

History Medium Term Plan



Saint Augustine Webster
CATHOLIC VOLUNTARY ACADEMY



OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

EYFS

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning Understanding the World	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time 	<p>Know about personal history – birthdays, celebrations.</p> <p>Celebrating cultural diversity of children in the class.</p> <p>Traditional festivals and celebrations.</p>	<p>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>Remembrance Day.</p> <p>Black History week – Rosa Parks.</p> <p>Bonfire Night – Guy Fawkes.</p>	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Linked to communication and language pupils will:</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 	<p>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p>		

		<ul style="list-style-type: none"> • Describe events in some detail. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>Life cycles and growing plants to introduce change over time.</p>	<p>R.E themes taught through Come and See.</p> <p>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</p> <p>London past and present – Link ‘The Naughty Bus,’ story.</p> <p>Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Child-led learning inspired from books – Tim Peake / Astronauts.</p>	
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Year 1	Advent Changes within living memory	Lent 1 Lives of significant people	Lent 2 Lives of significant people
<p>Core Knowledge</p>	<p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ol style="list-style-type: none"> 1. How have I grown and changed in my life? <ul style="list-style-type: none"> • A timeline shows what happened in the past • Baby – 0 years old • Toddler – 1-2 years old • Pre-school – 3-4 years old • School age – 4-5 years old 2. What is it like around here? <ul style="list-style-type: none"> • A community is a group of people living in the same place • A community can share shops, schools, parks • A community can be in a city town or village 3. What are the shops in my community? <ul style="list-style-type: none"> • Name shops in the local area such as bakery, butchers, post office 4. What were shops like in the past? <ul style="list-style-type: none"> • In the 1950s shops were smaller, customers were served in a shop, shops were in rows on the high street and customers queued outside the shop 	<p>Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ol style="list-style-type: none"> 1. Who was Mary Anning? What did she do? <ul style="list-style-type: none"> • Mary Anning was born in Lyme Regis in 1799 and died in 1847 • Her father was a cabinet maker and collected fossils • She had a brother called Joseph • No electricity or cars • Mary sold seashells for money and fossils caught her attention • Palaeontologist is someone who studies fossils to understand the past. 2. What did Mary Anning discover? <ul style="list-style-type: none"> • A significant person is someone who made big changes during their lifetime • Mary and her brother discovered a new fossil – Ichthyosaur (fish lizard) and Pleiosaurus (near lizard) • Henry De la Beche sold his drawing so Mary Anning could continue fossil hunting 3. Who is David Attenborough? What does he do? 	<p>Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ol style="list-style-type: none"> 1. Who was Neil Armstrong? What did he achieve? <ul style="list-style-type: none"> • Neil Armstrong is a pilot who became an astronaut • Became a pilot at 16 years old • Worked for NASA • Led Apollo 11 to land on the moon • Flew with two other astronaut – Buzz Aldrin and Michael Collins • 20th July 1961 – landed on the moon. 2. Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? <ul style="list-style-type: none"> • Mae Jemison is a scientist and doctor • She suffered racism • 1992 – launched on shuttle Endeavour – orbited the Earth for one week • First African American woman in space • Bernard Harris Jr is a scientist and doctor • He suffered racism

	<ul style="list-style-type: none"> • Shops used old tills and money • They didn't use cards or online shopping. <p>5. How have shops changed?</p> <ul style="list-style-type: none"> • Interview with adult about shopping a long time ago <p>6. How are shops different today than a long time ago?</p> <ul style="list-style-type: none"> • Shops today: <ul style="list-style-type: none"> ○ Bigger ○ Supermarkets ○ Not all on the high street ○ Most self-serve ○ Online • Shops in history: <ul style="list-style-type: none"> ○ Smaller ○ No supermarkets ○ High street ○ Customers served ○ No online shopping 	<ul style="list-style-type: none"> • David Attenborough was fascinated by the natural world and collects fossils • He is a wildlife film maker, author and educator. • Naturalist is a scientist who studies animals and plants. <p>4. What has David Attenborough achieved?</p> <ul style="list-style-type: none"> • He has explored remote places and filmed what they are like • Has revealed how humans are putting wild creature in danger by destroying and polluting habitats. <p>5. Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</p> <p>Retrieve and use what children know already to compare and consider contrasts through the periods of time and the achievements of both significant people</p>	<ul style="list-style-type: none"> • 1995 – first African American astronaut to perform a space walk <p>3. Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Retrieve and use what children know already to compare and consider contrasts through the periods of time and the achievements of both significant people</p>
<p>Previous Learning</p>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><u>Year 1 Science</u> Animals, including humans Plants.</p> <p><u>EYFS Past and Present</u> Talk about the lives of the people around them and their roles in society.</p>	<p><u>Year 1 Science</u> Animals, including humans Plants.</p> <p><u>History</u> Lives of significant people</p> <p><u>EYFS Past and Present</u></p>

	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
Substantive concept	<u>COMMUNITY</u> Nationality, Rights, Society	<u>KNOWLEDGE and COMMUNITY</u> Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	<u>KNOWLEDGE and COMMUNITY</u> Explore, Rights, Freedom, Society, Frontier, Pioneer
Historical Enquiry	<u>Chronology</u> How have you changed since you were born? What are the stages in your life? When were shops different to ours a long	<u>Chronology</u> What happened and when? What was life like at that time for these people? What things did they have that were similar to	<u>Chronology</u> What happened and when? What was life like at that time for these people? What things did they have that were

	<p>time ago? In this study, when we say a long time ago, how many years do we mean?</p> <p><u>Cause & consequence</u> Why have shops changed? What made shops change? How have shops changed in your community? Has all that change been good for shops?</p> <p><u>Change & continuity</u> Are there any shops that have stayed the same? Are there any shops that have not stayed the same? What are supermarkets?</p> <p><u>Similarity & difference</u> What shops in your community are similar to shops in the past? What shops in your community are different to shops in the past?</p> <p><u>Evidence</u> How do we know about the past? What helps us know about shops a long time ago? Who do you know who used shops a long time ago?</p> <p><u>Significance</u> What is the big difference between shops today and shops a long time ago (1950s) What significant difference did self-serving make to shops a long time ago?</p>	<p>us? What things did they have that were different?</p> <p><u>Cause & consequence</u> What happened that led Mary Anning to discover fossils? What happened to Mary Anning as a result of her discoveries? What happened that led David Attenborough to film wildlife documentaries? What was the consequence David Attenborough making his films?</p> <p><u>Change & continuity</u> How has the way people think about the past changed because of the discoveries of Mary Anning? How has the way people think about wild animals and the environment changed because of David Attenborough's films?</p> <p><u>Similarity & difference</u> What do you notice that is similar about when Mary Anning lived and today? What do you notice that is different about when Mary Anning lived and today?</p> <p><u>Evidence</u> Why do we need to know about the past? How do we know about the past? What things tell us about the past?</p> <p><u>Significance</u> What did Mary Anning do that was significant? Why was that? What did</p>	<p>similar to us? What things did they have that were different?</p> <p><u>Cause & consequence</u> Why was landing on the Moon so important? What happened to Neil Armstrong as a result of his pioneering mission? What effect did the Moon landing have on people across the world? Who was inspired by the actions of others? What happened as a result?</p> <p><u>Change & continuity</u> Who inspired these astronauts? How have these astronauts inspired others? How has the way people think about becoming an astronaut changed?</p> <p><u>Similarity & difference</u> What do you notice that is similar about the astronauts? What do you notice that is different about the first mission to the Moon and space travel today?</p> <p><u>Evidence</u> Why do we need to know about the past? How do we know about the past? What things tell us about the past? How do we what we know about the past to improve the future?</p> <p><u>Significance</u> What did Neil Armstrong do that was significant? Why was that? What did Mae Jemison do that was significant?</p>
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Vocabulary	Tier 2 toddler timeline present compare memory	Tier 3 community tills supermarket customer bakery	Tier 2 legacy inspire revealed explore similar	Tier 3 fossil documentary significant naturalist expedition	Tier 2 legacy inspire pioneer explore similar	Tier 3 orbit racism significant astronaut expedition

