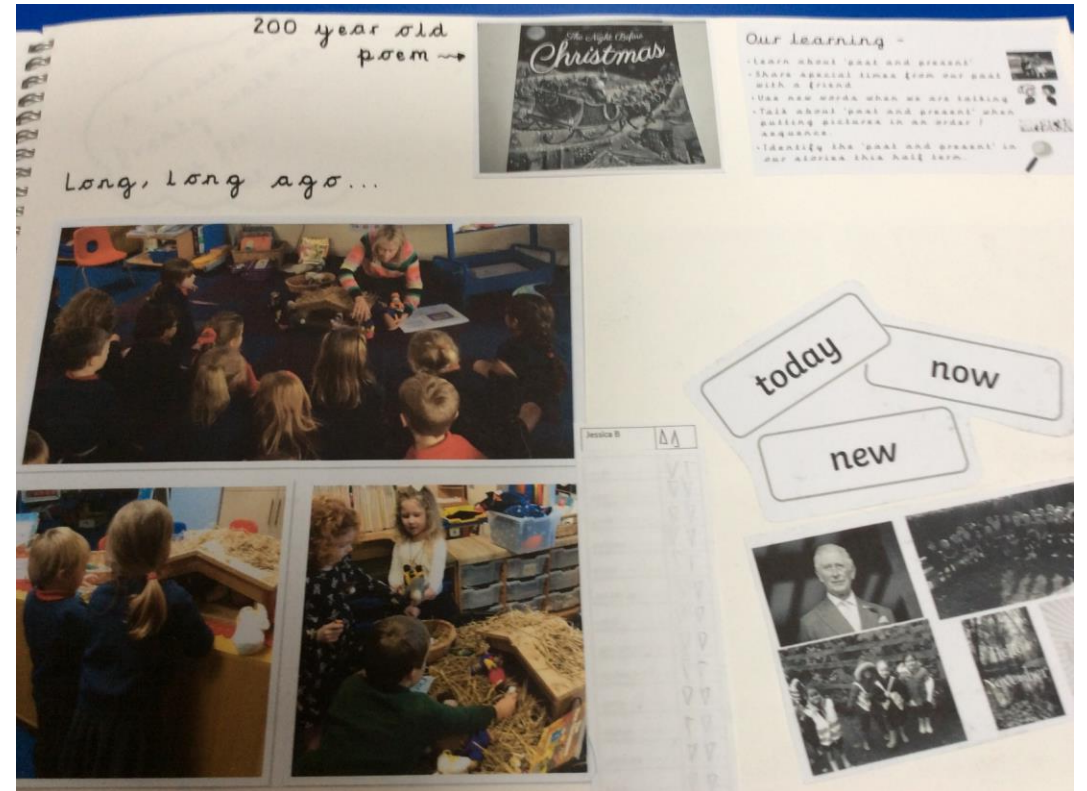
