

FLEECEFIELD PRIMARY SCHOOL - **HISTORY**- WHOLE SCHOOL PLAN



Year Group	Autumn	Spring	Summer
EYFS			
Year 1	<p>Toys <i>Continuity and Change</i> How have toys changed over time?</p> <p><u>Hertford Museum workshop in school</u> <u>Wednesday 21st September 2022</u> This workshop introduces children to Nelly, granddaughter of RT Andrews, one of the founders of Hertford Museum. Nelly was a regular visitor to the museum and this session is a chance to explore some of the kinds of toys she might have played with. With a wide range of old and new objects, this gives children an insight into how things have changed over time, the influence of technology, and how so many traditional toys are still popular over a hundred years on.</p>	<p>The Space Race <i>Continuity and Change</i> How was space travel invented and developed?</p> <p><u>Science Museum Trip</u> <u>Thursday 26th January 2023</u> Children will be able to see a full-sized replica of <i>Eagle</i>—the lander that took astronauts Armstrong and Aldrin to the Moon in 1969. They will discover how astronauts are able to live in space—to breathe, eat, drink and go to the toilet. Children will get a unique insight into the history of rockets. Suspended from the ceiling are two real space rockets—a British Black Arrow and a United States Scout. They will also find out how the space age started in 1957 with the launch of Sputnik 1 and see a full-size replica of the Huygens module that landed on Titan in 2005 and a model of the Beagle 2 Mars lander.</p>	<p>Olympics 2012 <i>Continuity and change</i> Why/how did GB host the Olympics and what is the legacy?</p>
Year 2	<p>Mary Seacole/Florence Nightingale <i>Similarity, difference and significance</i> Why are these individuals significant and how did they change nursing? What is their legacy?</p>	<p>The Great Fire of London <i>Cause and consequence</i> What was the impact of the fire in London?</p> <p><u>Exhibit at the Museum of London</u> <u>Thursday 1st December 2022</u> For the Great Fire of London's 350th</p>	

	<p><u>Perform for Schools workshop in school</u> <u>Friday 14th October 2022</u></p> <p>A look at the life of the pioneering nurse and heroine of the Crimean War who not only suffered from the restrictions placed on women at the time, but was also hindered in her nursing career by the colour of her skin. Through role-play, children will:</p> <ul style="list-style-type: none"> ● Travel back in time to 1854 ● Explore the lands Mary Seacole travelled to ● Learn about the power of plants for recovery and rehabilitation ● Consider what life might have been like during the Crimean War <p>Children will understand the life of a significant person from the past, and consider and celebrate the achievements of Mary Seacole and how her work has impacted society.</p>	<p>anniversary this year, the children will visit the exhibition and explore the richest collections about the Great Fire, including articles, objects and immersive games. Children will also climb the Monument on Pudding Lane.</p>	
Year 3	<p>Stone Age <i>Continuity and change</i> How did humans survive during the Stone age and what were their settlements like? How did they change over time?</p> <p><u>Epping Forest Trip</u> <u>Tuesday 27th September 2022</u></p>	<p>Iron Age <i>Continuity and change</i> How did humans survive during the Iron age and what were their settlements like? How did they change over time?</p>	<p>Ancient Egyptians <i>Similarity, difference and significance</i> Why was the ancient Egyptian civilisation important and what was its legacy?</p>
Year 4	<p>Romans <i>Cause and consequence</i></p>	<p>Anglo-Saxons <i>Continuity and Change</i></p>	<p>The Mayans <i>Similarity, difference and significance</i></p>

	<p>Boudicca, Romans vs Celts. Why did the Romans invade Britain and how did it impact Britain and the Roman empire?</p> <p><u>Hertford Museum workshop in school</u> <u>Thursday 22nd September 2022</u></p> <p>This workshop focuses on life in a Roman Settlement in the area that is now Foxholes Estate. Using a range of replica artefacts, the children will explore agriculture, home life and personal items and children will be encouraged to become amateur archaeologists; piecing together clues about the objects and how they were used. They will explore sitemaps, using keys to work out what was found in an archaeological dig. And children will have the opportunity to try on a toga or tunic to see how a real Roman would have looked over 2000 years ago.</p>	<p>Why did the Anglo-Saxons settle in England?</p> <p><u>Make The Classroom Disappear workshop in school</u> <u>Friday 10th February 2023</u></p> <p>Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names, village life, art, culture, laws and justice Viking raids, invasion and Danegeld. Resistance by Alfred the Great and Athelstan, first king of England Edward the Confessor and his death in 1066</p>	<p>Why was the ancient Mayan civilisation important and what was its legacy?</p>
<p>Year 5</p>	<p>Vikings <i>Continuity and Change</i> Why did the Vikings invade England and what impact did it have?</p> <p><u>Viking Day workshop in school</u> <u>Friday 07th October 2022</u></p> <p>A visit from a viking. The children will get to handle authentic replica artefacts, hold real (blunt!) weapons and try on armour. They will take part in role play, find out about the life of a Viking, learn about culture, society and status, play physical and mental games, and discover how we learn about the past. Topics that will be covered - Who were</p>		<p>Ancient Greece <i>Similarity, difference and significance</i> Why was the ancient Greek civilisation important and what was its legacy?</p>

