

Newquay Junior Academy - Autumn Sequence – History



YEAR 3

Prior knowledge...Children will have learnt about local history

Stone Age to Iron Age (Local History links)

YEAR 4

Prior knowledge... Pupils will have learnt about the Celts

Romans in Britain

YEAR 5

Prior knowledge... Pupils will have learnt of other invaders and settlers and why people relocate

The Space Race

YEAR 6

Prior knowledge...will have learnt about the Victorian practices in the History of Medicine.

Victorians and Local History

INTENT

Pupils will be able to understand that the ice melted, people began to farm, make tools and found religion. They will examine the evidence around our locality – caves, Porth Island, Barrowfields.

Pupils will be able to understand the influences the Romans had on our lives today.

Pupils will understand the need for space exploration and the skills required to do so

Pupils will investigate the development of their locality through the Victorian era

VOCABULARY / STICKY KNOWLEDGE

Archaeologists, artefact, barrow, B.C. forge, henge, hunter-gatherers, Mesolithic, Neolithic, paleolithic, prehistoric, prey, ritual, tribe/tribal

Conquer/conquest, empire/Emperor, frontier, Gaul, govern/governor/government, invade/invasion, legion, province, raid, rebellion, rule/ruler, slave, tax/taxes, temple, tribe/tribal, trade, villa, worship

Satellite, telescope, USSR, Space Race, Sputnik, observatories, exploration

Railways, steam trains, chalk and talk, dunce's hat, stamps, Education Act 1870, cane, chalk and slate

SEQUENCE OF LESSONS

1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?
2. How different was life in the Stone Age when man started to farm?
3. What can we learn about life in the Stone Age from a study of Skara Brae?
4. Why is it so difficult to work out why Stonehenge was built?
5. How much did life really change during the Iron Age and how can we possibly know?
6. Can you solve the mystery of the 52 skeletons of Maiden castle?

1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
2. Why did Boudica stand up to the Romans and what image do we have of her today?
3. How were the Romans able to keep control over such a vast empire?
4. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?
5. How can we solve the mystery of why this great empire came to an end?
6. How much of our lives today can possibly be influenced by the Romans who lived here 2000 years ago?

1. How did the invention of the telescope change the exploration of Space?
2. Who was involved in the early years of space exploration from 1940 to 1970?
3. What was the impact of the first moon landing?
4. How is space explored these days?

1. What do primary source tell us about Victorian life?
2. What can we learn about Queen Victoria?
3. What impact did the arrival of the steam train have on Newquay?
4. How much of our education experiences can possibly be influenced by the Victorians?

OUTCOME / COMPOSITE

Children will visit caves and cave paint, visit Porth Island and the Barrowfields

Pupils will experience an immersive activity day led by an outside agency.

Pupils will experience the Space Dome and have a visitor in from the Space Hub near Newquay. Also, they will watch Hidden Figures to celebrate BAME influences

Pupils will create a Victorian trail around Newquay using Len Sheppard from Newquay Museum.