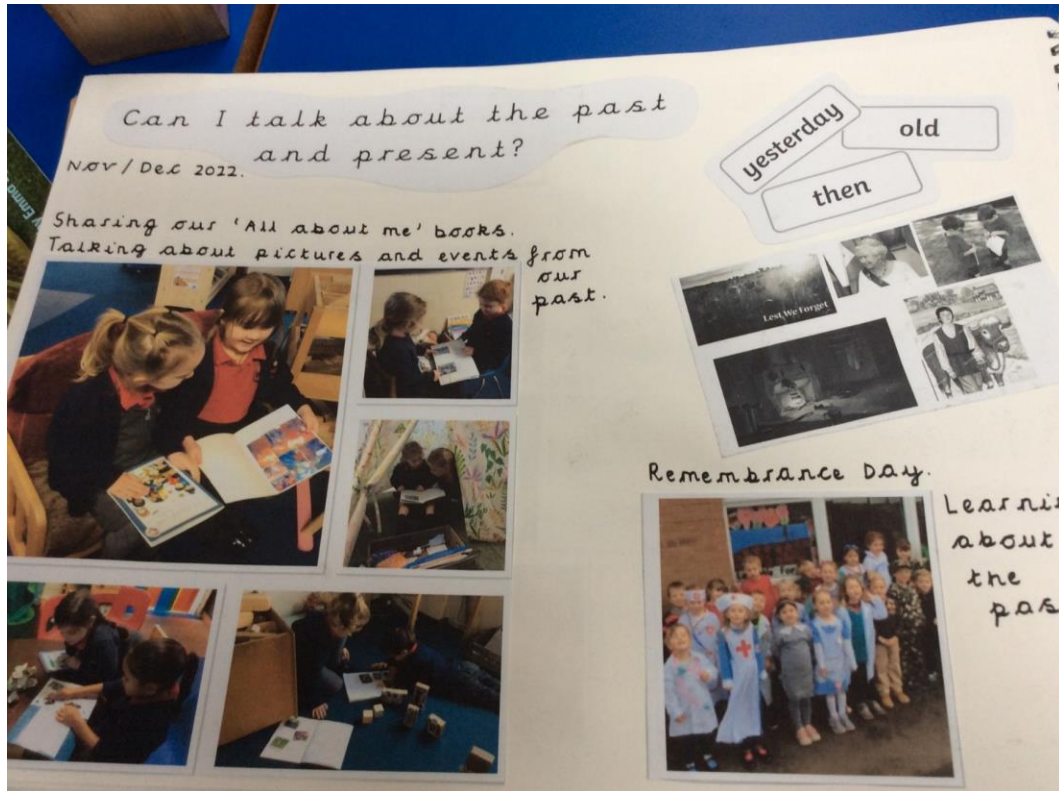