	<p>the Vikings and where were they from?</p> <ul style="list-style-type: none"> • Timeline • Daily life including food and clothing • Money and trade • War and Conquest • The Gods: Religion and Mythology • Entertainment • Crafts and skills • Writing and the Runes • Names - people and places • Life and Death - A Viking burial <p>Black History <u>Black History exhibition at the Museum of London Docklands</u> <u>Wednesday 2nd November 2022</u> Children will discover how the trade in enslaved Africans and sugar shaped London.</p>		
Year 6	<p>Victorians <i>Similarity, difference and significance</i> How and why was life different in the Victorian times?</p> <p><u>Perform for Schools workshop in school</u> <u>Friday 14th October 2022</u> A fascinating journey back to Victorian England comparing school life, home life and attitudes towards children with those of modern Britain.</p> <p>* Experiencing a Victorian schoolroom firsthand</p>	<p>WWII (Local Study) <i>Cause and consequence</i> How was Britain affected by WW2?</p>	

	<ul style="list-style-type: none">* Playing traditional Victorian playground games* Enjoying Victorian seaside activities such as Punch and Judy and donkey rides. <p>Children will: recognise changes beyond living memory; understand an aspect of history beyond 1066; compare the modern day to the Victorian era; devise historically valid questions and construct informed responses.</p>		
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History Curriculum Map: Early Years with links to KS1/KS2

	Interpreting History through sources/artefacts	Significant Individuals	Understand Chronology (Main events/people): timelines
<p>Key concepts: End of Yr1</p>	<ul style="list-style-type: none"> ● Personal experiences ● Lego ● Video of moon landing ● Photos, books and documentaries ● Personal experiences, medals, Olympic stadium and the Olympic village 	<ul style="list-style-type: none"> ● Know about the life of a significant person (Neil Armstrong, Katherine Johnson, Mary Jackson and Dorothy Johnson Vaughn, Mo Farah, Jessica Enis) 	<ul style="list-style-type: none"> ● Fit people/events into a chronological framework ● Have an understanding of the chronology of the historical periods in which the explorers lived
<p>Key concepts: End of EYFS</p> <p><i>Key thread/driver : Oracy runs throughout – developing exploratory and presentational talk, developing vocabulary</i></p>	<ul style="list-style-type: none"> ● Children will explore a variety of primary & secondary sources and be able to respond and recall information. ● Every topic will introduce at least one primary or secondary source to develop their knowledge of how the past is constructed. E.G. objects, photos, non-fiction books etc 	<ul style="list-style-type: none"> ● Know about the important people in their lives ● Know about people who help us in our community 	<ul style="list-style-type: none"> ● Understand change over time ● Understand and follow a visual timetable for daily routines ● Know things that have happened in the past ● Sequence events and stories with an understanding of chronological order
Early Years – Key Learning Experiences (adult led)			
Nursery	<ul style="list-style-type: none"> ● Family photos ● Story books ● Non-fiction books ● Small world toys 	<ul style="list-style-type: none"> ● Know family members 	<ul style="list-style-type: none"> ● Visual timetables – daily routines ● Sequence of mealtimes ● Class Toy sent home for the weekend ● Sharing weekend and holiday news
Reception	<ul style="list-style-type: none"> ● Family photos ● Photos – old and new ● Non-fiction books ● Toys – old and new transport ● Visit transport Museum to see how transport has changed over time 	<ul style="list-style-type: none"> ● Important people – to learn facts about the past life and experiences of significant people in their lives ● Understand the role of significant people in our community eg doctor/nurse/vet/police/builder/road safety 	<ul style="list-style-type: none"> ● Visual timetables – daily routines ● Sequence of mealtimes ● Class Toy sent home for the weekend ● Sharing weekend and holiday news ● How transport has changed over time ● Chronological timeline of growing a plant

			<ul style="list-style-type: none"> How they have changed from birth to present day
Key Vocabulary:	<u>Nursery</u> Yesterday Today Past Present Before After Then Now Important In order	<u>Reception</u> Prior to – past Previously -past Earlier - before Proceeding - After Currently - Now Immediately – Straight away Significant - important Sequence – in order Chronological – in order	
Early Years Continuous Provision - environment/opportunities (independent and adult supported)			
TWOs/Nursery/Reception <i>(ongoing through year)</i>	Family photo books reflecting families, cultures – available in reading area and across provision Family photos displayed in the environment Stories and non-fiction books available in Reading Area and across provision to support learning Small world toys – children to create their own environments, including different kinds of transport old and new	Family photo books reflecting families, cultures – available in reading area Family photos displayed in the environment Stories and non-fiction books available in Reading Area and across provision to support learning Small world opportunities – children to create their own environments, including homes, families etc Home Corner reflecting and representing different cultures and families	Visual timetable on display and used throughout the day Investigation area with plants and natural objects to explore changes over time
Key Knowledge for Assessment New ELGs (2021/22) <i>Understanding the World</i>	ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> ✓ Talk about the lives of the 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