Year 2	Advent Events beyond living memory	Pentecost Significant local people, places and events
Core Knowledge	<p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <ol style="list-style-type: none"> Where is London? When was the Great Fire of London? <ul style="list-style-type: none"> The Great Fire was in September 1666 The Great Fire was in London London was not clean and tidy In 1666, lots of London houses were made of wood and were coated in tar to make them waterproof How did the fire start? Why did the fire spread so quickly? <i>Study Sunday 2nd September 1666</i> <ul style="list-style-type: none"> The fire started on Pudding Lane The fire started when a spark fell out of the baker's oven Thomas Farrinor was the baker Flammable means easily to burn The fire started at 1am The fire spread quickly when the winds blew the fire from house to house, houses were made from dry wood and buildings were very close together. 	<p>Pupils should be taught about events, places and people from Scunthorpe and surrounding areas.</p> <ol style="list-style-type: none"> Remember - what is Scunthorpe like today? <ul style="list-style-type: none"> Scunthorpe is most famous for its steelworks Holy Souls church is our parish church Scunthorpe has: shops, schools, train station, theatres and parks North Lincolnshire coats of arms symbols: John Wesley, blast furnace, rope, green and Fleur de lis What happened in Scunthorpe a long time ago? <ul style="list-style-type: none"> Scunthorpe was written in the Domesday books as Escumesthorpe in 1086 – this mean Skuma's homestead. It had 21 households and was owned by William I Domesday book was a survey of everyone in England and was completed in 1086 The 5 villages of Scunthorpe: Frodingham Brumby, Crosby, Scunthorpe and Ashby. Frodingham = Followers of Froda Ashby = By the Ash Trees Brumby = Bruni's Crosby = Croc's

	<p>3. Where did the fire spread to? <i>Study Monday 3rd and Tuesday 4th September 1666</i></p> <ul style="list-style-type: none"> • The mayor of London escaped London • People used fire hooks to pull down burning buildings, threw water from buckets and made firebreaks • The wind blew from the East to begin with • St Paul's Cathedral started to burn on Tuesday 4th September 1666 • Most fires died down on Thursday 6th September 1666 <p>4. Where did the fire spread to? <i>Study Wednesday 5th and Thursday 6th September 1666</i></p> <ul style="list-style-type: none"> • The mayor of London escaped London • People used fire hooks to pull down burning buildings, threw water from buckets and made firebreaks • The wind blew from the East to begin with • St Paul's Cathedral started to burn on Tuesday 4th September 1666 • Most fires died down on Thursday 6th September 1666 <p>5. How do we know about the Great Fire of London? <i>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</i></p> <ul style="list-style-type: none"> • We know about the Great Fire of London through Samuel Pepys diary, the Monument, newspaper reports and artefacts. • King Charles II was king <p>6. What effect did the fire have on London? <i>As a result of the fire, what changes were made to London?</i></p> <ul style="list-style-type: none"> • Sir Christopher Wren designed the new buildings • He designed St Paul's Cathedral 	<p>3. Who was Saint Augustine Webster and what happened to him?</p> <ul style="list-style-type: none"> • Saint Augustine Webster was prior of Melwood Priory, Axholme 1531-1535 • Henry VIII wanted to divorce Catherine of Aragon – got rid of Catholic church and established Church of England. • Saint Augustine Webster refused to take the Oath of Supremacy 1534 – arrested and imprisoned in Tower of London • Found guilty and executed 4th may 1535 • Canonized 25th October 1970 by Pope Paul VI <p>4. What is Scunthorpe most famous for?</p> <ul style="list-style-type: none"> • Iron deposits were mentioned in the Domesday Book • Roland Winn discovered iron ore on his land in 1859 • Ironstone was mined by open cast methods from 1850s • It helped develop the railways • George and William Dawes built the first 3 blast furnaces 1866 • Underground mining started in the 1930s • In the 1970s the steel industry transitioned to use of ores imported from outside the UK • Steel is exported around the world <p>5. What did Scunthorpe do during WW2?</p> <ul style="list-style-type: none"> • World War 2 -1939-1945 • 450 alerts and 40 incidents with 6 people killed in Scunthorpe. • Steelworkers were sent to fight so women worked instead • King George VI and Queen Elizabeth visited
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	<ul style="list-style-type: none"> The Monument was built to remember the fire. 	
Previous Learning	<p>EYFS Past and Present Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Year 1 History Lives of significant people More lives of significant people Science Everyday materials</p>	<p>History Year 1 Lives of significant people More lives of significant people Year 2 Events beyond living memory</p>
Substantive concept	<p>COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>
Historical Enquiry	<p>Chronology When did the Great Fire of London start? What day did the fire start? What day did the wind change direction? Did the fire start to dwindle before the wind changed?</p> <p>Cause & consequence What was the consequence of the Great Fire of London? How does the word flammable connect to how the fire spread? Did the wind help or hinder the spread of the fire?</p> <p>Change & continuity How did London change as a result of the fire? What were the main things that changed? Was all of London destroyed by the fire? What buildings survived the fire?</p>	<p>Chronology What happened and when? What else do I know that happened at the same time but in a different place? Contrast the time children have been alive with the timeline to give a sense of scale and comparison.</p> <p>Cause & consequence What events caused things to change? What events led to significant change? What people were involved in making change happen? What was the consequence of change?</p> <p>Change & continuity</p>

	<p><u>Similarity & difference</u> What was different about the way fires were put out in 1666 compared with today? What was different about the way people lived in London in 1666 compared with today?</p> <p><u>Evidence</u> How do we know about the fire? What sources tell us about the fire? Why weren't there any photographs taken? What artefacts tell us about the Great Fire?</p> <p><u>Significance</u> What's important to know about the Great Fire of London? Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad? Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire?</p>		<p>What changed over time? Why did things change? What has stayed the same? Why do you think they have stayed the same?</p> <p><u>Similarity & difference</u> What do you notice is similar in Scunthorpe today? Why is that? What do you notice that is different in Scunthorpe today? Why is that?</p> <p><u>Evidence</u> Why do we need to know about the past? How do we know about the past? What is historical evidence? What evidence helps us to know about the past?</p> <p><u>Significance</u> What events were significant in the history of Scunthorpe? What people made significant decisions or took significant actions that affected Scunthorpe? What actions do you think were significantly good? Why was that? What actions do you think were significantly bad? Why was that?</p>	
Vocabulary	<p><u>Tier 2</u> bustling raged extinguished merchant engulfed</p>	<p><u>Tier 3</u> flammable devoured possessions ineffective doused</p>	<p><u>Tier 2</u> Local area Survey oath iron ally commemoration</p>	<p><u>Tier 3</u> Coat of Arms Prior canonized open cast furnace air raid</p>