	E	D	S	GDS
Year 1		4	20	6
Year 2	3	2	18	8
Year 3		6	23	1
Year 4	1	6	24	
Year 5		6	23	
Year 6	1	6	15	5



Photos of Subject in Action

EYFS



Leyland Truck Museum


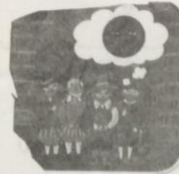








Photos of Subject in Action




Year 1

Thursday 3rd November
Sequencing the events of the Gun powder plot.



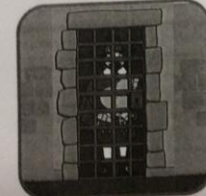
1. 	2. 	3. 
6. 	5. 	4. 

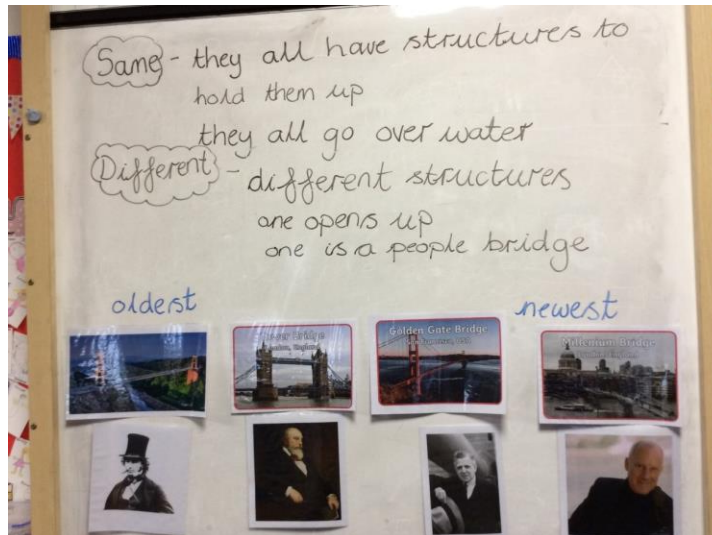
The Gunpowder Plot Caption Writing

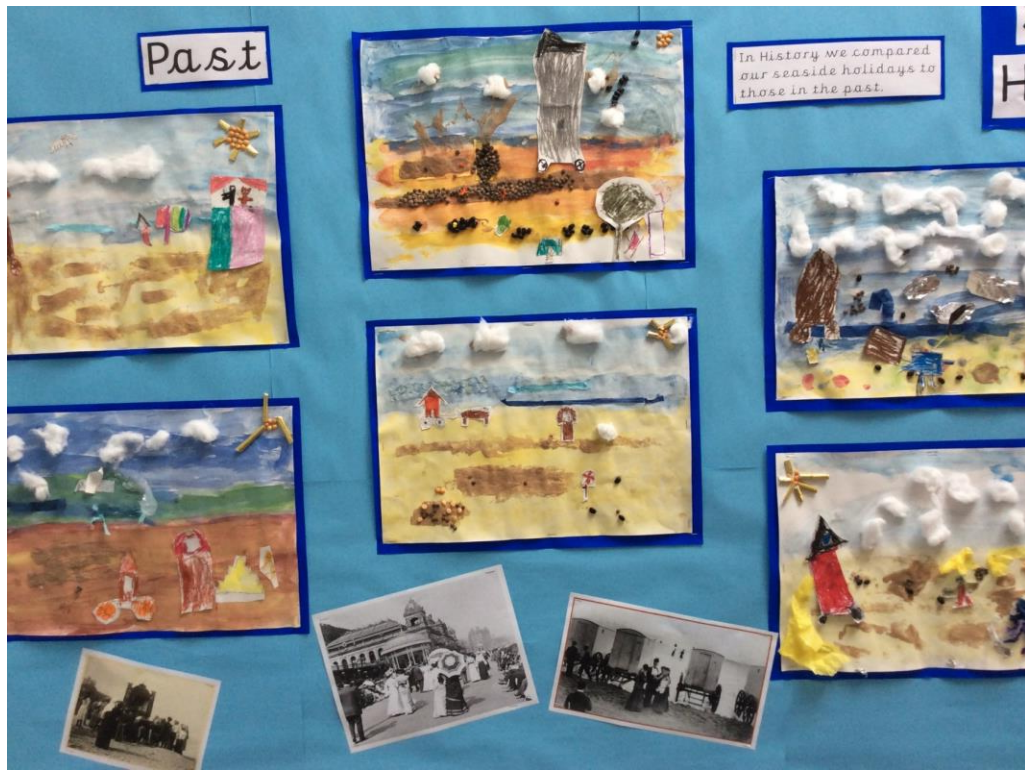
Write a caption to match the picture.

	This is King James I the first.
	This is the plotters.
	Tha plottid a plan.

The Gunpowder Plot Caption Writing

	Gunpowder hid behind the Gunpowder.
	The Gunpowder captured Gunpowder.
	he is in prison.





Comparing seaside holidays



Year 2

Thursday 1st December 2022

L.O. To describe what life was like for the home-front in World War Two.

This is called an Anderson shelter

Why did people have one?
because they were from bombs ✓

This is called a Morrison shelter

What were they used for?
protecting our people

1. What did people do when they heard the siren?
go inside to Morrison shelter ✓
2. How did you feel when you heard the siren today?
scared ✓

Draw 4 things you would take with you into...