Fleecefield Primary School History Year 1

	Term 1	Term 2	Term 3
Unit of work	Toys	Space Race	London Olympics 2012
Link to Programme of study	Children will learn aspects of change in national life.	A significant event in world history. Children will learn the legacy of Neil Armstrong. Children will learn about the 3 African –American women who helped with the moon landing. Katherine Johnson, Mary Jackson and Dorothy Johnson Vaughn.	Children will learn about a significant British event.
Composite knowledge	What are the differences/ similarities between toys? Children understand how toys have changed over time.	Who is Neil Armstrong? What did he do? Who helped him land on the moon? How do we know he landed on the moon? Why did he go to the moon? What was the space race?	Why is the Olympics significant? What happens during the Olympics? Who are the significant individuals?
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: What I played with. What my parents played with. What my grandparents played with.</p> <p>Similarity, difference and significance: child, parent and grandparent.</p> <p>Sources/Artefacts: Personal experiences, old argos catalogues.</p>	<p>Chronology:</p> <ul style="list-style-type: none"> • First person in space. • First person on the moon • 1960-1969 <p>Similarity, difference and significance: Neil Armstrong, Buzz Aldrin, Katherine Johnson, Mary Jackson and Dorothy Johnson Vaughn.</p>	<p>Videos, photos, books and personal experiences, medals, orbital slide, olympic stadium and the Olympic village.</p> <p>Sources/Artefacts: video of moon landing Photos, books and documentaries.</p> <p>Chronology:</p> <ul style="list-style-type: none"> • Bidding to host the Olympics between the countries. • Voting on who hosts the Olympics • Preparing to host the Olympics: building the stadiums, building new transport links and the torch run. <p>Similarity, difference and significance: Mo Farah, Jessica Enis, Usain Bolt and Ellie</p>

			Simmonds. Sources/Artefacts:
National Curriculum KS1 (skills)	Pupils should about : <ul style="list-style-type: none"> <input type="checkbox"/> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> Events beyond living memory that are significant nationally or globally <input type="checkbox"/> The lives of significant individuals in the past who have contributed to national and international achievements. <input type="checkbox"/> Significant historical events, people and places in their own locality <input type="checkbox"/> Awareness of the past, using common words and phrases relating to the passing of time <input type="checkbox"/> Identifying similarities and differences between ways of life in different periods Why is the Olympics significant? <input type="checkbox"/> What happens during the Olympics? <input type="checkbox"/> Who are the significant individuals? <input type="checkbox"/> Use a wide vocabulary of everyday historical terms <input type="checkbox"/> They should be able to ask and answer questions 		
vocabulary	Technology Create Significant Impact Materials Cultural toy Entertainment Evolve	Significant Investigate Achieve Role Challenge Impact Outcome Undertake	significant challenge achieve legacy inspiration training influence Compete
Links to prior knowledge	<ul style="list-style-type: none"> • EYFS Understand change over time • Understand and follow a visual timetable for daily routines • Know things that have happened in the past • Sequence events and stories with an understanding of chronological order 	<ul style="list-style-type: none"> • EYFS know about the important people in their lives • Know about people who help us in our community 	<ul style="list-style-type: none"> • Children will have explored a variety of primary & secondary sources and be able to respond and recall information in EYFS • Every EYFS topic will have introduced at least one primary or secondary source to develop their knowledge of how the past is constructed. E.G. objects, photos, non-fiction books etc
Key knowledge	How have the toys changed? How can you tell the difference between old toys and new toys?	Who is the first man to land on the moon? When did he land on the moon? Who are 3 ladies that helped him get to the	What significant sporting event took place in 2012? Where did it take place?

for assessm ent		moon? How did he get to the moon?	Can you name an athlete?
Cross- curricul ar links	Science- materials.		Science

	Term 1	Term 2	Term 3
Unit of work	Mary Seacole/Florence Nightingale	The Great Fire of London	
Link to Programme of study	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond the time period 1800s.	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond the time period 1666.	
Composite knowledge	<p>When was the Crimean war? Can you locate Crimea on a map?</p> <p>Who were Mary Seacole/ Florence Nightingale? Why was she important? When was Mary Seacole born? When was Florence Nightingale born?</p> <p>How did the nurses change the nursing practice? What was their role and what were they recognised for? Why did they become pioneers in their field? What is their legacy and how have they impacted nursing today?</p>	<p>When did the great fire of London start? Where did the great fire of London start? How did the fire start? How long did the fire last? How was the fire put out? Who was Samuel Pepys/Charles II/Thomas Farynor/Christpher Wren? Why was he important? How did his diaries help us understand life during the great fire of London?</p>	
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: Timeline of key dates and events in Mary Seacole’s and Florence Nightingale’s lives.</p> <p>Similarity, difference and significance: Mary Seacole and Florence Nightingale</p> <p>Sources/Artefacts: Photographs of the war, photographs of nurses uniform, pictures of battle/ Crimean war, pestle and mortar, herbs and scent bag (replica), map of where they were from and Crimea.</p>	<p>Chronology: Timeline of key events from the fire.</p> <p>Similarity, difference and significance: Samuel Pepys, Charles the second, Thomas Farynor, Christopher Wren.</p> <p>Sources/Artefacts: Map of London before and after the fire, British museum (virtual) Photographs (replica) , books, extracts from Samuel Pepys’s Diary.</p> <p>Black British History on Record: https://www.nationalarchives.gov.uk/black-history/</p> <p>Artefacts:</p>	<p>Chronology:</p> <p>Similarity, difference and significance</p> <p>Sources/Artefacts:</p>