Year 3	Advent Changes in Britain from the Stone Age to the Iron Age	Pentecost The Roman Empire and its impact on Britain
Core Knowledge	<p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age</p> <ol style="list-style-type: none"> Introduce the three periods of time in the Stone Age. <ul style="list-style-type: none"> The earliest Stone Age was Palaeolithic BC/BCE mean Before Christ and Before Common Era 	<p>Pupils should be taught about: The Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> Who were the Romans? <ul style="list-style-type: none"> The location of Rome An empire is all the conquered countries ruled by one leader

	<ul style="list-style-type: none"> • AD means anon domini • CE mean Common Era • There isn't a year between 1BC and AD1 <p>2. What were Palaeolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Arrow head were made through flint knapping • People in Palaeolithic times were nomad • Woolly mammoths, hares, deer and woolly rhinoceros were hunted in Palaeolithic times • Britain was coming out of an Ice Age at the end of the Palaeolithic period <p>3. What were Mesolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Doggerland is the land bridge connecting Britain to Europe • Mesolithic times – 10,500-4000 BC • Doggerland was submerged under the North Sea as sea levels rose • Britain is mostly covered in dense woodland during the Mesolithic period • Artefact means using art and something made • Cheddar Man burial tells us a lot about Mesolithic people • In Mesolithic times a few people started to live in small groups. <p>4. What were Neolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Neolithic means new stone • Neolithic period – 4000BC -2,300BC • Differences between Neolithic to other times were people started farming and animals became domesticated. • People were buried in long barrows during the Neolithic times. <p>5. When was the Bronze Age? What was the Bronze Age like? How do we know?</p>	<ul style="list-style-type: none"> • An emperor is a man who rules an empire <p>2. What was it like to live in Rome?</p> <ul style="list-style-type: none"> • The centre of an ancient Roman city was called a Forum • A Roman Forum has government buildings, market places, plaza and temples. • The Roman army was powerful because they were skilled and well-trained fighters, they had good equipment and they were paid to be soldiers. <p>3. Remember the Celtic people: what was it like to live during the Iron Age?</p> <ul style="list-style-type: none"> • Celts is the name we give to most people who lived in iron Age Britain • People lived in villages and houses were built of wood with thatched roofs during the Iron Age Britain <p>4. When did the Romans invade Britain?</p> <ul style="list-style-type: none"> • The Romans first invaded Britain in 55 BC • The Romans next invaded Britain in AD 43 <p>5. Who resisted the Roman invasion?</p> <ul style="list-style-type: none"> • Celts were disorganised • Queen Boudicca destroyed London and St Albans during the rebellion • Caractacus was tricked by a British tribe and handed over to the Romans <p>6. Technology: how did Britain change under Roman rule?</p> <ul style="list-style-type: none"> • Location of Hadrian's wall • Romans brought aqueducts, roads, public buildings and laws to Britain • Roads were an important technology for the Romans in Britain because they could quickly move soldiers to different areas of Britain and move supplies easily • Drains were important because they carried sewage away
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- Bronze age – 2,300 BC – 800 BC
- Beaker people migrated to Britain bringing new technology with them
- Copper and tin make bronze
- Stone, bone and antler tools were still used
- Bronze was used because it was strong and it could be poured into a mould and shaped
- Bronze was very hard to make and it was brittle and could shatter
- Amesbury Archer tells us about the Bronze Age
- Stonehenge and stone circles tell us more about the Bronze age in Britain
- Bronze age people started to weave fabrics to make clothes
- Bronze age people traded goods and travelled long distances
- The Ancient Egyptians had built Great Pyramids and temples and had powerful kings at the same time.

6. How was the Bronze Age different to the Stone Age?

- Bronze age – 2,300 BC – 800 BC
- Beaker people migrated to Britain bringing new technology with them
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- Stone, bone and antler tools were still used
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7. Review session

8. Belief: how did Britain change under Roman rule?

- Celts believed in spirits living in all things around them
- Romans believed in many gods in human form
- Celts and Romans eventually shared Christianity

9. SUMMARISE IT: so what was the impact of the Roman Empire on Britain?

	<ul style="list-style-type: none"> • Bronze age people traded goods and travelled long distances • The Ancient Egyptians had built Great Pyramids and temples and had powerful kings at the same time. <p>7. When was the Iron Age? What was the Iron Age like? How do we know?</p> <ul style="list-style-type: none"> • Iron age 800 BC – AD 43 • The discovery of iron ore changed the way people lived • Migration means the movement of people from one place to another – looking to settle • Historians think iron working started in Britain because traders saw and learnt a new way of metalworking from Europe • Iron was better than bronze because it was harder metal and was easier to repair • Celts were people who migrated from Northern Europe and settled with Britons • Burials, monuments, places and artefacts tell us about life in the Iron Age • Iron Age people were farmers and some were warriors. They grew crops and reared cattle, pigs and sheep. <p>8. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? Topic Study</p>	
<p>Previous Learning</p>	<p><u>EYFS</u> Past and Present People Culture and Communities <u>Year 1</u> Lives of significant people More lives of significant people <u>Year 2</u> Events beyond living memory</p>	<p><u>Year 1</u> Lives of significant people More lives of significant people <u>Year 2</u> Events beyond living memory Revisit events beyond living memory <u>Year 3</u> Changes in Britain from the Stone Age to the Iron Age</p>

	Revisit events beyond living memory <u>Science</u> <u>Year 3</u> Rocks	
Substantive concept	KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes, Migration	INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion
Historical Enquiry	<p><u>Chronology</u> What is the name of the oldest Stone Age? What does Mesolithic mean? How does the Neolithic period connect to Palaeolithic and Mesolithic times? What is the order of the Stone Age? What words help us explain that? Name the periods of time from the beginning of the Stone Age to the end of prehistory in Britain.</p> <p><u>Cause & consequence</u> What technology helped people make changes in the Stone Age? Why did people of the Stone Age stop using temporary homes? What was the consequence of domesticating animals? Why do historians use the terms Stone Age, Bronze Age and Iron Age to describe those periods of time?</p> <p><u>Change & continuity</u> How did the way of life in prehistoric Britain change because of technology? How did migration influence the technology used in the Stone, Bronze and Iron Ages? How did burials change? Why was bronze more desirable than stone? Why was iron more desirable than bronze?</p> <p><u>Similarity & difference</u> What were the big differences between the Stone Age and the Bronze Age? What were the big differences between the Bronze Age and the Iron Age? What was similar between the Neolithic times and the Bronze and Iron Age? Were the ways people buried their dead similar or different? How were monuments used in the Stone Age? Was this the same in the Bronze and Iron Age?</p>	<p><u>Chronology</u> What other periods of time do pupils know about? How do these connect with the Romans? What was happening in Rome at the same time when Britons were in the Iron Age? Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain. Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p> <p><u>Cause & consequence</u> What caused the Romans to invade Britain? What did the Romans do that led to significant change? Which significant people were involved in making change happen? What was the consequence of the actions the Romans took? Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> <p><u>Change & continuity</u> How did Iron Age Britain change because of the Roman invasion? Why did things change? What stayed the same? What continuity did the Romans bring from their Empire? Why was technology important to the Romans? What technological advances did the Romans bring? Was this sustained? Were Britons prepared to defend their country after the Romans left?</p> <p><u>Similarity & difference</u> What do you notice that was similar in Rome and Britain at that time? What do you notice that was different between Rome and Britain at that time? How were the Celts different to the Romans? How were their armies different? Why was that?</p>