Reliable SOURCES → Not Reliable Sources

An eyewitness statement about the fire, signed by John Morgan in 1668

A modern fire engine

Samuel Pepys' diary entries from 2nd - 6th September 1666

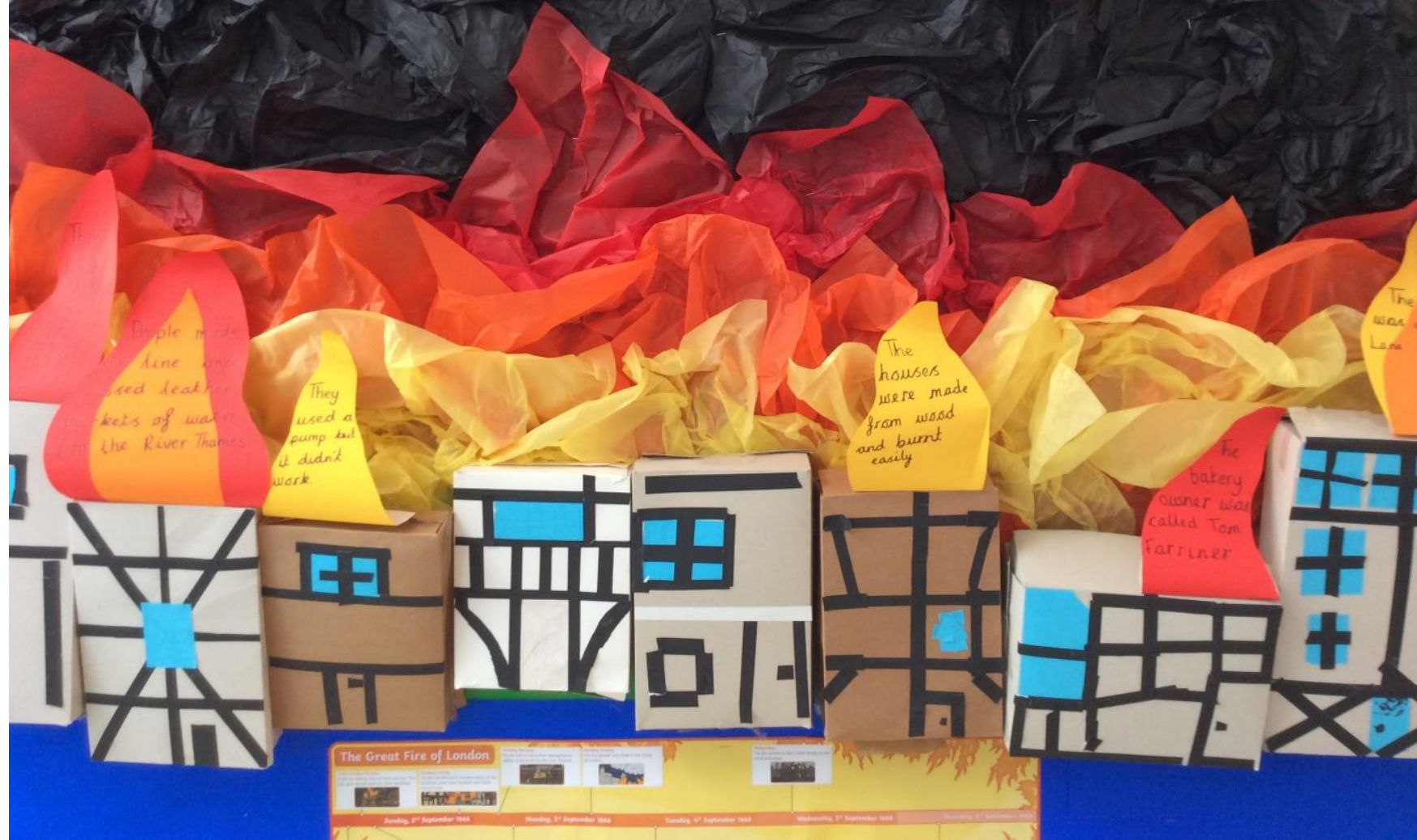
A coin from 1666

A map of London from 1660

A modern bank note

my diary
 it is the 2nd of September 1634 and
 there has been some thing on fire
 and it was a fire it is burning
 and all over

FIRE! FIRE!



People made
shoes and
used leather
buckets of water
from the River Thames

They
used a
pump but
it didn't
work

The
houses
were made
from wood
and burnt
easily

The
bakery
owner was
called Tom
Farriner

The Great Fire of London					


Monday 26th September

How did tools change after the Neolithic?

Key historical skill: evidence and interpretation

Activity 1
 What do the artefacts found with the Red Lady of Paviland suggest about who this person was and how this person lived in the Palaeolithic?

The necklace tells us that she was rich. The seashells tell us that she lived by the sea.




Activity 2
 How does this modern evidence change your initial interpretation of the Red Lady of Paviland?

We now know that the lady of paviland is actually a man.

Activity 3
 What does your interpretation of the evidence suggest about what this artefact is and what it may have been used for?

It is an antlered mark. The holes look like eye holes.



What do these artefacts tell us about life in the Palaeolithic and Mesolithic? We will look at the modern evidence of the antlered artefact in the next slide, and then you can answer this question.

The lady of paviland is a man.

Monday 23rd September

How did tools change after the Neolithic?

People mined ore because...

↓ Cause

They mined stronger things like tin, copper and bronze. They did it for stronger weapons like axes.

↓

Stronger tools meant...