		http://www.fireoflondon.org.uk/browse-the-collection/	
National Curriculum KS1 (skills)	Pupils should about : <ul style="list-style-type: none"> <input type="checkbox"/> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> Events beyond living memory that are significant nationally or globally <input type="checkbox"/> The lives of significant individuals in the past who have contributed to national and international achievements. <input type="checkbox"/> Significant historical events, people and places in their own locality <input type="checkbox"/> Awareness of the past, using common words and phrases relating to the passing of time <input type="checkbox"/> Identifying similarities and differences between ways of life in different periods <input type="checkbox"/> Use a wide vocabulary of everyday historical terms <input type="checkbox"/> They should be able to ask and answer questions 		
vocabulary	Treatment Medicine Conditions Disease Prejudice War Supplies Uniform	Century Britain modern Source Evidence extract eyewitness architect	
Links to prior knowledge	<p>Who is significant? Parents, grandparents, themselves</p> <p>What were the main events? What do I play with? What did my parents play with? What did my grandparents play with?</p> <p>How do we know? Personal experiences Actual toys Pictures Publications and adverts</p>	<p>Who is significant? Mo Farah Jessica Ennis Usain Bolt</p> <p>What were the main events? The voting for the host city. Legacy</p> <p>How do we know? Videos, photographs, documentaries, Olympic torch.</p>	<p>Who is significant? Neil Armstrong Buzz Aldrin</p> <p>What were the main events? Time it took to go to the moon. Moon landing Early 60- 69</p> <p>How do we know? Videos, photographs, documentaries.</p>

Key knowledge for assessment	<p>Timeline Making comparisons Question pupils about locational knowledge and artefacts.</p> <ul style="list-style-type: none"> • How is Mary Seacole significant? • What were the names of the two nurses who changed the nursing practice? • What were the main events? • What role did the nurses play in the Crimean war? • How do we know? • How have hospitals improved since the 1800's? 	<p>Timeline Making comparisons – London then and now. Question pupils about locational knowledge and artefacts.</p> <ul style="list-style-type: none"> • Who is significant? • How did Samuel Pepys' diary improve our understanding of the GFL? • What were the main events? • How did the GFL start? • What caused the fire to spread so rapidly? • How did it affect Londoners? • How do we know? • What evidence can be used to understand the key events? 	
Cross-curricular links	<p>Art – Portraits Role play – acting as nurses Geography – Find and locate countries/ Crimea.</p>	<p>Science – Flammable materials D&T – Make houses Geography – Find and locate London, Pudding Lane on a map. Art – Paintings of London engulfed in flames</p>	

	Term 1	Term 2	Term 3
Unit of work	Stone Age	Iron Age	Ancient Egyptians 'Pharaohs'
Link to Programme of study	A study of the prehistoric period of the Stone Age- The three stages of the Stone Age. The oldest period, the Paleolithic period, Middle Stone Age – Mesolithic and the Neolithic period called the New Stone Age. Our Ancestors used tools made out of stones to help them hunt and eat food.	A study of an aspect or theme in British History that extends pupils' chronological knowledge – starting 800 BCE until the Roman conquest 43 BCE.	A study of a sophisticated ancient civilization that happened over 3000 BCE.
Composite knowledge	How did the Stone Age people live? How did they survive? How do we know about this period of history? To recall the three stages of the Stone Age period?	What was significant about the Iron Age? What was the impact of iron in Britain and Europe? How did the Iron age shape conflicts and influence warfare?	Who were the influential rulers of the ancient Egyptians? What did they invent that influenced the way we live today? Scripture/communication– preservation of the body. Engineering – link with pyramid
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: Timeline Ancient settlement 3,000 BCE the oldest period of the Stone Age approximately 2.5 million years ago. New Stone age dates back to 8-10000 years BC.</p> <p>Similarity, difference and significance: archaeologist – Skara Brae</p> <p>Sources/Artefacts: Village of Skara Brae discovered in 1850- cave paintings (Lascaux cave in France). Discovery of Jewellery, ornaments and dice games, stones tools, Stonehenge</p> <p>Cause and Consequence:</p> <p>Continuity and Change: Skara Brae and the caves, hunter gatherers. Moved from Nomadic to permanent home and start farming.</p>	<p>Chronology: Timeline 800 BCE until 43 CE and compared with the Stone Age 2.5 million years</p> <p>Similarity, difference and significance: Two peat workers at Lindow Moss, Andy Mould and Stephen Dooley discovered the Lindow man in a bog in Cheshire in 1984. The Lindow man is an individual from the iron age who is significantly preserved. The source of his death is debated as to whether he was sacrificed in religious ritual.</p> <p>Sources/Artefacts: The difference between artefacts from the Stone/Bronze/Iron age</p> <p><u>How iron age weapons were made:</u> Iron, like copper and tin, would be melted in a furnace to separate it from the other elements in the ore. The iron lump would be heated up in a fire until it was red hot and then hammered on a stone or wooden anvil into shape. (shows contrast</p>	<p>Chronology: Timeline c3000 – 30 BCE Timeline - Iron Age ended 43 CE with the Roman conquest and Ancient Egyptians civilisations ended 30 BCE.</p> <p>Similarity, difference and significance: Tutankhamun 1342 – 1325 BC Discovered by Howard Carter famous archaeologist – 1922 King Tut was a black significant figure- black African.</p> <p>Queen Cleopatra/– Rules in a male dominated era.</p> <p>Sources/Artefacts: tombs/ Great Pyramid- Cairo – Giza/ purposes British museum website – valley of the kings Papyrus – hieroglyphics</p> <p>Cause and Consequence:</p>