	<p>Evidence What artefacts and monuments tells us about the Stone Age? Were there any settlements found to tell us about the Stone Age? What artefacts, burials and settlements tell us about the Bronze Age? What artefacts, burials and settlements tell us about the Iron Age?</p> <p>Significance Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why? What part did the migration of people play in advancing technology in the Stone, Bronze and Iron Ages? What was the significance of discovering how to make bronze and iron tools? Why is Stone Henge significant?</p>		<p>Evidence Why do we need to know about the past? What is historical evidence? How do we know about the Roman past in Britain? What evidence helps us to know about the past? Why is there more evidence of the Romans than of Iron Age Britons?</p> <p>Significance What events were significant in the period when the Romans invaded Britain? What people made significant decisions or took significant actions that affected Britain? What actions do you think were significantly good? Why was that? What actions do you think were significantly bad? Why was that?</p>	
Vocabulary	<p>Tier 2 ancient community dense extinct roaming prehistory</p>	<p>Tier 3 domesticated arid gatherer nomad reared submerged</p>	<p>Tier 2 previously conquered rebellion luxurious culture settlement</p>	<p>Tier 3 amphitheatre emperor aqueducts invasion barbarian forum</p>

Year 4	Advent Britain's settlement by Anglo-Saxons and Scots	Lent The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Pentecost The achievements of the earliest civilizations Ancient Egypt
Core Knowledge	<p>Pupils should be taught about: The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots</p> <ol style="list-style-type: none"> Why did the Anglo-Saxons come to Britain? <ul style="list-style-type: none"> Romans left Britain in AD 410 Picts and Scots raided Britain after the Romans 	<p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ol style="list-style-type: none"> What was life like for Vikings? <ul style="list-style-type: none"> Vikings were skilled at farming, fishing, fighting, trading and exploring Vikings mostly lived in villages 	<p>Pupils should be taught about: The achievements of the earliest civilisations and a depth study of ancient Egypt</p> <ol style="list-style-type: none"> Who were a few of the earliest civilisations and what did they achieve? <ul style="list-style-type: none"> Sumer, Shang Dynasty and Indus Valley are the earliest civilisations