↓ Consequence

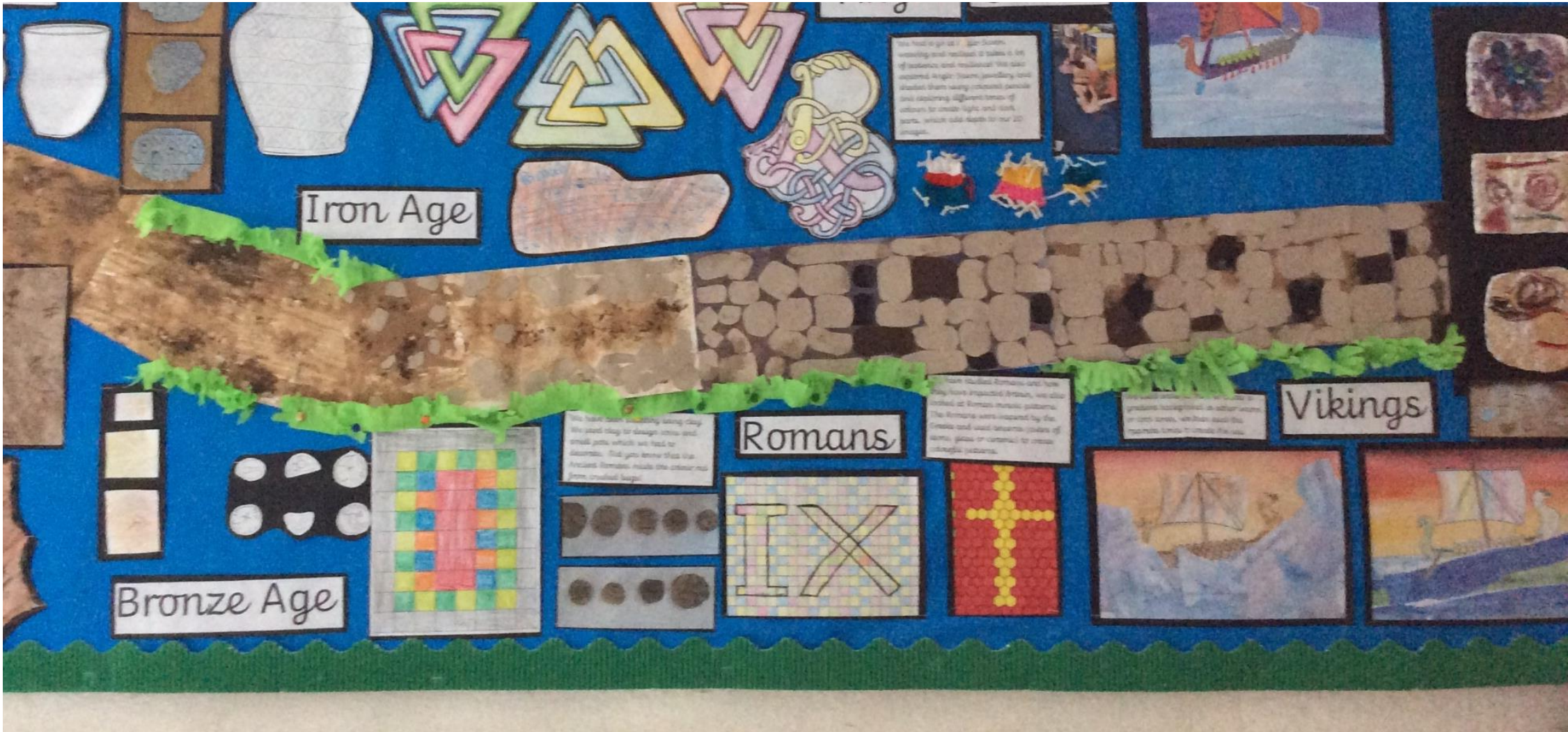
They got more food like meat from the bronze tin and copper weapons to kill animals like cows, lions and bears. Loads of game, creatures.

↓

More farming, weapons and building meant...

↓ Consequence

It meant more communities and they could grow. They could grow barley and fruit and vegetables.



Iron Age

We had to go all the way to Sweden, Sweden and Ireland. It takes a lot of history and tradition. We also explored the Iron Age jewelry and metalwork. We started them using colored pencils and coloring different types of colors to make light and dark parts, which add depth to our 2D images.