		<p>between the Stone Age, Bronze Age and Iron Age).</p> <p>Iron Weapons – photos of weaponry</p> <p>Cause and Consequence: Fighting between farmers was common, for resources. Developed better weapons/armour and helmets.</p> <p>Continuity and Change: Roundhouses and forts (Hillforts)- place of shelter. Photos and videos Maiden castle in Dorset/ Oswestry in Shropshire</p>	<p>Conflict between Cleopatra and her own brother Ptolemy for the crown.</p> <p>Continuity and Change: River Nile fertile land – farming – boats to transport – valley of the kings and queens.</p>
National Curriculum KS1 (skills)	<p>Pupils should about :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge & understanding of British, local & world history <input type="checkbox"/> Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance <input type="checkbox"/> Develop the appropriate use of historical terms <input type="checkbox"/> Note connections, contrasts and trends over time <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Understand that different versions of the past may exist giving some reasons for this 		
vocabulary	Surviving, ancestors, nomadic, gatherers, settlers, symbols, scavenging, predators.	Conquest, significant, weapons, blacksmith, settlements, fortified, inhabitant, ore, civilizations, celts	Fertile, influential, irrigation, mummy, preserved, embalming, tombs, ritual, immortal.
Links to prior knowledge	Identify dates on timeline – Crimean war, Mary Seacole/Florence Nightingale, The Great Fire of London.	Link to Stone Age (BC to AD) previous Yr 2 history curriculum Mary Seacole, Florence Nightingale and the GFL	Ending of the Stone Age and the Ancient Egyptians until the death of Cleopatra, starts of the Roman Empire.
Key knowledge for assessment	To understand the importance of the use of stones as effective tools for surviving. Explain the change of hunter gatherers to permanent settlers. What are the possible reasons why Stonehenge was built?	Timeline – Identify dates on the timeline to show the beginning and end of an era (Stone age – Iron age). How was bronze made? How were Iron age tools made? How do we know about the Iron Age? (artefacts – sources – Hill forts – castle in Maidenhead)	Understand the BC timeline What artefacts teach us about the Egyptians? How did the invention of papyrus influence our lives today? What is the legacy of the ancient Egyptians? Writing, farming, embalming.

		<p>What artefacts were used in the Iron Age? What was their purpose?</p> <p>What were hillforts?/Why did the celts live in hillforts?</p> <p>What was life like in the Iron age? (tribes, warriors, homes, food, clothes, jewellery, religion)</p> <p>How does the Iron age relate to the Stone Age</p> <p>How did the use of Iron change how we live today?</p>	
Cross-curricular links	<p>Cave paintings and drawings.</p> <p>English – Write a non-chronological report about the Stone Age</p> <p>Core book – Stone Age Boy.</p>	<p>Poster - art</p> <p>Literacy/computing - researching to find out more about Maidenhead</p>	