	<ul style="list-style-type: none"> • Jutes, Angles and Saxons were the Germanic peoples that came to help Britons • Jutes, Angles and Saxons got land and money for helping the Britons <p>2. Where did the Anglo-Saxons come from?</p> <ul style="list-style-type: none"> • Angles came from Southern Denmark • Saxons came from Germany and Netherlands • Jutes came from Northern Denmark • Germanic warriors were already living in Britain when the Romans departed <p>3. What was life like for Anglo-Saxons in Britain?</p> <ul style="list-style-type: none"> • People lived in small villages by rivers and the sea • England was covered in dense forest and wolves roamed wild in early Anglo Saxons times • Anglo Saxons were talented craftspeople and mostly live in villages • Early Anglo Saxons lived in small wooden huts, had one room in a thatched hut to live in, poorer people lived with their animals in their huts and most people lived in small villages by a river or the sea 	<p>2. When did the Vikings attack Britain?</p> <ul style="list-style-type: none"> • Vikings began to raid Britain at Lindisfarne in AD793 • Vikings invaded Britain to get better lands, more resources like gold and silver and churches and monasteries to plunder <p>3. Where did the Vikings invade and settle?</p> <ul style="list-style-type: none"> • Vikings attacked and invaded East of England, Northern Britain, Ireland and Normandy • London was attacked by Danish Vikings <p>4. Why were the Vikings so feared and successful?</p> <ul style="list-style-type: none"> • The Vikings were feared because the led daring and fast raids, they could be violent and brutal and word spread. • The Anglo Saxon Chronicle is a primary source of evidence that tells us about the view of the monks who wrote it. <p>5. When were the Vikings most powerful?</p> <ul style="list-style-type: none"> • The Great Viking Invasion began in AD 865 • King Guthrum was the Viking king who led the significant invasions and settlement of England 	<ul style="list-style-type: none"> • All early civilisations have rivers, writing and law/order in common <p>2. Who were the ancient Egyptians and where did they live?</p> <ul style="list-style-type: none"> • Eastern Desert and Western Desert surround the River Nile • The River Nile runs through Egypt • The River Nile is the 'life blood' of Egypt because the water and soil from the River Nile gave life to the land, people and animals around it. <p>3. The Old Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • The Old Kingdom was when simple and then more complex pyramids were built, such as the Great Pyramids of Giza • King Djoser and King Snefru were two pharaohs from the Old Kingdom • Recognise the Great Pyramids of Giza <p>4. The Middle Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • The Middle Kingdom started when King Mentuhotep II took control of Upper and Lower Egypt
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	<p>4. What kingdoms were formed by the Anglo-Saxons?</p> <ul style="list-style-type: none"> • Name of the 7 kingdoms – Wessex, Sussex, Kent, Essex, East Anglia, Mercia and Northumbria • Heptarchy means 7 and rule <p>5. How do we know about the Anglo-Saxons?</p> <ul style="list-style-type: none"> • Sutton Hoo is important because a boat burial was unearthed, a significant person was buried there and grave goods found in the boat gave clues about early Anglo Saxon life. • An iron helmet was discovered at Sutton Hoo • Places ending in -ton means farm • Place ending in -ham mean village • Places ending in -bury means fortified place • Places ending with -ford mean river crossing <p>6. How did religion influence the Anglo-Saxons? How do we know this?</p> <ul style="list-style-type: none"> • Pagan men to believe in many gods • Before AD 597 most people in Anglo Saxon Britain were pagans 	<ul style="list-style-type: none"> • York fell to the Vikings and became their capital <p>6. What peace was agreed between the Anglo-Saxons and Vikings?</p> <ul style="list-style-type: none"> • King Alfred the Great eventually defeated Guthrum at the Battle of Edington in AD 878 • The Battle of Edington was significant because it was a turning point where Anglo Saxons started to recapture lost territories and it led to an agreement being made between Anglo Saxons and Vikings called Danelaw <p>7. What happened to the Vikings in England?</p> <ul style="list-style-type: none"> • Eric Bloodaxe was the last Viking king of Jorvik to be defeated in AD 954 • The Anglo Saxons defeated most of the Vikings but let them stay in Danelaw in AD 954 • Vikings continued to raid England • Ethelred the Unready was a weak king and paid the Vikings to stop raiding • Ethelred the Unready fled to Normandy when Sweyn Forkbeard invaded London • Sweyn Forkbeard was the first Viking king of England 	<ul style="list-style-type: none"> • King Mentuhotep II and Queen Sobeknefru were two pharaohs of the Middle Kingdom • The gold mines thought to have been dug in the Eastern Desert was in the Middle Kingdom <p>5. The New Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • The New Kingdom was when great tombs were dug into the rock and Ramesses II was king • King Ramesses II, King Tutankhamun and Queen Hatshepsut were pharaohs of the New Kingdom • Recognise the temple of Hatshepsut • Ramesses II built temples and added to existing temples to make them even more splendid <p>6. Achievements: how and what did the ancient Egyptians write?</p> <ul style="list-style-type: none"> • Hieroglyphs are pictures writing instead of letters • Hieroglyph means sacred carving • Papyrus is made from a plant <p>7. Achievements: How did the ancient Egyptians use the River Nile?</p>
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	<ul style="list-style-type: none"> • Pope Gregory was the name of the Pope who sent Augustine to Britain • Augustine was sent to Britain to AD 597 • King Ethelbert was the Anglo-Saxon king of Kent who converted to Christianity • Ethelbert's queen to Bertha • Christianity changed early Anglo-Saxon Britain by building many churches and monasteries, kings harnessed the power of writing and books that Christianity to write laws and Canterbury became the capital for English Christianity 	<p>8. Why did the Normans and Vikings both think they had the right to the throne of England?</p> <ul style="list-style-type: none"> • Edward the Confessor was given the throne of England after King Canute • Edward the Confessor let Harold Godwinson and his father control the decision about how to rule England • When Edward the Confessor died he did not leave an heir and the throne of England was available for others to claim • Harold Godwinson was chosen to be king after Edward • Harald Hardrada and William, Duke of Normandy claimed the right to the throne in AD 1066 • Harald Hardrada was related to King Canute • William's family had looked after Edward the Confessor's father when he fled to Normandy 	<ul style="list-style-type: none"> • Ancient Egyptians used the River Nile for irrigation, transport, fishing and power. • Egyptians invented dug irrigation channels and invented a shaduf to make the most of the River Nile <p>8. Gods: what did the ancient Egyptians believe in?</p> <ul style="list-style-type: none"> • The Pharaoh was a living version of a god • Ra was the Sun God • Osiris was the God of the Underworld • A sarcophagus was the name of the stone coffin that pharaohs were placed in • The heart was weighed against the Feather of Truth <p>9. Evidence: what do we know about Tutankhamun?</p> <ul style="list-style-type: none"> • Tutankhamun changed the religion back to worshipping the god Amun • Tutankhamun's tomb was discovered in 1922 • Howard Carter discovered Tutankhamun's tomb • Tutankhamun's tomb was untouched and not raided because it was a small hidden tomb meant for a noble • Elaborate death mask, crook and flail and jewellery scarab beetle were the artefacts that
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			told the historians he was a pharaoh
Previous Learning	<u>Year 3</u> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain	<u>Year 3</u> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain <u>Year 4</u> Britain's settlement by Anglo-Saxons and Scots	History <u>Year 3</u> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Geography <u>Year 4</u> Latitude and Longitude Rivers
Substantive concept	INVASION POWER COMMUNITY Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King	INVASION POWER COMMUNITY DEMOCRACY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave
Historical Enquiry	<u>Chronology</u> Which empire crumbled and left Britain unable to defend itself from invaders? When did that happen? When do historians think the Scots and Picts started raiding southern Britain? When did the Anglo Saxons arrive in Britain? <u>Cause & consequence</u> What caused the Picts and Scots to start raiding southern Britain? How is the Roman exit connected to the arrival of the Anglo-Saxon in Britain? What caused the Anglo-Saxons settlement of Britain? <u>Change & continuity</u> How did Britain change in Roman times? Did the way of life, that the Romans create, stay the same in Britain when they left? How did Britain change when	<u>Chronology</u> When did the Vikings arrive in Britain? What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England? <u>Cause & consequence</u> What caused the Vikings to start raiding Britain? What was the consequence of the Battle of Edington? Did Christianity change Viking beliefs and way of life? Which battle ultimately ended the Viking era in England? <u>Change & continuity</u> How did the Kingdoms of England change as a result of the Viking invasions? How did Britain change when the Vikings arrived? How did Danelaw	<u>Chronology</u> What were the three kingdoms of the ancient Egyptians? When and where do archaeologists think the ancient Egyptian civilisation began? How did the ancient Egyptian technology change over time? How long did the ancient Egyptian religion endure? Is that longer or shorter than Christianity? <u>Cause & consequence</u> What was the purpose of building pyramids? In your opinion, what caused the rise or fall of an ancient Egyptian kings' power? What was the consequence of weak leadership? What caused the Nile to flood? How did ancient Egyptian kings use this seasonal knowledge to their advantage? How did the ancient Egyptian civilisation end?

	<p>the Anglo-Saxons arrived? How did religion change in Britain during the time of the Anglo-Saxons?</p> <p><u>Similarity & difference</u> What was different about the way of life in Britain through the Anglo-Saxons? What religion did people believe before the Anglo-Saxons arrived? How did small tribes and warrior kings change with the presence of the Anglo-Saxons?</p> <p><u>Evidence</u> What evidence tells us about the Anglo-Saxon way of life? True or False? Anglo-Saxons lived in a period called prehistory. Explain why you think that. What is a manuscript? How do these tell us about the past?</p> <p><u>Significance</u> What were the significant changes to the way of life in Britain after the Romans left? How would you connect Bede and the word 'significant'? How did the Anglo-Saxons change the way that Britain was ruled? Explain the significance between King Ethelbert of Kent and Augustine.</p>	<p>bring change to England? How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p> <p><u>Similarity & difference</u> What was different about the Viking way of life in England? Were the Anglo-Saxons and Viking different? Thinking about exploration, where in the world did the Vikings venture to?</p> <p><u>Evidence</u> What evidence tells us about the Viking way of life? True or False? Manuscripts and writing was the only evidence about the Viking way of life in England. What evidence tells us about the first Viking raids?</p> <p><u>Significance</u> Why was the death of King Edmund significant? How would you connect King Canute and the word 'significant'? Why was the Battle of Stamford Bridge a significant loss for the Vikings? Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the</p>	<p><u>Change & continuity</u> How did burial change throughout the ancient Egyptian civilisation? Rameses II was described as one of the most successful pharaohs. How do we know? Were all ancient Egyptian kings male? What other civilisations influenced the ancient Egyptian way of life?</p> <p><u>Similarity & difference</u> What beliefs did all ancient Egyptian kings have in common? What symbols represented a pharaoh? Which ancient Egyptian king tried to change the structure of the ancient gods? What happened? What did his son do?</p> <p><u>Evidence</u> What range of evidence tells us about the ancient Egyptian civilisation? Why was the Rosetta Stone such an important archaeological find? Why was writing such an important invention for the ancient Egyptians? What legacy did that leave? Even though Tutankhamun's tomb didn't offer the full glory other kings were afforded, it was a unique find of immense importance. Why was that?</p> <p><u>Significance</u> Which pharaohs were the most successful? How do we know? What significant events happened in the Old Kingdom? How do we know? What significant events happened in the Middle Kingdom? How do we know?</p>
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Vocabulary	Tier 2 abandoned defenceless dominant missionary pagan reliant	Tier 3 heptarchy laden sporadic vanquish viewpoint migration	Tier 2 contested exile descendant heir plunder truce	Tier 3 decimated incursion ransack severed martyr marauding	Tier 2 colossal stability society civilisation irrigation mysteriously armoured oppressive	Tier 3 funerary hieroglyphs artefact pillaged obelisk pharaoh