Romans

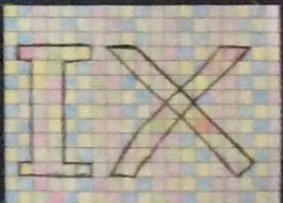
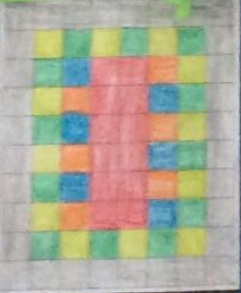
We have been working using clay. We used clay to design coins and small pots which we had to decorate. Did you know that the Ancient Romans made the colour red from crushed bugs?

From Ancient Romans and how they have impacted Britain, we also studied of Roman mosaic patterns. The Romans were inspired by the Greeks and used geometric patterns of lines, grids or verticals to create mosaic patterns.

Vikings

We have been working on the Vikings and their longships. We also studied the Vikings and their longships. We used different colors to make the longships and their longships.

Bronze Age



Monday
 use historical sources
 Anglo-Saxon life

We learn about history like big events such as WW1 or the Anglo-Saxons the Roman a lot of big events. Documents show you and diary entries. People discover things on it.

Everyday Life for the Anglo-Saxons

Why do you think Anglo-Saxons used belts and brooches to fasten their clothes?
 Because they didn't have cotton they had wool, cloth and leather.

Describe what you think a typical Anglo-Saxon meal was like.
 I think it would be red meat, beer and sheep.

Why do you think Anglo-Saxon houses had a cellar underneath them and fenced enclosures outside?
 Because to stop animals just running into their house.


Why do you think someone would prefer to be a metalworker than a farmer, if they could?
 I think people would rather be a metal worker because you work with pottery.

Three leisure activities Anglo-Saxons might do:

Roman artefacts - what do they tell us?


What is it?	Detailed description What can you see? Is it decorated? How? How big is it? Does it look expensive? Any names on it?	What can it tell us about the Romans?
a coin	It has a woman's head on it and her Elizabeth the 2nd	These were old and rusty things
stone	It's an old stone and the words are in Latin but very hard to read	They sent people and cases
mosaic	They liked art things like mosaics like white and black	They had mosaics and liked them
A shield	see back and Julia's name: had on it. It has a sun at the top.	They used shields to do fighting and painting interesting things
notes	Latin notes for reminders	They used feathers clipped in ink and had notes.
hair gel	White and creamy	They used it to make their hair big and scary

Monday 18th October
 L. Describe the role of King Alfred and a major Anglo-Saxon king.




I think that it's a picture of someone very important and a special King Alfred and the Viking probably says the person's name.

UNIFICATION OF THE ANGLO-SAXON KINGDOMS



Tuesday 19th October
 L. How did the Romans defeat Boudicca?




Look at the image above, why do you think Boudicca's army lost in the final battle?

I think they lost because the Romans were more prepared. Also they have stronger thicker armor. Boudicca's men then wear heavy armor and the Romans had thick metal swords and spears.

Viking Day




what does maps tell us about the people who made them?



Christian map

- Jerusalem at the head of the world
- it is the most important place
- Monsters at the edge of the known world
- map not accurate as a modern map



Islamic world at the centre of the map

much more accurate map

compares to a modern map

Who was Muhammad?

He is the muslim prophet and the person to speak for Allah.

Muslims believe in the same god as the Jews and the Christians.

Monday 17th January

What was life like in the Indus Valley?

It was very hot in the Indus Valley so people spent less time outside.

Most people had flat roofs because they were not a bridge between sand houses.

Most people had small houses which were also used as workshops.


Kids would have toys and games such as Marbles, also they had to work from young ages.

Richer families had more space, they relax a lot.

The roofs were sturdy enough to walk on.


Families used them as extra rooms.

People who didn't have a courtyard would have a roof.



Monday 16th January

What was life like in the Indus valley city?



Wednesday 9th November

How did goods and ideas move around the early Islamic civilisation?

- 1 what is it?
- 2 where do you think it is from?
- 3 what do you think this tells you about trade at this time?
- 4 why are these things being traded and who would buy them?



- 1 cinnamon is a spice
- 2 Sri Lanka
- 3 People go a long way to earn money
- 4 poor people for food and many sent fancy cent for their home and cooking



- 1 ornaments and articles made from glass
- 2 west asia
- 3 china took the idea and made their own
- 4 china would buy them. they were used for decoration.