	Term 1	Term 2	Term 3
Unit of work	Romans	Anglo-Saxons and Scots	The Mayans 'Chocolate'
Link to Programme of study	The impact of the Roman empire on Britain.	Britain's settlement by Anglo-Saxons.	A non-European society that provides contrasts with British history- The Mayan Civilisation c.AD 900
Composite knowledge	<p>Who was Julius Caesar? Why was he important? How do we know? Was he successful in conquering Britain? Why? When/why did Julius Caesar invade Britain? (55-54BC). Who was Emperor Claudius? Why was he important? How do we know? Who built Hadrian's Wall? Why? Who was Boudica? Why was she important? How do we know? What is the legacy of the Roman Empire?</p> <p>What do we know about conflict during this period? What do we know about settlements during this period?</p>	<p>When did the Anglo-Saxons invade Britain? Explain some of the reasons why Anglo-Saxons invaded Britain. Who were early Anglo-Saxon Britain made up of? Where in the world were the Anglo-Saxons originally from? Who were Alfred the Great/ Athelstan (first King of England)/ Edward the Confessor? Why were they important? How do we know? What do we know about conflict during this period? What do we know about settlements during this period?</p> <p>What are you teaching about the Scots????</p>	<p>Who and where were the Mayans? When was the golden age of the Mayans?</p> <p>Who was important in the Mayan civilisation? Why? Describe what happened to the Mayan civilisation.</p> <p>What do we know about conflict during this period? What do we know about settlements during this period? Describe a Mayan settlement; what they ate and grew. Name some famous Mayan cities?</p> <p>How do we know about the Mayans?</p>
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: Beginning with the first invasion until Boudica's rebellion.</p> <p><u>Timeline:</u> 55-54BCE – Julius Caesar first invaded Britain. AD 48 – Emperor Claudius invaded Britain. AD 112 – Hadrian's Wall was built. 60/61 CE – Boudica's Rebellion.</p>	<p>Chronology: Timeline – beginning with the Saxons from Northern Germany and the Jutes from Denmark; conquering Britain and the splitting into small kingdoms, the Christian conversion, the ruling of England until 1066 and the Battle of Hastings.</p> <p><u>Timeline:</u> 410: Roman army left Britain. Saxons and Jutes invaded Britain. 601: King Ethelbert of Kent converted to</p>	<p>Chronology:</p> <p><u>Timeline:</u> 250 BCE: First systems of Maya writing developed. 600 CE: Caracol became the most important Maya city. 750 CE: Maya Civilisation; a major power in the region. 900 CE: Abandonment of several Maya Cities (Tikal, Copan and Palenque).</p>

	<p>Similarities, differences and significance: Julius Caesar, Emperor Claudius, Boudica and Augustus, Hadrian.</p> <p>Sources/Artefacts: Roman Baths, Roman forts. Satellite views of Hadrian's Wall and remains of relics. Roman armour, weapons, tools, excavated coins. Visit to the British Museum/online tour.</p> <p>Cause and Consequence: Caesar's invasion, Claudius's succession, Augustus and Boudica's rebellion.</p> <p>Continuity and Change: The Roman's built over 10,000 miles of roads and built houses, forts and temples from stone. The Romans brought bathhouses, central heating and sanitation and built one of the most famous set of defences in history: Hadrian's Wall.</p>	<p>Christianity. 827: Egbert of Wessex conquered Mercia. 878: Alfred the Great of Wessex fought back against the Vikings. 927: Athelstan united the Kingdoms to create England. 1066: Battle of Hastings.</p> <p>Similarities, differences and significance: Alfred the Great, Athelstan (first King of England), Edward the Confessor and his death in 1066.</p> <p>Sources/Artefacts: Archaeological evidence. Anglo-Saxon clothes, homes and villages. Burial site in Sutton-Hoo in East Anglia. Gold, coins, jewellery, weapons.</p> <p>Cause and Consequence: Celtic tribes in conflict with the Northern tribes (Picts and the Scots). King Alfred the Great stopped the Vikings taking over England in the 9th century – Establishment of Christianity. Battle of Hastings.</p> <p>Continuity and Change: Roundhouses and forts (Hillforts) - place of shelter.</p>	<p>1520 CE: Spanish conquistadors made contacts with Maya settlements.</p> <p>Similarities, differences and significance: Frederick Catherwood Gods: Itzamna-Creator God, Kinich Ahau-The Sun God.</p> <p>Sources/Artefacts: Writings/Literature and artwork by Spanish conquistadors. Mayan codices (books). Pottery and images of the ruins. Mayan Calendar.</p> <p>Cause and Consequence: 1520 CE: Spanish conquistadors made contacts with Maya settlements.</p> <p>Continuity and Change: By 200 CE the Mayans moved from smaller villages into larger cities. Each city was designed with characteristic features such as temples, stone pyramids, palaces and ball courts. Large population of farmers grew corn, maize and squash surrounded Maya cities. The Mayans created farmland by cutting away trees and vines on surrounding rainforests. The Mayan people also used more advanced farming methods, such as irrigation and terracing, to help produce food. North America was known as MesoAmerica (Mexico, Guatemala, Honduras, El-Salvador and Belize). Each city was ruled by an Ajaw (King).</p>
National	Pupils should about :		