Year 5	Advent Ancient Greece – a study of Greek life and achievements and their influence on the western world	Pentecost A non-European society that provides contrasts with British history Maya c.AD 900
Core Knowledge	<p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ol style="list-style-type: none"> Who were the Ancient Greeks and when did they rule? <ul style="list-style-type: none"> Periods of Greek history – Archaic -Classical – Hellenistic Philosophy, theatre thrived, spectacular temples were built and City-states of Athens and Sparta were in a 30 year war – Classical period What beliefs did the Ancient Greeks hold? <ul style="list-style-type: none"> Polytheistic means many gods Ancient Greeks worshipped their gods by building sanctuaries, building temples and leaving gifts for gods at temples City-states: what was the difference between Athens and Sparta? <ul style="list-style-type: none"> Athena is the goddess of Athens Mount Olympus was the home of the 12 principle gods and goddesses Athens and Sparta were the most warring and powerful city states in Ancient Greece 	<p>Pupils should be taught about: A non-European society that provides contrasts with British history – Maya civilization c. AD 900</p> <ol style="list-style-type: none"> Where did the Maya live? <ul style="list-style-type: none"> Location of the Maya people Location of the Anglo Saxons Mesoamerica means Middle America The Maya people lived in North America Anglo Saxons lived in Europe What were the significant events in the Maya's history? <ul style="list-style-type: none"> Chronology means the science of time. The Maya civilisation began to thrive in AD250 Archaeologists think the Maya civilisation thrived from AD250 to about AD750 Archaeologists think the Maya civilisation began to decline from about AD750 What were Maya city-states like? <ul style="list-style-type: none"> Maya generally lived in wooden huts made from thatch, mud and wood. Plaza, pyramid, palace, ball court and temples made up the main parts of a Maya city

	<ul style="list-style-type: none"> • Democracy, arts, theatre, phenomenal building (Parthenon), great thinkers (Socrates, Plato and Aristotle) all link to Athens • Athens was coastal and had a powerful fleet • Acropolis means highest city • Study of war, no city walls, boys starting their army training at 6 years old, descendants of Herakles all link Sparta • Sparta was land based and had a mighty army • Athens and Sparta fought each other in the Peloponnesian Wars for 30 years. <p>4. What was democracy like in Athens?</p> <ul style="list-style-type: none"> • Democracy means people and strength/rule • Only men who had completed military training could vote in Athens <p>5. Why was the theatre important to the Ancient Greeks?</p> <ul style="list-style-type: none"> • Tragedy is a Greek play that had a moral lesson and was serious • Comedy was a Greek play about everyday life and made people laugh <p>6. What myths and fables did the Ancient Greeks create?</p> <ul style="list-style-type: none"> • A myth is about fantastical adventures of gods and heroes <p>7. What happened at the Battles of Marathon and Salamis? Why were they important?</p> <ul style="list-style-type: none"> • The Battle of Marathon took place 490 BC • Persians had the bigger army at the Battle of Marathon • The Greek Hoplite soldiers were heavily armoured and attacked the Persians from the side at the Battle of Marathon • When the Persians landed at Marathon, the messenger Pheidippides ran 260km to Sparta to ask for reinforcements. 	<ul style="list-style-type: none"> • Tikal, Chichen Itza and Palenque are the Maya city-states <p>4. City-state study – Tikal, Palenque or Chichen Itza</p> <ul style="list-style-type: none"> • Maya people ate beans, squash, chilli peppers and maize • Maya are ancient descendants of Russians • The Maya people lived in a tropical rainforest environment <p>5. What did the Maya invent?</p> <ul style="list-style-type: none"> • Three parts of the Maya calendar – Tzolk'in, Haab and Calendar round • Maya wrote in pictures and used glyphs and hieroglyphs • The Maya number system works by counting to 20 using dots for 1s and lines for 5s • The Tzolk'in was a sacred calendar that had 260 days and 13 months • The Maya civilisation was more advanced than the Anglo Saxon people <p>6. What happened to the Maya city-states?</p> <ul style="list-style-type: none"> • The Maya civilisation didn't completely fall from power • The Maya civilisation started to decline AD750- AD 900 • Wars between city-states, mass deforestation, drought and disease may have caused the decline of the Maya civilisation <p>7. Remember Britain and the Anglo-Saxons</p> <ul style="list-style-type: none"> • At the same time Maya was thriving: <ul style="list-style-type: none"> ◦ Romans had invaded and lefts, Anglo Saxons had arrived ◦ England was divided into several kingdoms ◦ Christianity was becoming a popular religion and several important leaders had converted their faiths • At the same time Maya was declining:
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	<ul style="list-style-type: none"> • The Athenians lured the Persian army to deliberately attack their weakened centre lines at the Battle of Marathon • Athenians won the Battle of Marathon • The Athenians defeated the Persians by deserting Athens and retreating to Salamis, luring the Persian boats into a narrow peninsula and used smaller boats (Tribremes to ram the stranded Persian boats and drowned the enemy <p>8. Why were the Olympic games invented by the Ancient Greeks?</p> <ul style="list-style-type: none"> • The first written about Olympic Games were held in 776 BC • A truce was called between Athens and Sparta a month before the Olympic games • The first Ancient Greek Olympic Games were held in Olympia • Zeus was the god the competitors worshipped at the games <p>9. Who was Alexander the Great and why was he so renowned?</p> <ul style="list-style-type: none"> • Alexander the Great unified Ancient Greece • Alexander the Great died in 323BC • The Battle of Corinth against the Romans signalled the end of the Ancient Greek civilisation. 	<ul style="list-style-type: none"> ○ Vikings had started to invade ○ England was divided into several kingdoms ○ Christianity was the dominant religion and several Viking kings had converted <p>8. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p> <ul style="list-style-type: none"> • Differences: <ul style="list-style-type: none"> ○ Anglo Saxons believed in Christianity ○ Maya gods were based on natural and astronomical forms ○ Detailed books called codices were written by the Maya ○ No significant advances in mathematics during Anglo Saxon times ○ Anglo Saxon farmers grew wheat and barley. Mayan farmers grew avocados, chilli peppers and pumpkins.
<p>Previous Learning</p>	<p><u>Year 3</u> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</p> <p><u>Year 4</u> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations- Egyptians</p> <p><u>Geography</u> <u>Year 4</u></p>	<p><u>History</u> <u>Year 3</u> The Roman Empire and its impact on Britain</p> <p><u>Year 4</u> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Geography</u> <u>Year4/5</u> Study of the world, including location of N and S America</p>