Curriculum KS1 (skills)	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge & understanding of British, local & world history <input type="checkbox"/> Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance <input type="checkbox"/> Develop the appropriate use of historical terms <input type="checkbox"/> Note connections, contrasts and trends over time <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Understand that different versions of the past may exist giving some reasons for this 		
vocabulary	Hierarchy, impact, territory, collapse, authority economy, challenge, resistance, archaeology, legacy.	Descendants, conquer stability, upheaval, consequences, kingdoms, allegiance, Christianisation.	Architect, expansion, sacrifice, innovation, ceremony, anthropologist, community, civilisation, abandonment.
Links to prior knowledge	To explore the place on a timeline in relation to other historical knowledge, for example: Stone Age, Iron Age, tools, weapons and wealth.	To explore the place on a timeline in relation to other historical knowledge, for example: Roman settlement, collapse of the Roman Empire, invasion by Germanic tribes.	To explore the ancient civilisation in Egypt and identify key dates on a timeline. To link chocolate and trade to previous Ghana Geography lesson and also “chocolate pod” art lesson (Year 2). To understand how Mayans food and farming contribute to our civilisation today. To understand how Stone Age and Iron Age contribute to our civilisation today.
Key knowledge for assessment	<p>Label a timeline with key dates in the history of the Roman Empire. Highlight the key details of Roman Britain.</p> <p>Name the significant Roman Emperors of Britain. When was Britain conquered by the Romans? Where did Hadrian build a wall? Why? Who led the Iceni tribe against the Romans? Why did Boudica rebel? What was the name of the Emperor who successfully invaded Britain? What artefacts do we have to teach us about the Romans? What is the legacy of the Roman invasion?</p>	<p>Why did the Anglo-Saxons come to England? Where were the Anglo-Saxons from? What is meant by descendants? What are the four main A-S kingdoms? What are the names of the tribes who settled in Britain after the Roman army left? What events brought Anglo-Saxon’s to an end? What do we know about conflict during this period? What do we know about settlements during this period? How do we know?</p>	<p>What are the farming methods the Mayans used? Describe what is meant by ‘architect’. When did the Mayan people develop writing? How many symbols made up the Mayan writing system? What are the names of the ancient Mayan codices that have survived to this day?</p>

Cross-
curricular links

I was There – Boudica’s Army (Reading).

Cross- curricular links	I was There – Boudica’s Army (Reading).		
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	Term 1	Term 2	Term 3
Unit of work	Vikings		Ancient Greece 'Gods and Mortals'
Link to Programme of study	The Viking colonisation of large parts of Europe (specifically Britain – AD 793 – AD 1066).		The Ancient Greek civilisation and its influence on history throughout the world and in particular – Western Europe.
Composite knowledge	The significance of the raids on Lindisfarne and York. What attributes made a good Viking? To relate key events on a timeline – date etc. Compare and contrast famous Viking and Anglo Saxon leaders. What form of travel was used by the Vikings.		What is meant by the word influential? Who eventually conquered the Greeks and when did this happen? Comparing the roles and equality of women in both Viking and Ancient Greek cultures. To relate key events on a timeline – date etc.
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: Viking Timeline – AD 703 – AD 1066.</p> <p>Similarities, differences and significance: King Harold Bluetooth (Viking) King Alfred the Great (Anglo Saxon).</p> <p>Sources/Artefacts: Visit: British Museum.</p> <p>Cause and Consequence: Viking raids on Britain – AD 793 – Raid on Lindisfarne. AD 866 – The capture of York. 10/11th centuries saw the Vikings and Anglo-Saxon armies fighting many significant battles for control of Britain. AD 886 – DaneLaw – Alfred agrees to a Treaty.</p> <p>Continuity and Change: Main settlement in York (Jorvik).</p>	<p>Chronology:</p> <p>Similarities, differences and significance:</p> <p>Sources/Artefacts:</p> <p>Cause and Consequence:</p> <p>Continuity and Change:</p>	<p>Chronology: Ancient Greek – Timeline – 146 BCE - 776 BCE Events: 776 BCE – First Olympics (games).</p> <p>Similarities, differences and significance: In the sixth century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of demokratia or 'rule by the people' Pythagoras, Archimedes and Hippocrates, to thank for some of the most significant discoveries in mathematics, science and medicine.</p> <p>Sources/Artefacts:TRIP TO BRITISH MUSEUM Pottery (archaeological sites). Myths and Legends Ancient Greek artwork Parthenon</p> <p>Cause and Consequence: 431–404 BCE: The Peloponnesian War (Athens defeated by Sparta). 146 BCE Greeks defeated by the Romans at the Battle of Corinth.</p> <p>Continuity and Change: Ancient architecture – three evident styles – Doric – Corinthian – Ionic. Characteristics and</p>

			features such as columns
National Curriculum KS2 (skills)	Pupils should about : <ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge & understanding of British, local & world history <input type="checkbox"/> Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance <input type="checkbox"/> Develop the appropriate use of historical terms <input type="checkbox"/> Note connections, contrasts and trends over time <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Understand that different versions of the past may exist giving some reasons for this 		
vocabulary	Conflict - Invade - Raid - Rule - Fierce - Dominate - Abroad - Occupy		Period - Democracy - Battle - Government - System - Philosophy - Strategy - Myth
Links to prior knowledge	Place on timeline in relation to their previously learnt historical knowledge.		Place on timeline in relation to their previously learnt historical knowledge. Comparing the roles and equality of women in both Viking and Ancient Greek cultures.
Key knowledge for assessment	<ul style="list-style-type: none"> ● Timeline - to identify key dates and events for this period. ● Identify and describe artefacts used by the Vikings. Understand why artefacts help us learn about cultures ● Making comparisons - between Viking and Anglo-Saxon Leaders. To describe the Vikings as a people and their impact on Britain. ● What was the overall impact (legacy) of the Viking invasion on Britain? Laws/Language/Place names – Rights and Legal System. 		<ul style="list-style-type: none"> ● Timeline – to have a chronological awareness of this period in history (where on the timeline). ● Making comparisons between the roles of women within Viking and Ancient Greek societies – link - Sparta. ● To relate the introduction of democracy (Athens) and its continued importance and value (humanity) throughout history.
Cross-curricular links	<ul style="list-style-type: none"> ● Art – designing shields. ● D&T Making shields/boats ● Literacy – Non- chronological reports/ Newspaper reports/Summaries – 		<ul style="list-style-type: none"> ● Art – Greek pottery. ● Geographical layout of Ancient Greece.

	<p>clarification.</p> <ul style="list-style-type: none">● D & T - Clay Runes.● ICT – Research● Geography – Scandinavia and Britain (specific locations).		
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	Term 1	Term 2	Term 3
Unit of work	Victorians	WWII (Local Study)	
Link to Programme of study	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066	
Composite knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> When and what the Victorian era was <input type="checkbox"/> How Victorian lives were different to ours <input type="checkbox"/> What the differences were between rich and poor in Victorian society <input type="checkbox"/> What the Empire was <input type="checkbox"/> The impact of the industrial revolution <input type="checkbox"/> What was invented during the Victorian period and how did they impacted on Victorian society <input type="checkbox"/> How Victorians enjoyed themselves 	<ul style="list-style-type: none"> - When the war started - Why the war started - Who were the key players - What was the impact on society at the time - What was the legacy 	
Intentional knowledge they need to understand (Component knowledge)	<p>Chronology: Victorian timeline; 1837 - 1901</p> <p>Similarities, differences and significance: Queen Victoria Lord Shaftsbury Dr Barnardo Samuel Coleridge Taylor Pablo Franque Dickens</p> <p>Sources/Artefacts: BBC recordings of children's diaries Images of significant individuals, artefacts, buildings and inventions Bed pan, lace, velvet, muslin, wool , irons, coal Original drawings/paintings/ photographs Extracts from speeches, diaries and books Coleridge's The Song of Hiawatha Overture / Ballade in A minor/ Deep River/ Christmas Overture Trip to Victoria and Albert Museum</p>	<p>Chronology: 1939: Germany invaded Poland/Britain and France declared war on Germany 1941: The USA entered the war 1942: Mass killings began at Auschwitz 1944: D-Day: allied invasion of France 1945: Germany surrendered 1945: Japan surrendered after the USA dropped two atomic bombs</p> <p>Similarities, differences and significance: Hitler, Churchill, Anne Frank</p> <p>Sources/Artefacts: Photos (weaponry, battleships, sig. people...) Videos (campaigns, propaganda, rallies...) Posters Ration books Museum tours (imperial war museums...) Maps</p> <p>Cause and Consequence:</p>	<p>Chronology:</p> <p>Similarities, differences and significance:</p> <p>Sources/Artefacts:</p> <p>Cause and Consequence:</p> <p>Continuity and Change:</p>

	<p>Cause and Consequence: The difference between the lives of the rich and poor. Empire- Great Britain's ruling and exploitation of those territories</p> <p>Continuity and Change: Impact of industrial revolution; the migration from rural to urban. The growth of towns and cities Empire- How much of the world did Britain rule?</p>	<ul style="list-style-type: none"> - What was the link from WWI to WWII - Countries involved - Impact of the war: evacuation/holocaust/atomic bomb/number killed/rationing <p>Continuity and Change: Migration Evacuation Concentration camps</p>	
<p>National Curriculum KS2 (skills)</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge & understanding of British, local & world history <input type="checkbox"/> Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance <input type="checkbox"/> Develop the appropriate use of historical terms <input type="checkbox"/> Note connections, contrasts and trends over time <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Understand that different versions of the past may exist giving some reasons for this 		
<p>vocabulary</p>	<p>Legacy, industrial revolution, urban, charity, poverty, wealth, law, conditions, inventions, empire</p>	<p>official announcement, displace, dispute, rationing, resources, evacuation, propaganda, migration</p>	
<p>Links to prior knowledge</p>	<p>Place on time line in relation to their previously learnt historical knowledge. Contact to other periods in history</p>	<p>Place war on timeline in relation to their other historical knowledge. Make connections to previously learnt conflict such as Romans and Vikings (invasions, weaponry, warfare tactics and impact on society)</p>	

<p>Key knowledge for assessment</p>	<p>When was the Victorian era; create a timeline showing key events, inventions and significant individuals Describe what life was like in the factories and workhouses Describe the experiences of rich and poor children Victorian times; compare to your experience as a child of the 21st Century What impact did the Industrial Revolution have on where and how people lived? How much of the world did the British Empire rule? How did the Victorians enjoy themselves; name a famous writer and entertainer What are 5 Victorian legacies?</p>	<ul style="list-style-type: none"> - Place key events on a timeline - Describe the reasons for the conflicts - Identify the key players - Describe the impact on society at the time - Identify the legacies from WWII 	
<p>Cross-curricular links</p>	<p>Literacy- Dickens, Oliver Twist, A Christmas Carol Class Reader : Street Child by Berlie Docherty Art: D&T making models of Victorian invention, designing Victorian Christmas cards</p>	<p>Literacy- Core books: Good night Mr Tom, Boy in striped pyjamas Geography- Understanding of the world/maps Art- propaganda photos/posters/videos</p>	