	Latitude and Longitude	<u>Science</u> <u>Year 5</u> Earth and Space
Substantive concept	CIVILISATION POWER DEMOCRACY KNOWLEDGE Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War
Historical Enquiry	<p><u>Chronology</u> Name the three periods that you studied about Ancient Greece. When were those three periods in time? What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece? Use a timeline – what else was happening in the world during these three Ancient Greek periods?</p> <p><u>Cause & consequence</u> What led to the rise of the Ancient Greek civilisation? Why were they so powerful? What legacy did the Ancient Greeks leave? True or false? The Olympic games today are very similar to those in ancient times.</p> <p><u>Change & continuity</u> How did the early form of democracy in Ancient Greece lead to laws and rules today? What significant changes happened in Ancient Greece between 800 BC and 500 BC? Were there any things that remained constant through the Ancient Greece civilisation?</p> <p><u>Similarity & difference</u> Think about Greek city-states. What was similar and what was different between them? Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?</p> <p><u>Evidence</u> Antiquity describes the ancient past, including the Egyptians, Greeks and Romans. What evidence explains how the people of Ancient Greece lived? How do we know?</p>	<p><u>Chronology</u> Describe the changes the Maya civilisation went through between AD 250 and AD 900. What was happening in Britain at the same time as the Maya were at their most powerful? How had Britain changed during the rise and decline of the Maya civilisation?</p> <p><u>Cause & consequence</u> What were the factors historians thought led to the decline of the Maya? What was the effect of fighting between city-states? What effect could deforestation have had on the environment around city-states?</p> <p><u>Change & continuity</u> How did Maya civilisations change through their innovations? During the period AD 250 to AD 900, what stayed the same for the Maya civilisation? Why do you think the Maya civilisation declined? Agree or disagree? The Maya civilisation ended in AD 900.</p> <p><u>Similarity & difference</u> What was similar between Maya city-states and Anglo-Saxon kingdoms? What was different between Maya city-states and Anglo-Saxon kingdoms? What other civilisations across the world had similarity to the Maya? Why do you say that?</p> <p><u>Evidence</u> How do we know about the Maya civilisation? Which sources do you think were the most useful to know about the Maya people and their way of life? What are Maya glyphs, stelae and</p>

	<p>Significance What was significant about the rise of democracy in Athens? How has that influenced the way western countries choose their leaders? Ancient Greece had phenomenal thinkers – who do you remember and why?</p>		<p>codex? Why were stelae useful to archaeologists? What did they tell them?</p> <p>Significance What were the significant Maya inventions? Which of the Maya inventions do you think were the most significant? Why do you think that?</p>	
Vocabulary	<p>Tier 2 democracy honour phenomenal deteriorated armoured oppressive</p>	<p>Tier 3 city-state tyrant sanctuary tactical valiantly unified</p>	<p>Tier 2 population famine descendant declining citizen native</p>	<p>Tier 3 deforestation codex sacrifice astronomy warrior polytheistic</p>

Year 6	Advent How did conflict change our local area in World War 2?	Lent A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush generation	Pentecost A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchs through time
Core Knowledge	<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2.</p> <ol style="list-style-type: none"> Why were Britain and America at war against Germany, Japan and Italy? <ul style="list-style-type: none"> Germany invaded Poland to start WW2 on 1st September 1940 The monarch who ruled the UK during WW" was George VI Germany, Japan and Italy formed the Axis Powers Japan attacking the American fleet at Pearl 	<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Windrush generation.</p> <ol style="list-style-type: none"> Where are the Caribbean islands? What's their history? <ul style="list-style-type: none"> Locate the Caribbean The Bahamas, Cuba and Jamaica are independent countries Anguilla, Cayman Islands and Montserrat are dependent countries The slave trade took place in England from 1650-1834 Sugar can plantation increased the need for African slaves 	<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Monarchs through time</p> <ol style="list-style-type: none"> How is William I remembered? What legacy did he leave? <ul style="list-style-type: none"> William I conquered and invaded England in 1066 William I was promised the throne of England by Edward the Confessor The Bayeux tapestry was made to commemorate the Battle of Hastings in 1066 William built Norman castles throughout England to show his strength and control the Saxon people.

	<p>harbour made America join the war</p> <ul style="list-style-type: none"> Roosevelt was the name of the American president <p>2. What was the impact of the Second World War on our local area?</p> <ul style="list-style-type: none"> Between 1940-1941 Hull suffered 86 bombing raids Hull was an obvious target because it had a port, was flatter than other parts of Britain and was near the coast <p>3. Where were the airbases in our locality?</p> <ul style="list-style-type: none"> Lincolnshire had 46 airbases RAF Scampton, Waddington and Cranwell were the 3 major air bases in Lincolnshire <p>4. Why were the airbases important?</p> <ul style="list-style-type: none"> The bomber command stations were based in Lincolnshire because there was flat terrain and open fields The Dambuster Squadron was based at RAF Scampton <p>5. What defences were put in place in our area? How did the role of women change in the war?</p> <ul style="list-style-type: none"> The Humber Fort and Cleethorpes Pier being 	<ul style="list-style-type: none"> Slavery was abolished in British Overseas Territories in 1834 <p>2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <ul style="list-style-type: none"> The people of the Caribbean fought in WW1 King George VI was reigning monarch for overseas territories such as Jamaica during WW2 Caribbean men and women helped Britain in WW2 because many believed that Hitler would reinstate the slave trade and they felt a duty towards Britain and wanted to serve their monarch. <p>3. Why did people migrate from the Caribbean to England in 1948?</p> <ul style="list-style-type: none"> Caribbean-British settlers is the best way to describe the men and women from the Caribbean who migrated to Britain from 1948 Migration means to settle in a new location and live there MV Empire Windrush was the name of the ship that transported the men and women People from the Caribbean migrated to Britain from 	<ul style="list-style-type: none"> Tower of London is a famous Norman tower Domesday mean final judgement day <p>2. How is Henry VIII remembered? What legacy did he leave?</p> <ul style="list-style-type: none"> Henry VIII means he was the 8th king called Henry Henry VIII was an arrogant and feared monarch Henry VIII will be remembered for forcing all the monasteries to close, having 6 wives and breaking away from the Catholic church and starting a new form of Christianity called the Church of England. Anne Boleyn and Catherin Howard were executed <p>3. How is Elizabeth I remembered? What legacy did she leave?</p> <ul style="list-style-type: none"> The reign of Elizabeth I is now known as the Golden Age of English History Queen Elizabeth I went to war with Spain They went to war because English privateers plundered the Spanish merchant ships for gold. The Spanish sent an Armada to stop the British raiding their ships and to support Catholic in England.
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	<p>dismantled were defences used in the local area</p> <ul style="list-style-type: none"> • Some women worked in factories and on farms during the war <p>6. How do we remember the brave men and women who defended our country in WWII?</p> <ul style="list-style-type: none"> • VE Day marked the end of the war on 8th May 1945 • To remember the brave men and women who defended our country we can visit a war memorial, read about the war, visit a museum or learn about WW2 at school. 	<p>1948 because Britain had a shortage of workers after the war, promised British citizenship and prospect of better careers and more work</p> <p>4. What was life in London like for the Windrush pioneers?</p> <ul style="list-style-type: none"> • Racism means showing or feeling a dislike to someone because of the colour of their skin • Life was hard for the Windrush generation • Some of the roles: boxers, carpenters, mechanics, welders, singers, dancers, musicians, tailors, painters, barristers. • In 1959 the unsolved murder of Kelso Cochrane sparked protest and riots for equality and acceptance • Notting Hill Carnival was started by Caribbean men and women to bring joy, happiness and improve relationships between races in London <p>5. Who was Sam King and what did he do? Who was Norma Best and what did she do?</p> <ul style="list-style-type: none"> • Sam King MBE served with the RAF and worked for the royal mail, his native island was Jamaica, he came to England on MV Empire 	<ul style="list-style-type: none"> • England was known as exploring and discovering new lands, establishing trade routes across the Atlantic, having a strong queen who stabilised the monarchy and being at war with Spain <p>4. How is Charles II remembered? What legacy did he leave?</p> <ul style="list-style-type: none"> • Charles II's father (Charles I) was executed • Britain was a republic before Charles II • The plague, Great Fire of London and war with the Dutch happened during his reign • The restoration period is what some historians call this period <p>5. How is Queen Victoria remembered? What legacy did she leave?</p> <ul style="list-style-type: none"> • Queen Victoria ruled over 1/4 of the world's population • Queen Victoria was married to Prince Albert • Trade and the industrial revolution brought prosperity to Britain during her reign • The industrial revolution meant that factories were built to manufacture goods quickly, new towns were built to serve the prosperous factories and inventions like
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<p>Previous Learning</p>	<p><u>Year 5</u> A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Geography</u> <u>Year 5</u></p>	<p><u>History</u> <u>Year 5</u> A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Geography</u></p>	<p><u>History</u> <u>Year 4</u> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Year 5</u></p>

	Latitude and longitude	Year 5 Latitude and longitude Biomes and environmental regions OS Maps and fieldwork	A non-European society that provides contrasts with British history Year 6 WW2 Windrush Generation
Substantive concept	POWER INVASION DEMOCRACY COMMUNITY	COMMUNITY DEMOCRACY POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War
Historical Enquiry	<p>Chronology When did the Second World War start? When Great Britain declare war on Hitler's Nazi Germany? When did the Axis Powers form? When did America join Great Britain and her allies? When was D-Day? When did the Second World War end?</p> <p>Cause & consequence What event brought America into the war? What was the effect of bringing America into the war? How did America support the allies in defeating the Axis Powers? What was Britain like before Americans began the 'Friendly invasion?'</p> <p>Change & continuity How did Lincolnshire's landscape change as a result of America joining the war? How did the people who lived in Lincolnshire change as a result of America joining the war?</p> <p>Similarity & difference</p>	<p>Chronology Who discovered the Caribbean island of Jamaica? When was the Second World War? When did the first Windrush pioneers arrive at Tilbury Docks? What year was slavery abolished? How long was England involved in the slave trade? How many years have the Windrush pioneers enriched English culture?</p> <p>Cause & consequence What drove English slave traders to expand their iniquitous business? Why were there so many slaves needed? What caused the Windrush pioneers to leave their islands and settle in England? What pull factors attracted Jamaican men, women and children to London?</p> <p>Change & continuity What was different for the Windrush pioneers when they disembarked from MV Empire Windrush? How were many of the Windrush pioneers treated on arrival to Britain? Why do you think that? How did the Windrush pioneers</p>	<p>Chronology Put the monarchs in chronological order. Explain your choices. Name different people or events in time, such as Anne Boleyn or the Industrial Revolution – pupils make relevant connections to the nearest monarch in time. How long did each monarch reign for? Are there any patterns between length of reign and success for Britain?</p> <p>Cause & consequence Select a monarch. Describe a significant event in their reign. Explain the cause of that event and the consequence. For example... What caused Elizabeth I's war with Spain? What were the consequences? What caused the Norman invasion? What were the consequences</p> <p>Change & continuity Which monarch kept things mostly the same? Why do you say that? What evidence tells you that? Which monarch made lots of changes? Why do you think that? What evidence tells you that?</p>

	<p>Did anything stay the same in Lincolnshire? What did British people think the Americans would be like when they arrived? What was different about what the British thought and how the Americans acted?</p> <p><u>Evidence</u> What sources tell us about life in Lincolnshire during the Second World War? Which sources do you think are the most useful to know about the Second World War in Lincolnshire?</p> <p><u>Significance</u> America's entry to the war was significant. Why was that? What impact did the daylight raids by the Americans make? What was the significance of bombing factories, bridges, airfields, shipyards and oil refineries? How significant was the contribution by the Americans to the British war effort? Why was that?</p>	<p>keep true to their way of life? What didn't they change?</p> <p><u>Similarity & difference</u> How different were the skills and education of the original Windrush pioneers? How did the culture of Britain change because of the arrival of the Windrush pioneers? Why does the Windrush Foundation dispute the term 'immigrant' when it was used to describe the people of the Windrush generation?</p> <p><u>Evidence</u> What best tells us about the way the Windrush pioneers were treated? How do we know about the positive change and Caribbean culture the Windrush pioneers brought to London? Social media we have today didn't exist when the Windrush pioneers arrived. Do you think it would have helped or hindered the way they were treated?</p> <p><u>Significance</u> What was significant about Emancipation Day? How significant were Hitler's actions and the Second World War in shaping the future for the Windrush pioneers? Why was the date 22nd June 1948 significant? What significant changes did parts of London undergo because of the Windrush pioneers? Recently, the British government has been forced to apologise for mistreating generations of Windrush</p>	<p><u>Similarity & difference</u> Out of the five monarchs studied, are there any similarities between them? What were the significant differences between the five monarchs studied? Did any of the monarchs have similar reigns? Which one was the longest reign? Was that good for Britain?</p> <p><u>Evidence</u> What tells us about the past of each monarch? Which sources are more reliable than others? Why is that? Where would you go to find about more about each monarch? What do you need to be careful with when using sources of evidence?</p> <p><u>Significance</u> Which monarch had the most significant impact on Britain? Which monarch, do you think changed Britain for the better? Why is that? Which monarch do you think changed Britain for the worse? Why is that? Do all of the monarchs studied have a significantly good or a significantly bad impact on Britain?</p>
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Vocabulary	<u>Tier 2</u> altitude boisterous cemetery penetrate strategic supremacy	<u>Tier 3</u> airbase Axis Bombardment Incendiary Memorial segregation	<u>Tier 2</u> intolerance immigrate prejudice colony emigrate discrimination	<u>Tier 3</u> racism segregation diversity disembarked demobilised iniquitous	<u>Tier 2</u> lucrative prosperity republic plundered arrogant duplicitous	<u>Tier 3</u> aristocracy monastery dissolution privateers industrialisation annulment